

## Curricula Vitae

Melody Jo Buckner, PhD

### MAJOR FIELDS/RESEARCH INTEREST

New Literacy Studies, Gaming as a Learning Environment, Learning Space Design including Virtual and Augmented Reality, Digital Storytelling, Emerging Technology, Social Networking, Cultural Diversity and Social Justice, Online and Blended Learning Environments, Quality Standards for Online Learning

### CHRONOLOGY OF EDUCATION

PhD	2015	University of Arizona Tucson, Arizona	Major: Language, Reading and Culture Minor: Educational Technology
M.ED	2006	Northern Arizona University Flagstaff, Arizona	Major: Educational Technology
B.S.	1985	Arizona State University Tempe, Arizona	Major: Design Science/Architecture Minor: Psychology/Business

### PUBLICATION

March 2019	Buckner, M.J. (2019). DAM the LMS. Education Technology Insights. LMS Special. March 2019. (pp. 40-41)
Spring 2017	Buckner, M.J. (2017). Digital Storytelling as an Assessment Practice. Handbook of Research on Human Development in the Digital Age. (pp. 43-65)

### AWARDS

March 2019	Innovation Award from UPCEA	Arizona Online Team
December 2015	Superior Adjunct Faculty Award	University of Arizona South

### GRANTS

2014	A Family-Centered Community Program to Prevent Type 2 Diabetes in Peri-pubertal Youth	University of Arizona/CALS Nutritional Science
2013	Byte-Size: A Technology-Based intervention to Enhance healthy snacking behaviors in WIC participants and their preschool-aged children	University of Arizona/CALS Nutritional Science
2012	Comparing Comprehensive and Effects of Child-Targeted Food Ads in TV vs. Digital Media	University of Arizona/CALS Nutritional Science

### PRESENTATIONS

Nov 2016	Online Learning Consortium Orlando, Florida	Building a Culture of Cross-Intuitional Collaboration: Stories, Strategies and Best Practices (Panel)
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Sep 2016	UPCEA West Albuquerque, NM	Diversity and Inclusion in Online Education (Panel)
Aug 2016	Distance Teaching and Learning Madison, Wisconsin	Plotting the Future of Assessment (Panel) & Digital Storytelling as Assessment (Solo)
Jan 2016	Intercultural Competence Conference Tucson, Arizona	Digital Storytelling as an Assessment Practice & Models of Mobility: Partnership, Engagement and Service Learning
August 2015	Distance Teaching and Learning Madison, Wisconsin	Design for Learning: The Power of Collaborative Teams
Feb 2015	Educause Learning Initiative Anaheim, California	Poster on Digital Storytelling & Panel to Introduce Horizon Report
July 2014	Key Note Speaker at Yavapai College Prescott, Arizona	Quality Matters Quickie: An Overview of Quality Matters
April 2013	CONAHEC Edmonton, Alberta, Canada	MOOC: A Brief Overview
Feb 2012	Educause Southwest Portland, OR	Ideas Labs: Breaking Down the Silos
Nov 2011	Sloan Consortium Orlando, FL	Ideas Labs: Breaking Down the Silos
April 2010	AMC SIGUCCS Victoria, BC, Canada	Second Life: An Innovation in Higher Education
Feb 2010	Educause Learning Initiative Portland, Oregon	Quality by Design

## CHRONOLOGY OF EMPLOYMENT

### University of Arizona | Tucson, Arizona

#### Interim Dean of University of Arizona South (UA South)

August 2016 – present

- Organize and prepare a branch campus for a new leader through revisioning of mission, vision, and goals as it relates to student success on a branch campus.
- Restructure UA South with the incorporation of distance locations, UA Online and international initiatives into their portfolio.
- Serve on the Executive Leadership Team for with other campus leaders to drive the changes at UA South.

## **Curricula Vitae**

### **Melody Jo Buckner, PhD**

- Serve on a leadership committee working with an outside consultant in a nationwide search for new leadership at UA South.

#### University of Arizona | Tucson, Arizona

##### **Assistant Professor of Practice in College of Education**

##### **Department of Teaching, Learning and Sociocultural Studies**

August 2016 – present

- Teach courses at both the undergraduate and graduate levels in the following degrees: B.S. in Literacy, Learning and Leadership, M.A or Ph.D. in Language, Reading and Culture and M.S. in Educational Technology (UA South).
- Serve on various committees appointed by the Department Chair.

#### University of Arizona | Tucson, Arizona

##### **Senior Director of Digital Learning and Online Education**

July 2014 – present

- Built and direct a team of instructional designers, graphic designer, videographers, quality control coordinator, project manager and student workers that are the foundational support for faculty in creating fully online programs for UA Online.
- Serve on the Executive Leadership Team for Student Affairs & Enrollment Management/Academic Initiatives & Student Success directed by Melissa Vito and Vincent del Casino

#### University of Arizona | Tucson, Arizona

##### **Adjunct Faculty University of Arizona South & College of Education**

*Fall 2014 – present*

- Teaching both undergraduate and graduate courses in Educational Technology and Teaching, Learning and Sociocultural Studies

#### University of Arizona | Tucson, Arizona

##### **Instructional Designer for Outreach College**

*December 2008 – July 2014*

- Responsible for working directly with faculty to facilitate the movement of face-to-face curriculum to an online or distributed offering. This will be made possible through direct contact with faculty, workshops, forums and a peer-mentoring program. This position will network with other entities throughout the University that assist faculty in this same process.
- Institutional Representative for Quality Matters and founding member of Quality Matters Arizona Statewide Consortium.

#### Pima Community College | Tucson, Arizona

##### **Instructional Designer**

*November 2006 – December 2008*

## **Curricula Vitae**

### **Melody Jo Buckner, PhD**

- Designed a variety of interactive online courses for employees, including topics covering legal issues, classroom management and academic integrity.
- Converting traditional training to the online environment consistent with adult learning theory.
- Meet with subject matter experts to gather information in order to design online courses.
- Serve on various committees with administrators, faculty and staff to develop strategies and accomplish goals.
- Coordinating, overseeing, and participating in the development of the project work plan; monitoring workflow; reviewing and evaluating work products, methods, and procedures.
- Supervise two assistances including: prioritizing and assigning work and monitoring work for technical compliance and quality.
- Designed and facilitate training of employees on the Learning Management System.
- Providing guidance for curriculum and/or instructional program development, equipment and implementation; evaluating results and making appropriate modifications in multi-campus and cross-functional activities.
- Present to faculty creative ideas for using technology in the classroom.

### **Pima Community College | Tucson, Arizona**

#### **Adjunct Faculty**

*Fall 2003 – Fall 2008*

- Instructed student in the following disciplines: Computer Application Software (CSA089–Computer Basics, CSA100–Computer Literacy, CSA101–Computer Fundamental, CSA152-Internet Browser, CSA182-Microsoft Windows), Computer Information Systems (CIS100-Introduction to Computers) and Office and Administration Professions (OAP111-Keyboarding).
- Taught at Northwest Campus under Sandy Niederriter and at Downtown Campus under Theresa Brown.
- Served on a CDAC committee for one year as a representative for adjunct professors.
- Awarded Outstanding Adjunct Faculty in the Professional and Occupational discipline for the Northwest Campus in 2004/2005.
- Created a marketing package for the distance-learning program, including a PowerPoint presentation, a sample classroom and a FAQ booklet.

### **BEFORE COMING TO THE ACADEMIC WORLD**

#### **Salt River Project | Phoenix, Arizona**

##### **Computer Graphic Artist and 3D Animator**

*1985 - 1989*

- Communications specialist primarily working between engineers, middle and upper management and the public.
- Created visual presentation (ViaVideo Software) and 3-D animation (Wavefront Software). Worked on mainframes, workstations and personal computers in DOS, UNIX and Macintosh environments

## CURRICULUM VITA

NAME: Julio Cammarota

CURRENT POSITION: Professor, University of Arizona

EDUCATION:

2001	Ph.D.	University of California, Berkeley	Social and Cultural Studies in Education
1995	M.A.	University of California, Berkeley	Social and Cultural Studies in Education
1993	B.A.	San Francisco State University	Interdisciplinary Social Science

DISSERTATION TITLE:

*First jobs: The perceptions and experiences of work for Latino youth*

Committee: Carol Stack (Chair), Barrie Thorne, Pedro Noguera, and Allen Pred.

POSITIONS HELD:

2018- Present	Professor, College of Education, University of Arizona
2015–2018	Associate Professor, School of Education, Iowa State University
2009–2015	Associate Professor, Mexican American Studies, University of Arizona
2003–2009	Assistant Professor, Mexican American Studies, University of Arizona
2002–2003	Research Associate, Bureau of Applied Research in Anthropology, University of Arizona
2000	Adjunct Faculty, Department of Sociology, Santa Clara University
1995-1998	Graduate Teaching Assistant, University of California, Berkeley

MAJOR FIELDS OF TEACHING AND SCHOLARLY EMPHASIS:

Anthropology of Education, Ethnography, Latinx Education, Urban Education, Participatory Action Research, and Social Justice Education

RESEARCH AND SCHOLARLY/CREATIVE PROJECTS FUNDED:

Extramural Support – Funded (Total: \$991,413)

2016–2017	Co-PI. Center for Transformative Education. \$15,000.
2011	PI. Augustine Jimenez. \$25,000.
2010	PI. Helios Foundation. \$100,000.
2009	PI. Every Voice in Action Foundation. \$25,000.
2008	PI. Every Voice in Action Foundation. \$25,000.
2008	PI. Mr. and Mrs. Gerald Geise. \$5,000.
2008	PI. Stocker Foundation. \$5,000.
2008	Co-PI. Ford Foundation. \$20,000.
2008	Co-PI. Surnda Foundation. \$19,800.
2007–2014	PI. Pima County Community Development Grant. \$105,000.
2007–2014	PI. Pima County Outside Agency Grant. \$140,000.
2007	PI. Every Voice in Action Foundation. \$25,000.
2007	PI. Every Voice in Action Foundation. \$5,000.
2007	PI. Mr. & Mrs. Gerald Geise. \$5,000.
2007	Co-PI. Ford Foundation. \$12,100.
2007	Co-PI. Rockefeller Brothers Foundation. \$23,359.
2006	PI. Every Voice in Action Foundation. \$4,951.
2006	PI. Wallace Foundation. \$60,000.

2006	PI. VisionMark Foundation. \$30,000.
2006	PI. VisionMark Foundation. \$30,876.
2006	Co-PI. Surdna Foundation. \$44,905.
2005	PI. VisionMark Foundation. \$5,212.
2004	Co-PI. Ford Foundation. \$54,5000.
2003	Co-PI. Annie Casey Foundation. \$85,000

## PUBLICATIONS:

### Books– Published

**Cammarota, J.** (2008). *Sueños Americanos: Barrio Youth Negotiate Social and Cultural Identities*. Tucson: University of Arizona Press. 208 pp.

### Edited Books– Published

Ayala, J. and **Cammarota, J.** (Eds.) (2018). *PAR EntreMundos: Pedagogy of Las Americas*. New York: Peter Lang.

**Cammarota, J.** & Romero, A. (Eds.) (2014). *Raza studies: The public option for educational revolution*. Tucson: University of Arizona Press. 224 pp.

**Cammarota, J.** & Fine, M. (Eds.) (2008). *Revolutionizing education: Youth participatory action research in motion*. New York: Routledge. 248 pp.

Ginwright, S., Noguera, P. & **Cammarota, J.** (Eds.) (2006). *Beyond resistance! Youth activism and community change: New democratic possibilities for practice and policy for America's youth*. New York: Routledge. 400 pp.

### Peer-reviewed Journal Articles – Published (total: 31)

Casanova, C & **Cammarota, J.** (2018). “You trying to make me feel stupid or something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis. *Journal of Latinos and Education*.

**Cammarota, J.** (2017). Youth participatory action research: A pedagogy of transformational resistance for critical youth studies. *Journal of Critical Education Policy Studies*, 15(2), 188-213.

**Cammarota, J.** (2017). Race war in Arizona: Reflections on the ethnic studies ban and white hegemony. *Latino Studies*, 15(4), 522-531.

**Cammarota, J.** (2016). The praxis of ethnic studies: Transforming second sight into critical consciousness. *Race, Ethnicity and Education*, 19(2), 233-251.

Ginwright, S. A. & **Cammarota, J.** (2015). Teaching social justice research to undergraduate students in Puerto Rico: Using personal experience to inform research. *Equity & Excellence in Education*, 48(2), 162-177.

**Cammarota, J.** (2014). Challenging colorblindness in Arizona: Latina/o students' counter-narratives of race and racism. *Multicultural Perspectives*, 16(2), 79-85.

**Cammarota, J.** (2014). Misspoken in Arizona: Latina/o students document the articulations of racism. *Equity & Excellence in Education*, 47(3), 321-333.

**Cammarota, J.**, Moll, L., Gonzalez, M., & Cannella, C. (2013). Sociocultural perspectives on interpersonal relationships in schools. *Association of Mexican American Educators Journal*, 6(3), 12-16.

**Cammarota, J.**, & Aguilera, M. (2012). ‘By the time I get to Arizona’: race, language, and education in America’s racist state. *Race Ethnicity and Education*, 15(4), 485-500.

**Cammarota, J.** (2011). Blindsided by the avatar: White saviors and allies out of Hollywood and in education. *Review of Education, Pedagogy, and Cultural Studies*, 33(3), 242-259.

**Cammarota J.** (2011). From hopelessness to hope: Social justice pedagogy in urban education and youth development. *Urban Education*, 40(4), 828-844.

**Cammarota, J.** (2011). Participatory action research for high school students: Transforming policy, practice and the personal with social justice education. *Education Policy*, 25(3), 488-506.

**Cammarota, J.** (2011). The value of a multicultural and critical pedagogy: Learning democracy through diversity and dissent. *Multicultural Perspectives*, 13(2), 62-69.

Ginwright, S. & **Cammarota, J.** (2011). Youth organizing in the wild west: Mobilizing for educational justice in

- Arizona! *Voices in Urban Education*, 30, 13-21.
- Otero, L. R. & **Cammarota, J.** (2011). Notes from the ethnic studies home front: Student protests, texting and subtext of oppression. *International Journal of Qualitative Studies in Education*, 24(5), 639-648.
- Cammarota, J.** (2009). The cultural organizing of formal praxis-based pedagogies: A socio-historical approach to participatory action research. *Social Justice*, 36(4), 6-13.
- Cammarota, J.** (2009). The generational battle for curriculum: Figuring race and culture on the boarder. *Transforming Anthropology*, 17(2), 117-130.
- Cammarota, J.** and Romero, A. (2009). A social justice epistemology and pedagogy: Transforming public education with participatory action research. *New Directions for Student Leadership*, 123, 53-65.
- Romero, A., Arce, S. & **Cammarota, J.** (2009). A barrio pedagogy: Identity activism and intellectualism through a critically compassionate intellectualism. *Race, Ethnicity, and Education*, 12(2), 217-233.
- Cammarota J.** (2008). The cultural organizing of youth ethnographers: Formalizing a praxis-based pedagogy. *Anthropology and Education Quarterly*, 39(1), 45-58.
- Akom, A. A., Ginwright, S. & **Cammarota, J.** (2008). Youthtopias: Towards a new paradigm of critical youth studies. *Youth Media Reporter*, 2(4), 1-30.
- Cammarota, J.** (2007). A map for social change: Latino students engage a praxis of ethnography. *Children, Youth and Environments*, 17(2), 341-353.
- Cammarota, J.** (2007). A social justice approach to achievement: Guiding Latina/o students toward educational attainment with a challenging, socially relevant curriculum. *Equity and Excellence in Education*, 40(1), 87-96.
- Cammarota J.** and Ginwright, S. (2007). "Today we march, tomorrow we vote": Youth transforming despair into social justice. *Educational Foundations*, 21(1/2), 3-8
- Ginwright, S. & **Cammarota, J.** (2007). Youth activism in the urban community: Learning critical civic praxis within community organizations. *International Journal of Qualitative Studies in Education*, 20(6), 693-710.
- Cammarota, J.** (2006). Disappearing in the Houdini education: The experience of race and invisibility among Latina/o students. *Multicultural Education*, 14(1), 2-10.
- Cammarota, J.** and Romero, A. (2006). A critically compassionate intellectualism for Latina/o students: raising voices above the silencing in our schools. *Multicultural Education*, 14(2), 16-23.
- Cammarota, J.** and Romero, A. (2006). A critically compassionate pedagogy for Latino youth. *Latino Studies*, 4(3), 305-312.
- Ginwright, S. & **Cammarota, J.** & Noguera, P. (2005). Youth, social justice, and communities: Toward a theory of urban youth policy. *Social Justice*, 32(3), 24-40.
- Cammarota J.** (2004). The gendered and racialized pathways of Latina and Latino youth: Different struggles, different resistances in the urban school context. *Anthropology and Education Quarterly*, 35(1), 53-74.
- Ginwright, S. & **Cammarota, J.** (2002). New terrain in youth development: The promise of a social justice approach. *Social Justice*, 29(4), 82-95.

#### Book Chapters—Published (total: 16)

- Romero, A & **Cammarota, J.** (2018). Creating *We Schools*: Lesson learned from Critically Compassionate Intellectualism, the Social Justice Education Project and Students in Tucson's Mexican American/Raza Studies Program. In Zavala, M., Cuauhtin, R. T., Au, W., & Sleeter, C. Eds. *Rethinking Ethnic Studies*. Milwaukee: Rethinking Schools Ltd
- Cammarota, J.**, Berta-Avila, M., Ayala, J., Rivera, M. & Rodriguez, L. (2016). PAR Entremundos: A practitioner's guide. In A. Valenzuela (Ed.), *Growing critically conscious teachers: A social justice curriculum for educators of Latina/o youth* (pp. 67-89). New York: Teacher's College Press.
- Cammarota, J.** (2016). Social Justice Education Project (SJEP): A case example of PAR in a high school classroom. In A. Valenzuela (Ed.), *Growing critically conscious teachers: A social justice curriculum for educators of Latina/o youth* (pp. 90-104). New York: Teacher's College Press.
- Cammarota, J.** (2014). The Social Justice Education Project: Youth participatory action research in schools. In J. Cammarota, J. & A. Romero (Eds.), *Raza studies: The public option for educational revolution* (pp. 107-121). Tucson: University of Arizona Press.
- Cammarota, J.** & Romero, A. (2014). Encuentros with families and students: Cultivating funds of knowledge through dialogue. In J. Cammarota & A. Romero (Eds.), *Raza studies: The public option for educational revolution* (pp. 122-134). Tucson: University of Arizona Press.
- Cammarota, J.** & Romero, A. (2014). Introduction: Paulo Freire in Raza studies. In J. Cammarota & A. Romero (Eds.), *Raza studies: The public option for educational revolution* (pp. 3-13). Tucson: University of Arizona Press.

- Moll, L. C. & **Cammarota, J.** (2014). Teachers and students living culturally: The ethnographic mediation of culture in the urban school context. In A. D. Dixson (Ed.), *Researching race in education: Policy, practice and qualitative research* (pp. 97-110). Charlotte: Information Age Publishing.
- Cammarota, J.** (2012). Working to awaken: Educators and critical consciousness. In L. G. Denti & P. I. Whang (Eds.), *Rattling chains: Exploring social justice in education* (pp. 7-12). Rotterdam: Sense Publishers.
- Cammarota, J.** (2011). A sociohistorical perspective of participatory action research and youth ethnography in social justice education. In B. A. U. Levinson & M. Pollock (Eds.), *A companion to the anthropology of education* (pp. 517-529). New York: Blackwell.
- Moll, L. C. and **Cammarota, J.** (2010). Cultivating new funds of knowledge through research and practice. In K. Dunsmore & D. Fisher (Eds.), *Bringing literacy home* (pp. 289-305). Newark, DE: International Reading Association.
- Cammarota, J.** and Romero A. (2009). The Social Justice Education Project: A critically compassionate intellectualism for Chicano/a students. In W. Ayers, T. Quinn, & D. Stovall (Eds.), *The handbook of social justice in education* (pp. 465-476). New York: Routledge.
- Cammarota, J.** and Fine, M. (2008). Youth participatory action research: A pedagogy for transformational resistance. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 1-12). New York: Routledge.
- Romero, A., **Cammarota, J.**, Dominguez, K., Valdez, L. Ramirez, G. & Hernandez, L. (2008). "The opportunity if not the right to see": The Social Justice Education Project. In J. Cammarota & M. Fine (Eds.), *Revolutionizing education: Youth participatory action research in motion* (pp. 131-151). New York: Routledge.
- Ginwright, S & **Cammarota, J.** (2006). Introduction. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance: New democratic possibilities for practice and policy for America's youth* (pp. xiii-xxii). New York: Routledge.
- Cammarota, J. J.** (2003). Channeling Latino youth into the low wage trap: Race and class polarization in California. In L. Roulleau-Berger (Ed.), *Youth and work in the post-industrial city of North America and Europe* (pp. 247-264). London: Brill.
- Cammarota, J.** (2001). Latino immigrants and labor control: Language barriers and the social devaluation of skills in fast food work. In M. Gauthier and L. Roulleau-Berger (Eds.), *Youth and employment in North American and European cities*. Paris: Editions de l'aube.

#### Book Reviews

- Cammarota, J. (2012). Review of *Race, place, globalization: Youth culture in a changing world*, by Anoop Nayak. *Transforming Anthropology*, 20(1), 94-95.
- Cammarota, J. (2010). Review of *A handbook of children and young people's participation: Perspectives from theory and practice*, by Barry Percy-Smith and Nigel Thomas (Eds.). *Qualitative Social Work*, 9(3), 428-435.
- Cammarota, J. (2004). Review of *Latinos, Inc.: The marketing and making of a people*, by Arlene Davila. *Transforming Anthropology*, 12(1-2), 81-82.

#### Reports

- Ladson-Billings, G., McCarty, T. L., Brayboy, B., **Cammarota, J.**, Erickson, F., Guitierrez, K. (2007). *Advancing anthropology and education perspectives in public policy*. Report of the Council on Anthropology and Education Ad-Hoc Task Force 2007-2008.

#### Creative Contributions

- Social Justice Education Project (2007). *Decolonize and Reclaim*. SJEP student produced video documentary that focuses on immigration issues and youth activism.
- Social Justice Education Project. (2005). *Utilize the source*. SJEP student produced video documentary that focuses on the relationship between racism and media, environment, and poverty.
- Social Justice Education Project (2003). *Questions for answers*. SJEP student produced video documentary that focuses on the social and economic inequalities between northeast and southwest Tucson.

#### JURIED SCHOLARLY PRESENTATIONS AT PROFESSIONAL ASSOCIATION MEETINGS:

- Cammarota, J. (2018, November). Dance as Resistance, Resilience and Adaptation: A “Funds of Knowledge Approach to Dance Ethnography and Education. Co-organized session at the annual meeting of the American Anthropological Association, Council on Anthropology and Education. San Jose, CA.
- Cammarota, J. (2018, April). The necessities and possibilities of Latinx youth-focused participatory action research. Presentation at the annual meeting of the American Educational Research Association, SIG Grassroots and Community Organizing. New York, New York.
- Cammarota, J. & Casanova, C. (2017, April). Beyond academic achievement: Latina/o youth learning transformational resistance for school change and social justice. Presentation at the annual meeting of the American Educational Research Association, SIG Critical Educators for Social Justice. San Antonio, TX.
- Cammarota, J. (2017, April). PAR EntreMundos: A pedagogy of Las Americas. Chair of session at the annual meeting of the American Educational Research Association, Division G. San Antonio, TX.
- Cammarota, J. (2014, April). Growing your own, grounded in participatory action research: Using participatory approaches in teacher education.” Presentation at the annual meeting of the American Educational Research Association, Division G. Philadelphia, PA.
- Cammarota, J. (2013, April). Colorblind in Arizona: Ignoring young Latinas/os racial experiences. Presentation at the annual meeting of the American Educational Research Association, Division G. San Francisco, CA.
- Cammarota, J. (2013, April). An overview of participatory action research. Presentation at the annual meeting of the American Educational Research Association, Division G. San Francisco, CA.
- Cammarota, J. (2007, November). Promoting rights for America’s youth participatory action research as means, ends and method for youth civic empowerment. Co-organized session at the annual meeting of the American Anthropological Association, Council on Anthropology and Education. Washington D.C.
- Cammarota, J. (2007, April). Helping teachers become critically compassionate pedagogues. Discussant for session at the annual meeting of the American Educational Research Association, Division K. Chicago, IL.
- Cammarota, J. (2006, November). The cultural organizing of students: Transformation through ethnographic praxis in education. Presentation at the annual meeting of the American Anthropological Association. San Jose, CA.
- Cammarota, J. (2006, November). Ethnography for the people! Youth ethnographers speak out about struggles in their communities. Organized session at the annual meeting of the American Anthropological Association, Council on Anthropology and Education. San Jose, CA.
- Cammarota, J. (2006, April). Race, resistance, and youth activism: Social capital in the context of community change. Presentation at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Cammarota, J. (2006, April). Youth and social justice in urban communities: A theory for urban youth policy. Presentation at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Cammarota, J. (2006, April). Youth speak out: Students of color and participatory ethnography. Chair of session at the annual meeting of the American Educational Research Association. San Francisco, CA.
- Cammarota, J. (2005, December). Youth participatory action research: A praxis of transformative education. Organized session at the annual meeting of the American Anthropological Association. Washington D.C.
- Cammarota, J. (2005, April). Latina/o youth raise their voices and challenge the silence: Toward a critically compassionate intellectual approach. Organized session at the annual meeting of the American Educational Research Association. Montreal, Canada.
- Cammarota, J. (2005, April). Urban youth, communities and the pursuit of social justice. Organized session at the annual meeting of the American Educational Research Association. Montreal Canada.
- Cammarota, J. (2004, June). A critically compassionate intellectualism for Latina/o students: Raising voices above the din of oppression. Presentation at the Learning Conference, Cojimar Pedagogical Convention Center. Havana Cuba.
- Cammarota, J. (2004, April). Poetry as a transformative and ethnographic tool for teaching. Organized session at the annual meeting of the American Educational Research Association. San Diego, CA.
- Cammarota, J. (2004, April). The social justice education project: A transformative praxis through student-driven ethnography. Organized session at the annual conference for the National Association of Chicana/Chicano Studies. Albuquerque, NM
- Cammarota, J. (2004, January). Critically compassionate intellectualism for Latina/o students. Presentation at the Hawaii International Conference on Arts and Humanities. Honolulu, HI.
- Cammarota, J. (2003, April). Social justice approach to urban education. Presentation at the annual meeting at the American Educational Research Association. Chicago, IL.
- Cammarota, J. (2003, March). Ethnography as praxis in the high school: Transforming selves, transforming schools. Organized session and presentation at the annual meeting of the Society for Applied Anthropology. Portland, OR.

# ALBERTO ARENAS, Ph.D.

*Specialist in environmental and sustainability education,  
sociology of education and history of education*

## PERSONAL INFORMATION

Office 721 College of Education  
Address Teaching, Learning and Sociocultural Studies  
University of Arizona  
Tucson, AZ 85721-0069  
United States

Phone Office + 1 (520) 626 3783

Email [arenasa@email.arizona.edu](mailto:arenasa@email.arizona.edu)

Internet <https://www.coe.arizona.edu/content/arenas-alberto>

## EDUCATION

2000 Ph.D., Graduate School of Education, University of California, Berkeley  
Dissertation: *Ecological Education: Schooling, Economics, and Sustainability*.  
Advisor: John Hurst  
Major: Social and Cultural Studies in Education  
Minor: Environmental Studies

1994 M.A., Graduate School of Education, University of California, Berkeley  
Major: Social and Cultural Studies in Education

1989 B.A., Psychology Department, University of Arizona, Tucson  
Minor: Journalism  
Magna Cum Laude

1983-1984 Industrial Engineering, Universidad de los Andes, Bogotá, Colombia

## EMPLOYMENT

2009-Pres. Associate Professor, Teaching, Learning, and Sociocultural Studies, College of Education  
University of Arizona

2019-Pres. Editor-in-Chief, *The Journal of Environmental Education*

2008-2019 Co-Director, Institute for the Study of the United States, College of Education  
University of Arizona

2005-2009 Assistant Professor, Teaching and Teacher Education, College of Education  
University of Arizona

- 2002-2005 Assistant Professor, Educational Leadership, College of Education  
University of Arizona
- 2000-2002 Assistant Professor, Center for International Education and Educational Policy,  
Research, and Administration  
School of Education  
University of Massachusetts, Amherst
- 1992-2000 Graduate Teaching Assistant and Evaluator  
University of California, Berkeley
- 1990-1992 Social Worker  
Centro Dom Bosco, Salvador da Bahia, Brasil

## PUBLICATIONS (selected)

### Refereed Journal Articles

- Arenas, A., Gunckel, K. L., & Smith, W. L. (2016). Seven reasons for accommodating transgender students at school. *Phi Delta Kappan*, 98(1), 20-24
- Arenas, A. (2016). De códigos, educación y violencia epistemológica: El caso de la herbolaria mexicana [Of Codices, Education and Epistemological Violence: The Case of Mexican Herbolary]. *Revista Metapolítica*. Puebla: Benémerita Universidad Autónoma de Puebla, 94: 58-63.
- Arenas, A., Barca, D., Rosemartin Sanchez, D. (2015). Successes and Snags of a Sustainability Course in Higher Education. *Int. J. of Innovation and Sustainable Development*, 9(3/4), 365-383.
- Arenas, A. (2012). Los textos escolares y su representación de la guerra de Iraq [Textbooks and their representation of the Iraq War]. *Revista de Estudios Universitarios*, 38(1), 37-51.
- Barca, A., & Arenas, A. (2010). Words of caution on indigenous knowledge and education. *Educational Practice & Theory*, 32(1), 5-28.
- Arenas, A., & del Cairo, C. (2009). Etnobotánica, modernidad y pedagogía crítica del lugar [Ethnobotany, modernity, and a critical pedagogy of place]. *Utopía y Praxis Latinoamericana*, 14(44), 69-83.
- Arenas, A. (2008). Connecting hand, mind, and community: Vocational education for social and environmental renewal. *Teachers College Record*, 110(2), 377-404.
- Arenas, A., Reyes, I., & Wyman, L. (2007). When indigenous and modern education collide. *World Studies in Education*, 8(2), 33-64.
- Arenas, A. (2007). The intellectual development of modern schooling: An epistemological analysis. *Universitas Humanistica*, 64, 165-192.
- Arenas, A., Bosworth, K., & Kwandayi, H. P. (2006). Civic service through schools: An international perspective. *Compare*, 36(1), 23-40.
- Arenas, A. (2004). Privatization and vouchers in Colombia and Chile. *International Review of Education*, 50(3), 379-395.

- Arenas, A. (2003). In defense of good work: Jobs, violence and the ethical dimension. *Social Justice*, 30(3), 94-107.
- Arenas, A. (2003). School-based enterprises and environmental sustainability. *Journal of Vocational Education Research*, 28(2), 107-124.
- Arenas, A. (2001-03). Vocationalism for social and environmental responsibility. *La educ@ción*, 136-138, 77-92.
- Arenas, A. (2001). If we all go global, what happens to the local? In defense of a pedagogy of place. *Educational Practice and Theory*, 23(2), 29-47.
- Arenas, A. (1998). Education and nationalism in East Timor. *Social Justice*, 25(2), 131-148.
- Arenas, A. (1998). Desafiando el uso de computadores en la educación básica [Challenging computer usage in K-6 education], *Educación y Pedagogía*, 10(21), 193-216.

#### Editor Encyclopedias

- Arenas, A. (2017-2020). Associate Editor, Environmental and Sustainability Education, *Oxford Encyclopedia of Educational Administration*.

#### Edited Journal Issues

- Arenas, A., & Vásquez-León, M. (eds.) (2012). Militarism in the Americas. *Revista de Estudios Universitarios*, 38(1).
- Arenas, A., Arriaza, G., & Stanford, V. (2003). The intersection of ideologies of violence. *Social Justice*, 30(3).

#### Book Reviews

- Arenas, A. (2013). Review of the book *The sustainable university: Green goals and new challenges for higher education leaders*, by James Martin, James E. Samels & Associates. *Teachers College Record*, 115, <http://www.tcrecord.org>. ID Number: 17281.

## LANGUAGES

- Spanish and English: Native languages
- Portuguese: Excellent oral and writing skills
- French: Good oral and reading skills

CURRICULUM VITA (SHORT)  
Perry Gilmore, Ph.D.  
Teaching, Learning and Sociocultural Studies  
University of Arizona

EDUCATION

University of Pennsylvania, Ph.D. (Interdisciplinary Degree) Language, Culture, and Education, 1982  
Dissertation: "Gimme Room": Attitude and Admission to Literacy  
(with distinction)  
Major Fields: Anthropology, Linguistics, Education  
Temple University, Master of Education, 1977  
Tyler School of Fine Arts, Sculpture, 1968-71  
Temple University, Bachelor of Science in Education, 1965

EMPLOYMENT

*Primary Appointments:*

University of Arizona, Tucson, Arizona (January 2000-present)  
Professor, Language, Reading and Culture, (May 2009- )  
Associate Professor, Language, Reading and Culture (January 2000-9)  
Faculty, Second Language Acquisition and Teaching Program (May 2000-present)  
University of Alaska Fairbanks, Fairbanks, Alaska (1985-2000)  
Professor Emerita, Education (2000- present)  
Professor, Affiliate Faculty in Alaska Native Languages (1999-present)  
Professor of Education and Faculty in Linguistics (1999-2000)  
Associate Professor of Education and Faculty in Linguistics (1987-1999)  
Assistant Professor of Education (1985-1987)  
Administration:  
Chair, Department of Education (1990-1992)  
Coordinator of the Alaska Schools Research Fund (1995-1997)  
Coordinator of the Alaska Summer Research Institute (1995-1997)  
Coordinator of Graduate Program in Education (1988)  
University of Pennsylvania, Philadelphia (1979-1985)  
Lecturer, Urban Studies Program and the Graduate School of Education (1981-1985)  
Associate Director, Literacy Research Center, Graduate School of Education (1982-1985)  
Research Associate, Center for Urban Ethnography (1979-1985)  
Teaching Assistant, Psycholinguistics, with Lila Gleitman (1980)  
Great Lakes College Association, Philadelphia (1984-1985)  
Urban Anthropologist, Philadelphia Internship Program  
University of Michigan, Ann Arbor (1978-1979)  
Researcher, Language Development Laboratory, Psychology Department  
Research for Better Schools, Inc. (RBS) Philadelphia, PA (1970-1978)  
Research Associate (1976-1978)  
Coordinator, Ethnography in Education Research Project (1977-1978)  
Curriculum Developer/Writer in Reading and Literature (1970-1976)  
Abington School District, Abington, PA (1965-1969)  
Teacher, Elementary Grades, Specialization in Language Arts  
Cherry Hill Public Schools, Cherry Hill, New Jersey (1965)  
Teacher, Primary Grades

## HONORS AND AWARDS

University of Pennsylvania, School of Education, Ethnography in Education Research Forum,  
Outstanding Book Award Nominee (2018)  
Council on Anthropology and Education, Book Award, Finalist (2018)  
George and Louise Spindler Award, Lifetime Achievement in Anthropology and Education, Council  
on Anthropology and Education (November 2016)  
President, Council on Anthropology and Education. Terms served: President-Elect, President,  
and Past President (2004-2007)  
Outstanding Mentor Award, College of Education, University of Arizona (2006)  
Distinguished Humanities Fellow (\$25,000 Stipend), Centre for Aboriginal Studies, Curtin University,  
Perth, Western Australia (1998)  
Meritorious Faculty Award, University of Alaska Fairbanks (1989)

## SELECTED PUBLICATIONS

### *Books/Monographs:*

- Gilmore, Perry (2016)  
*Kisisi (Our Language): The Story of Colin and Sadiki*. Malden, MA: Wiley Blackwell
- McCarty, T.L., Borgoiakova, T., Gilmore, P., Lomowaima, T., Romero, M.E. (Eds.). (2005)  
*Anthropology and Education Quarterly* 36 (1). Theme Issue: *Indigenous Epistemologies and Education: Self-Determination, Anthropology, and Human Rights*.
- Schieffelin, B. B. and Gilmore, P. (Eds.). (1986)  
*The Acquisition of Literacy: Ethnographic Perspectives*. Norwood, New Jersey: Ablex.
- Gilmore P. and Glatthorn, A. (Eds.). (1982)  
*Children In and Out of School: Ethnography and Education*. Washington, D.C., Center for Applied Linguistics.

### *Book Chapters:*

- Gilmore, P. (2017)  
Reflections on Language and Culture Development: Creating and Recreating Language Communities. Invited paper, The Fourth International Conference on Development of Siberian Indigenous Languages, Kantanov, Khakasia May 2016 (Conference Proceedings)
- Gilmore, P. (2016)  
Taking Language Fun Seriously. (with Lauren Zentz and Brendan O'Connor) In *Richard Ruiz: Essays on Language Planning and Bilingual Policies*. Hornberger (Ed.) Multilingual Matters.
- Gilmore, P. (2014)  
*Kisisi (Our Language): Two Children Invent a New Swahili Pidgin Language in Postcolonial Kenya*. In *Challenges of Today – Opportunities for Tomorrow: Promoting Intercultural Dialogue on Language, Planning and Policy*. Sonja Novak (Ed.) Slovene National Commission for UNESCO
- Gilmore, P. and Wyman, L. (2013)  
An Ethnographic Long Look: Language and Literacy Over Time and Space in Alaska Native Communities. In *International Handbook of Research on Children's Literacy, Learning and Culture*. Kathy Hall, Teresa Cremin, Barbara Comber and Luis Moll (Eds.) Wiley-Blackwell.

- Gilmore, P. (2011)  
Language Ideologies, Ethnography and Ethnology: New Directions in Anthropological Approaches to Language Policy. In *Ethnography and Language Policy*. Teresa McCarty (Ed.) New York: Routledge.
- Gilmore, P. (2010)  
Cultural Diversity in Higher Education: Insights from an Alaskan Case Study. In *Shared Vision: Intercultural Dialogue in the Search for Global Paradigms to Conserve Linguistic and Cultural Diversity*. Sonja Novak Lukanovic (Ed.) Pp. 151-198. Ljubljana, Slovenia: Slovene National Commission for UNESCO.
- Gilmore, P. (2009)  
Our Language: A friendship that transcended linguistic and cultural borders. In *The Child: An Encyclopedic Companion*. R. Shweder, T. Bidell, A. Dailey, P. Miller, and J. Modell (Eds.) Pp. 546-547. Chicago, IL: University of Chicago Press.
- Reyes, I., Wyman, L., Gonzalez, N., Rubinstein-Avilla, E., Spear-Ellinwood, K., Gilmore, P., & Moll, L. (2009)  
What do we know about the discourse patterns of diverse students in multiple settings? In *Handbook of Research of Literacy Instruction: Issues of Diversity, Policy, and Equity*. L. Morrow, R. Rueda, and D.Lapp (Eds.) Pp. 55-76. New York: Guilford Press.
- McDermott, R. and Gilmore, P. (2009)  
Reading and reigning: Theories of learning to read as political objects. In *Defying Convention, Inventing the Future in Literacy: A Tribute to Ken and Yetta Goodman*. P. Anders (Ed.). Pp. 76-95. Lawrence Erlbaum.
- Gilmore, P. and Smith, D.M. (2005)  
Seizing academic power: Indigenous subaltern voices and counter narratives in higher education. In *Language, Literacy, and Power in Schooling*. T. McCarty (Ed.) Pp. 67-88. Lawrence Erlbaum.
- Gilmore, P., Smith, D. M. and Kairaiuak, A.L. (2004)  
Resisting diversity: An Alaskan case of institutional struggle. [Abridged and revised version with a sole authored Coda] In *Off White: Readings on Power, Privilege, and Resistance*. M.Fine, L.Weis, L.P.Pruitt and A.Burns (Eds.) Pp. 273-283. New York: Routledge.
- Gilmore, P. (2002)  
Methodological challenges of critical ethnography: Insights from collaborations on an Indigenous counter narrative. In *The Role of Educational Ethnography in Pedagogy: Critical Ethnography in a Global and Interdisciplinary Perspective*. H.Trueba and Y. Zou, (Eds.) Pp. 185-194. Rowman and Littlefield.
- Gilmore, P. and Smith, D.M. (2002)  
Identity, resistance and resilience: Counter narratives and subaltern voices in Alaskan higher education. In *Discourses in Search of Members: A Festschrift in Honor of Ron Scollon*. D.C.S. Li (Ed.) Pp. 103-134. American University Press.
- Gilmore, P., Smith, D.M., and Kairaiuak, A.L. (1997)  
Resisting diversity: An Alaskan case of institutional struggle. In *Off-White: Reading on Society, Culture and Race*. M. Fine, L. Powell, L. Weis and L.M. Wong (Eds.). Pp. 90-99. Routledge.
- Smith, D.M., Gilmore, P., Goldman,S., and McDermott, R. (1993)  
Failure's failure. In *Minority School Failure*. C. Jordan and E. Jacob (Eds.) Pp.209-231. Norwood, New Jersey: Ablex.
- Gilmore, P. and Smith, D.M. (1989)  
Mario, Gary, Jesse and Joe: Contextualizing dropping out. In *What Do'*

- Anthropologists Have to Say About Dropouts?* H. Trueba, G. Spindler and L. Spindler (Eds.). Pp.79-92. The Falmer Press.
- Gilmore, P. (1986)  
Sub-rosa literacy: Peers, play and ownership in literacy acquisition. In *The Acquisition of Literacy: Ethnographic Perspectives*. B.B. Schieffelin and P. Gilmore (Eds.). Pp.155-168. Norwood, New Jersey: Ablex.
- Gilmore, P. (1986)  
Sulking, stepping and tracking: The effects of attitude assessment on access to literacy. In *Literacy, Language and Schooling*. D. Bloome (Ed.). Pp. 98-120 Norwood, New Jersey: Ablex.
- Gilmore, P. (1985)  
Silence and sulking: Emotional displays in the classroom. In *Perspectives o Silence*. D. Tannen and M. Saville-Troike (Eds.). Pp.139-161. Norwood, New Jersey: Ablex.
- Gilmore, P. and Smith, D.M. (1982)  
A Retrospective Discussion of the State of the Art in Ethnography and Education. In *Children In and Out of School: Ethnography and Education*. P. Gilmore and A. A. Glatthorn (Eds.). Pp.3-18. Washington, D.C.: Center for Applied Linguistics.
- Journals:*
- Gilmore, P. (2017)  
Ethnography with Love and Duende: The Promise of Ethnography in a Democratic Society. *Anthropology and Education Quarterly*.
- Gilmore, P. (2011)  
We Call It “Our Language”: A Children’s Pidgin Transforms Social and Symbolic Order on a Remote Hillside in Up-Country Kenya. *Anthropology and Education Quarterly* (4) 370-392.
- Gilmore, P. and R. Barnhardt (2009)  
In Memoriam: Ron Scollon 1939 – 2009. *Anthropology and Education Quarterly* 40 (3) 318.
- Gilmore, P. (2008)  
Engagement on the backroads: Insights for anthropology and education. *Anthropology and Education Quarterly* 39 (2)109-116.
- Gilmore, P. and McDermott, R. (2006)  
“And this is how you shall ask”: Linguistics, anthropology and education in the life of David Smith. *Anthropology and Education Quarterly* 37 (2)199-211.
- McCarty, T.L., Borgoiakova, T., Gilmore, P., Lomowaima, T., Romero, M.E. (2005)  
Introduction. In *Indigenous Epistemologies and Education: Self-Determination, Anthropology, and Human Rights*, *Anthropology and Education Quarterly*. 36 (1) 1-7.
- Gilmore, P. (2003)  
Privilege, privation and the ethnography of literacy. *Language Arts* 81 (1)10-11.
- Dementi-Leonard, B. and Gilmore, P. (1999)  
Language revitalization and identity in social context: A community-based Athabaskan language preservation project in interior Alaska. In *Anthropology and Education Quarterly*. 30 (1) 37-55.
- Gilmore, P. (1985)  
Gimme room: School resistance, attitude and access to literacy. *Journal of Education* 167,111-128.  
Republished in *Rewriting Literacy: Culture and the Discourse of Other*. C.

Mitchell and K. Weiler, Eds. New York: Bergin and Garvey (1991).  
Republished in *Becoming Political: Readings and Writings in the Politics of Literacy Education*. P. Shannon (Ed.) Heinemann (1992).

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Sub-rosa skills: Assessing children's language. *Language Arts* 61, 384-391.  
Major portions of this article are republished with permission from The National Council of Teachers of English (NCTE) in *Authentic Assessment of the Young Child*. M.Pucket, New York: Macmillan Publishers, 1994.

Gilmore, P. (1983)

Spelling Mississippi: Recontextualizing a literacy related speech event.  
*Anthropology and Education Quarterly* 14 (4)234-255.

Gilmore, P. (1983)

Ethnographic approaches to the study of child language. Learning to Communicate: Implications for the Hearing Impaired. R. Traux and J. Schultz (Eds.). *The Volta Review* 85, 234-255.

Gilmore, P. and Smith, D.M. (1982)

Ethnography and educational research: Comments on two issues. *The Linguistic Reporter* 24, 2-5.

Gilmore, P. (1979)

A children's pidgin: The case of a spontaneous Swahili pidgin for two. *Working Papers in Sociolinguistics*. R. Bauman and J. Sherzer (Eds.). Southwest Educational Development Laboratory, Austin, Texas (64)1-38.

#### RECENT SELECTED SCHOLARLY PAPERS/PRESENTATIONS

Kisisi: Serendipity, Surprise, and the Accidental Study of Child Language Invention, Invited talk, Ohio State University, Folklore Center, April 2019

Kisisi (Our Language): An Accidental Study of Child Language Invention, Invited Public Talk, Funded by a grant from the Alaska Humanities Forum to the Alaska Native Language Center, University of Alaska Fairbanks, Fairbanks, Alaska (March 6, 2018)

Ethnography with Love and Duende Revisited: The Iterative Nature of Social Justice Work in a Democratic Society, Invited paper, American Anthropology Association, San Jose, CA (November 2018)

Celebrating Global Conversations and Connections: The Story of Colin and Sadiki. Invited Keynote Speaker, National Council of Teachers of English, Whole Language Umbrella Summer Institute (July 2017)

Linguistics "Rights" and Wrongs: Two New Speakers, One Small Language, and the Quest for Language Equality in Multicultural Post-colonial Kenya. Invited and Featured Panel, Paper Presentation, 11<sup>th</sup> International Symposium on Bilingualism: Bilingualism, Multiculturalism and the New Speaker, University of Limerick, Limerick, Ireland (June 2017)

The Promise of Ethnography in a Democratic Society. Invited Award Talk, Recipient of the George and Louise Spindler Award. Council on Anthropology and Education, American Anthropology Association, Minneapolis, Minnesota (November 2016)

Finding *Kisisi*: Exploring Ephemeral Language Data and Creating New Genres. Invited talk, The Linguistic Anthropology Laboratory, Anthropology Department, UCLA, Los Angeles, CA (February 3, 2016)



**ANNA MARIE OCHOA O'LEARY, PH.D.**  
**DEPT. OF MEXICAN AMERICAN STUDIES**  
**UNIVERSITY OF ARIZONA**  
**olearya@email.arizona.edu**  
**520-626-8134**  
**Website: <http://oleary.web.arizona.edu/home>**

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**Areas of Expertise:** Applied Anthropology, culture, political economy of the U.S.-Mexico border and Southwest borderlands, immigration/migration, urban politics, Latina/o education, and gender issues.

### **Chronology of Employment**

2015 – Ongoing: Department Head, Mexican American Studies Dept, University of Arizona

2019 – Ongoing: Professor, Mexican American Studies Dept. University of Arizona

2014 – 2019 Associate Professor, Mexican American Studies Dept, University of Arizona

2012 – 2014: Assistant Professor, Mexican American Studies Dept, University of Arizona

2009 – 2012: Assistant Professor of Practice, Mexican American Studies Dept, University of Arizona

2002 – 2009: Adjunct Lecturer, Mexican American Studies Dept, University of Arizona

1999 – 2002: Adjunct Professor, Pima Community College, Tucson, AZ

1999 – 2000: Assistant Research Social Scientist, Bureau of Applied Research in Anthropology (BARA), University of Arizona

### **Additional Positions and Roles**

2009– Ongoing: Co-Director, Binational Migration Institute

### **Education:**

1999 Ph.D. Cultural Anthropology, University of Arizona - Tucson

Dissertation title: *“Investment in Female Education as an Economic Strategy among U.S.-Mexican Households in Nogales, Arizona.”*

1994 MA., Cultural Anthropology, University of Arizona – Tucson

Master’s paper title: *“The Bureaucratic Model of Industrial Organization and the Emergence of Class and Cultural Identity in Borderland Mining Communities.”*

1982 B.A. Political Science, University of Arizona, Tucson, Arizona

1980 AA Political Science, Eastern Arizona College, Thatcher, Arizona

## PUBLICATIONS

### Books

**2014.** O'Leary, Anna Ochoa (Ed.) *Undocumented Immigrants in the United States Today: An Encyclopedia of their Experiences*. ABC-CLIO/Greenwood Press

**2013.** O'Leary, Anna Ochoa, Colin Deeds & Scott Whiteford (Eds) *Uncharted Terrain: New Directions in Border Research Method and Ethics*. Tucson, AZ: University of Arizona Press

**2007.** Anna Ochoa O'Leary (Ed.), *Chicano Studies: The Discipline and the Journey*, Dubuque, IO: Kendall Hunt Publishing. <http://www.kendallhunt.com/store-product.aspx?id=6148>

### Refereed Journal Publications:

**2019.** Gómez, Sofia., and **Anna Ochoa O'Leary** "On Edge All the Time": Mixed-Status Households Navigating Health Care Post Arizona's Most Stringent Anti-immigrant Law. *Frontiers in Public Health*, 6 (383). doi:10.3389/fpubh.2018.00383

**2017.** Romero, Andrea J., Monica Moreno, **Anna Ochoa O'Leary**, and Rebecca Covarrubias. "Immigrant Stigma Stress in the Context of Immigration Enforcement Policy and Collective Resilience." *Aztlan: A Journal of Chicano Studies*, 42 (1): Pp. 19-44.

**2016.** O'Leary, Anna Ochoa. "Privatizing Spanish? An Idea Revisited." *Bilingual Review/Revista Bilingüe* XXXIII (3): Pp. 42–83.

**2015.** Erika Montoya, **Anna O'Leary**, Ofelia Woo, "Mujeres inmigrantes en Arizona y su inserción laboral. Dueñas de salones de belleza vs Estilistas informales" *DOXA, Universidad Autónoma de Chihuahua*, 5(9) (ISSN: 2395-8758), Pp. 42-66

**2014.** O'Leary, Anna O, Sofia Gomez, and Erika C. Montoya-Zavala Stress and Fear in Immigrant Communities: Implications for Health and Human Development." *Internacionales: Revista en Ciencias Sociales del Pacífico Mexicano* 1(1): Pp. 150-172

**2014.** Montoya, Erika, **Anna Ochoa O'Leary**, and Ofelia Woo. 'A Head-ache Every Day since the New Law': Mexican Women in the Hair Salon Business and Anti-Immigrant Policies in Arizona. *Migraciones Internacionales*, 7(3): Pp. 131-162.

**2013.** Carvajal, Scott, Cecilia Rosales, Raquel Rubio-Goldsmith, Samantha Sabo, Maia Ingram, Debra McClelland, Floribella Redondo, Emma Torres, Andrea Romero, **Anna Ochoa O'Leary**, Zoila Sánchez, and Jill de Zapien. The Border Community & Immigration Stress Scale and Associations to Health Outcomes, *Journal of Immigrant & Minority Health*, 15(2): Pp. 427-436

**2012.** O'Leary, Anna Ochoa. "Of Coyotes, Cooperation, and Capital: Social Capital and Women's Migration at the Margins of the State." In D. C. Wood & T. Matejowsky (Eds.), *Research in Economic Anthropology* (Vol. 32): Political Economy, Neoliberalism, and the Prehistoric Economies of Latin America. Bingley, UK: Emerald Group Publishing Ltd., Pp. 133-160.

**2011** O'Leary, Anna Ochoa and Andrea J. Romero. "Chicana/o Students' Respond to "Anti-Ethnic Studies" Bill 1108: Civic Engagement, Ethnic Identity and Well-being," *Aztlán: A Journal of Chicano Studies* 36 (1): Pp. 9-36.

**2011.** O'Leary, Anna Ochoa & Sánchez, Azucena. Anti-Immigrant Arizona: Ripple Effects and Mixed Immigration Status Households under 'Policies of Attrition' Considered. *Journal of Borderlands Studies*. 26 (1): Pp. 115-133.

**2011.** Valdez-Gardea, Gloria Ciria, **Anna Ochoa O'Leary**, and Norma González. "El trabajo flexible y la baja inversión en la educación de las mujeres de la frontera EEUU- México." *Region y Sociedad*, XXIII (50): Pp. 23-54.

**2009.** O'Leary, Anna Ochoa, "Mujeres en el Cruce: Remapping Border Security through Migrant Mobility," *Journal of the Southwest*. 51(4): Pp. 523-542

**2009.** O'Leary, Anna Ochoa, The ABCs of Unauthorized Border Crossing Costs: Assembling, *Bajadores*, and Coyotes, *Migration Letters* 6(1) Pp. 27-36.

**2008.** O'Leary, Anna Ochoa, Close Encounters of the Deadly Kind: Gender, Migration, and Border (In)Security, *Migration Letters* 15(2): Pp. 111-122.

**2008.** O'Leary, Anna Ochoa, Norma González, and Gloria Ciria Valdez Gardea. "Latinas' Practices of Emergence: Between Cultural Narratives and Globalization on the U.S.-Mexico Border, *Journal of Latinos in Education* July, 7(3): Pp. 206-226.

**2007.** O'Leary, Anna Ochoa. "Petit Apartheid in the U.S.-Mexico Borderlands: An Analysis of Community Organization Data Documenting Work force Abuses of the Undocumented." *Forum on Public Policy: A Journal of the Oxford Roundtable*. Available at: <http://www.forumonpublicpolicy.com/papersw07.html#crimjus>

**2006.** O'Leary, Anna Ochoa. "Social Exchange Practices among Mexican-origin Women in Nogales, Arizona: Prospects for Education Acquisition." *Aztlán: A Journal of Chicano Studies*, 31(1): Pp. 63-94.

**2005.** O'Leary, Anna Ochoa, "In Search of *El Pueblo Unido*: Children's Picture Books and Teaching about Community," *The Journal of Border Educational Research*. 3(1): Pp. 46-55.

### **Peer Reviewed Chapters in books**

**2020.** [2011]. O'Leary, Anna Ochoa and Andrea J. Romero. "Chicana/o Students Respond to Arizona's Anti-ethnic Studies Bill, SB 1108." In *The Chicano Studies Reader: An Anthology of Aztlán*, 4<sup>th</sup> Edition. Los Angeles : UCLA Chicano Studies Research Center Press

**2018.** O'Leary, Anna Ochoa. "The Morenci Miners Women's Auxiliary during the Great Arizona Copper Strike, 1983-1986." In *In: Sweat and Blood: Mexican Labor in Arizona, 1912-2012*. (Eds.) Luis B. Plascencia & Gloria Cuádriz. Tucson, AZ: University of Arizona Press. Pp. 248-269.

**2018** [2006]. O’Leary, Anna Ochoa “Social Exchange Practices among Mexican-Origin Women in Nogales, Arizona,” In *The Chicana/o Education Pipeline: History, Institutional Critique, and Resistance*, (eds) Daniel Solorzano and Michaela J. López Mares-Tamayo. UCLA Chicano Studies Research Center Press. Pp. 304-335

**2018** [2011]. O’Leary, Anna Ochoa and Andrea J. Romero. “Chicana/o Students Respond to Arizona’s Anti-ethnic Studies Bill, SB 1108,” In *The Chicana/o Education Pipeline: History, Institutional Critique, and Resistance*, (eds) Daniel Solorzano and Michaela J. López Mares-Tamayo. UCLA Chicano Studies Research Center Press. Pp. 379-405

**2017**. O’Leary, Anna Ochoa and William Paul Simmons. “Reproductive Justice and Resistance at the U.S.- Mexico Borderlands.” In *Radical Reproductive Justice Foundations, Theory, Practice, Critique*. Loretta J. Ross, Lynn Roberts, Erika Derkas, Whitney Peoples, & Pamela Bridgewater Toure (Eds). NY: Feminist Press at CUNY. Pp. 306-325.

**2017**. O’Leary, Anna Ochoa. "Undocumented Mexican Women in the U.S. Justice System: Immigration, Illegality, and Law Enforcement." In *Gender, Psychology, and Justice: The Mental Health of Women and Girls in the Legal System*, Corinne Datchi & Julie Ancis (Eds). NY: New York University Press. Pp. 254-279.

**2017**. O’Leary, Anna Ochoa. "The Ethics of Culture and Transnational Household Structure and Formation." In *Anthropological Visions of the U.S.-Mexico Transborder Region*, Carlos Vélez-Ibáñez & Josiah Heyman (Eds), Tucson, AZ: UA Press, 2016. pp 177-197.

**2017**. Montoya-Zavala, Erika C., and **Anna Ochoa O’Leary**. "Mexicanas Indocumentadas En Arizona. Políticas Migratorias de Repliegue Laboral Y Estrategias de Las Mujeres Inmigrantes." In *Hogares Y Familias Transnacionales: Un Encuentro Desde La Perspectiva Humana*, (Eds) José Guadalupe Rodríguez Gutiérrez, Oscar Calderón Morrillon Y Miguel Moctezuma Longoria. Universidad Autónoma de Zacatecas y la Benemérita Universidad Autónoma de Puebla: Juan Pablos, Editor S.A. de C.V. Pp. 211-242

**2016**. O’Leary, Anna Ochoa. "Con El Peso Peso En La Frente: A Gendered Look at the Human and Economic Costs of Migration on the U.S.-Mexico Border." In *Migrant Deaths in the Arizona Desert: La Vida No Vale Nada*. (Eds.) Raquel Rubio-Goldsmith et al. Tucson, AZ: University of Arizona Press. pp. 69-96.

**2014**. Romero, Andrea and **O’Leary Anna Ochoa**. “When You Know Yourself You’re More Confident” in *RAZA Studies: The Public Option for Educational Revolution*, (Eds) Julio Cammarota and Augustine Romero. Tucson, AZ: University of Arizona Press, Pp. 91-106.

**2014**. O’Leary, Anna Ochoa. Más allá del Norte: Viejos senderos y nuevas perspectivas hacia la movilización política y cultural. In *Estudios Culturales. Prácticas diversas, enfoques pluralistas*, (Eds) Edelmira Ramírez Leyva/ Guadalupe Ríos de la Torre Universidad Autónoma Metropolitana-Unidad Azcapotzalco, México, DF, Pp. 17-30.

**2013.** O’Leary, Anna Ochoa and Gloria Ciria Valdéz-Gardea. “Neoliberalizing (Re)production: Women, Migration, and Family Planning in the Peripheries of the State.” In *Feminist (Im)Mobilities in Fortress(ing) North America: Identities, Citizenships, and Human Rights in Transnational Perspective*. (Eds) Anne Sisson Runyan, Amy Lind, Patricia McDermott, and Marianne H. Marchand. Farnham, Surrey, United Kingdom: Ashgate, Gender in a Local/Global World Series. Pp. 75-94

**2013.** O’Leary Anna Ochoa, Gloria Ciria Valdez-Gardea, and Azucena Sanchez. Reflections on Methodological Challenges in a Study of Immigrant Women and Reproductive Health in the U.S.-Mexico Border Region IN *New Directions in Border Research Methodology, Ethics, and Practice*; (Eds) Anna Ochoa O’Leary, Colin Deeds, and Scott Whiteford. Tucson, AZ: University of Arizona Press, Pp. 184-205.

**2013.** Anna Ochoa O’Leary, Colin Deeds, and Scott Whiteford. “Introduction” IN *New Directions in Border Research Methodology, Ethics, and Practice*; (Eds) Anna Ochoa O’Leary, Colin Deeds, and Scott Whiteford. Tucson, AZ: University of Arizona Press, Pp. 1-26.

**2013.** Scott Whiteford, **Anna Ochoa O’Leary**, and Colin Deeds, “Conclusion” ” IN *New Directions in Border Research Methodology, Ethics, and Practice*; (Eds) Anna Ochoa O’Leary, Colin Deeds, and Scott Whiteford. Tucson, AZ: University of Arizona Press, Pp. 275-282.

**2012.** Montoya Zavala, Erika Cecilia, Blas Valenzuela Camacho, and **Anna Ochoa O’Leary**. Factores que determinan la participación de las mujeres inmigrantes en actividades por cuenta propia. Una revisión bibliográfica. In *Migrantes, empresarias, políticas, profesionistas y traficantes de drogas: Mujeres en la esfera pública y privada*, (Ed.) Montoya Zavala, Erika Cecilia, Culiacán, Sinaloa: Juan Pablos, SA. Pp. 19-48.

**2012** O’Leary, Anna Ochoa, Andrea J. Romero, Nolan L. Cabrera & Michelle Rascón. “Assault on Ethnic Studies.” In *Arizona Firestorm: Global Immigration Realities, National Media & Provincial Politics* (Eds) Otto Santa Ana & Celeste González de Bustamante. Lanham, MD: Rowman & Littlefield. Pp. 97-120

**2012.** O’Leary, Anna Ochoa & Sanchez, Azucena. “Mixed Immigration Status Households in the Context of Arizona’s Anti-Immigrant Policies.” In *Anti-immigrant sentiments, actions and policies in North America and the European Union*,” Mónica Vereá (Ed). Mexico City: Centro de Investigación sobre América del Norte (CISAN) de la Universidad Autónoma de México (UNAM), Pp. 157-174.

**2011.** O’Leary, Anna Ochoa. Mujeres en el Cruce: Entre la Separación y Reunificación Familiar en Epoca de (In)Seguridad. In *Retratos de Frontera: Migración Cultura e Identidad*. Gloria Ciria Valdez-Gardea and Helen Balslev Clausen (Eds). Hermosillo, Sonora: Colegio de Sonora, pp. 157-186.

**2011.** O’Leary, Anna Ochoa, Norma González, and Gloria Ciria Valdez Gardea. Prácticas de Surgimiento en las Latinas: Entre Narraciones Culturales y la Globalización en la Frontera EEUU-México. In *Retratos de Frontera: Migración Cultura e Identidad*. Gloria Ciria Valdez-Gardea and

Helen Balslev Clausen (Eds). Hermosillo, Sonora: Colegio de Sonora, pp. 127-156. Translated from the English.

**2009.** O'Leary, Anna Ochoa. "In the Footsteps of Spirits: Migrant Women's Testimonios in a Time of Heightened Border Enforcement". In *Violence, Security, and Human Rights at the Border: Gendered Violence and Insecurity*, Kathleen Staudt, Tony Payan, and Z. Anthony Kruszewski (Eds.). Tucson, AZ: University of Arizona Press, Pp. 91-112.

**2007.** O'Leary, Anna Ochoa. "Introduction: Movement Politics and Chicano Studies. In *Chicano Studies: The Discipline and the Journey*, A. O. O'Leary (Ed.) Kendall Hunt Publishing, Dubuque: IO, v-xx

### **Policy Briefs, Reports, and Other Publications**

**2012** O'Leary, Anna Ochoa. "Life, Family and the Arizona Mining Community: A Gendered Perspective" Available on-line at [http://www.barrioazona.com/abstract\\_life\\_family\\_arizona\\_mining\\_community\\_a\\_gendered\\_perspective\\_anna\\_marie\\_ochoa\\_oleary.html](http://www.barrioazona.com/abstract_life_family_arizona_mining_community_a_gendered_perspective_anna_marie_ochoa_oleary.html)

**2011** Andrea J. Romero and **Anna Ochoa O'Leary**. Undergraduate Student Responses to Arizona's "Anti-Ethnic Studies" Bill: Implications for Mental Health. *Berkeley: University of California Chicano Studies Center Policy Brief*

**2009.** O'Leary, Anna Ochoa, and Valdez-Gardea, Gloria Ciria (2009). *A Multidisciplinary Binational Study of Migrant Women in the Context of a U.S. Mexico Border Reproductive Health Care Continuum/Estudio Binacional de Mujeres Inmigrantes en la Frontera México-Estados Unidos: Integración Social y el Continuo de Salud Reproductiva*. Final Narrative Report. Unpublished Manuscript. Tucson, AZ: University of Arizona. Available on-line at <http://oleary.web.arizona.edu/publications>.

**2009.** O'Leary, Anna Ochoa. Arizona's Legislative-Imposed Injunctions: Implications for Immigrant Civic and Political Participation. *Mexico Institute at the Woodrow Wilson Center for Scholars Working Paper*. Available on-line at <http://www.wilsoncenter.org/publication/arizona%E2%80%99s-legislative-imposed-injunctions-implications-for-immigrant-civic-and-political>

**2004.** O'Leary, Anna Ochoa. "Socially Engineering Education: Social Support and Education Acquisition among Mexican-origin Women." Conference papers of the First Binational Symposium of Educational Researchers. Southwest center for Education Equity and Language Diversity, Tempe: Arizona State University, available at <http://simposio.asu.edu/>.

## Opinion Editorials

**2017.** "Opening the door to educational opportunity" (Oct. 5, 2017). *Arizona Daily Star*. Available at: [http://tucson.com/opinion/local/anna-choa-o-leary-opening-the-door-to-educational-opportunity/article\\_c064344f-7fa4-5734-847b-6229976c5ff2.html](http://tucson.com/opinion/local/anna-choa-o-leary-opening-the-door-to-educational-opportunity/article_c064344f-7fa4-5734-847b-6229976c5ff2.html)

**2014.** "Family values and deportation don't go together." (Nov. 23, 2014). *The Conversation*. Available at: <http://theconversation.com/family-values-and-deportation-dont-go-together-34570>

**2015.** "Issuing Dreamers drivers' licenses tied to productive future." (Feb. 27, 2014). *Arizona Daily Star*. Available at: [http://tucson.com/news/opinion/column/guest/issuing-dreamers-drivers-licenses-tied-to-productive-future/article\\_26c72c03-20b3-56a6-ac95-c9cbd155735f.html](http://tucson.com/news/opinion/column/guest/issuing-dreamers-drivers-licenses-tied-to-productive-future/article_26c72c03-20b3-56a6-ac95-c9cbd155735f.html)

**2015.** "Women's History Month must honor Latinas." *Latina Lista* (March 6, 2015). Available at: <http://latinalista.com/columns/guestvoz/guest-voz-womens-history-month-must-honor-latinas>

**2015.** "Obama comparte un legado con Roosevelt." *Vívelo Hoy* (March 18, 2015) <http://www.vivelohoy.com/opinion/8437219/obama-comparte-un-legado-con-roosevelt>

**2015.** Trump's immigrant-bashing omits that business owners like him are to blame. *The Hill* (July 22, 2015). <http://thehill.com/blogs/congress-blog/foreign-policy/248726-trumps-immigrant-bashing-omits-that-business-owners-like>

**2015.** Planned Parenthood Is Crucial for Immigrant Women. *Womens ENews*. (September 1, 2015). <http://womensenews.org/2015/09/planned-parenthood-is-crucial-for-immigrant-women/>

**2015.** Finding Sacagawea in El Salvador. Finding Sacagawea in El Salvador. *Truth Out*, (September 17, 2015). <http://www.truth-out.org/speakout/item/32846-finding-sacagawea-in-el-salvador>

**1995.** "U.S. History—What's Missing?" in *Voces*, Horizon: Coral Gables, FL.

## Book Reviews

2013. I'm Neither Here nor There: Mexicans' Quotidian Struggles with Migration and Poverty. By Patricia Zavella. Durham: Duke University Press, 2011, 352 pages, *The Latin Americanist*, 57 (2), June 2013, Pages: 147–149. doi: 10.1111/j.1557-203X.2013.01196\_10.x

## Encyclopedia Entries (2014)

The following entries appear in *Undocumented Immigrants in the United States Today: An Encyclopedia of their Experiences*. O'Leary, Anna Ochoa (Ed.) ABC-CLIO/Greenwood Press (2014)

1. Introduction: The History of and Uncertain Future for Unauthorized Immigrants (pp. xix-xxiii)
2. Acculturation Stress (pp. 5-6)

3. Amnesty (pp. 24-25)
4. Arizona (pp. 28-32)
5. Arizona SB1070 (pp. 32-36)
6. CC-IME (pp. 74-76)
7. Coyotes (pp. 124-126)
8. Culture (pp. 135-142)
9. Deferred Action for Childhood Arrivals (DACA) (pp. 150-153)
10. Displacement (pp. 168-172)
11. Employment (pp. 218-221)
12. Expedited Removal (pp. 241-244)
13. Family Reunification (pp. 253-256)
14. Globalization (pp. 289-293)
15. Home Town Associations (pp. 330-331)
16. Hotel Industry (pp. 340-342)
17. Immigrant Worker Freedom Ride (pp. 364-366)
18. Immigration Reform 2013-2014 (pp. 377-381)
19. Incarceration (pp. 387-390)
20. Migrant Farm Workers (pp. 478-481)
21. Migration (pp. 482-487)
22. Minutemen (pp. 489-492)
23. Mixed-Status Families (pp. 492-495)
24. Mortgages (pp. 497-499)
25. Morton Memo (pp. 500-501)
26. Naturalization (pp. 509-512)
27. Policies of Attrition (pp. 559-562)
28. Protests (pp. 581-584)
29. Provisional Unlawful Presence (PUP) Waiver (pp. 584-587)
30. Public Libraries (Co-Authored with Lisa Burrell Gardinier) (pp. 587-589)
31. Repatriation (pp. 614-617)
32. Shadow Population (pp. 637-641)
33. Social Interaction and Integration (pp. 646-675)
34. State Legislation (pp. 672-675)
35. USA Patriot Act (2001) (pp. 733-735)
36. U-Visa (pp. 753-757)
37. Workplace Injury (Co-authored with Alfredo Estrada) (pp. 778-781)

### Reports:

2002. "Of Information Highways and Toxic Byways: Women and Environmental Protest in a Northern Mexican City," *Mexican American Studies and Research Center Working Paper Series #30*, University of Arizona.

2001. Workshop Summary of Women's Studies and Activism: Two Related Approaches in The Future of Women's Studies Conference Proceedings October 21-22, on-line publication (<http://w3.arizona.edu/~ws/future/>), University of Arizona Women's Studies Dept. Document web site address: <http://skinner.sbs.arizona.edu/~ws/workshops/3e-summary.html>.

## RESEARCH

### Grants awarded and Research Experience

- **2017-2018 National Science Foundation**  
Project Title: “The Southwest Conference on Transforming STEM Education in Hispanic-Serving Institutions, November 18-” available at <http://stemihsi.arizona.edu/> (With Guadalupe Lozano, PI, Vignesh Subbian, Co-PI, William Velez, Co-PI, Marla Franco Co-PI, and **Anna O’Leary Co-PI**, and Technical Program Chair - Social Sciences.
- **2017- 2018 University of Arizona Office of Research, Discovery and Innovation** grant for international collaboration.  
Project Title: “Shared Populations/*Poblaciones Compartidas*” (**Anna O’Leary PI**, with Iliana Reyes Co-PI and Daniel Martinez Co-PI)
- **2016 - 2017 Confluence Center for Creative Inquiry Faculty Collaboration Grant.**  
Project Title: Language Mediation and Translation for Global Research: A Resource Center (Sonia Colina, PI, Professor of Spanish and Portuguese, College of Humanities **Anna O’Leary, Co-PI**)
- **2010 Border Health Commission seed grant**  
Project Title: *Family Separation and Child Welfare Protocols in Mixed-Immigration Status Immigrant Households* **Anna O’Leary PI**
- **2010- 2014. Congressional Direct Project, U.S. Department of Justice, Bureau of Justice Administration**  
Project Title: *Protocol Development for the Standardization of Identification and Processing of UBC bodies along the U.S.-Mexico Border*, October 1, 2010 – July 31, 2014. Raquel Rubio Goldsmith, PI and **Anna O’Leary Co-PI**
- **2008. Programa de Investigación en Migración y Salud (PIMSA)**  
Project Title: *A Binational Study of Migrant Women in the Context of a U.S. Mexico Border Reproductive Health Care Continuum* March 1, 2008 – September 1, 2009 **Anna O’Leary PI**
- **2007 Fulbright Scholarship – Garcia-Robles Program for Border Research.**  
Project title: *Women at the Intersection: Immigration Enforcement and Transnational Migration on the U.S.-Mexico Border.* **Anna O’Leary PI**

### Synergistic and Collaborative Activities

#### Other:

Member: AZ Transfer Articulation Task for Ethnic Studies (2017- present)

Consultant to the American Red Cross and Regional Delegation of the International Committee of the Red Cross for the United States and Canada (January-June 2013).

Program Co-chair for the thematical section on the impact of Anti-immigrant policies on Mixed Immigrant Status Families” (*Impacto de la política anti-inmigrante en las familias de estatus*

*migratorio “mixto” en E.U.A, y en la familia que retorna*), IV Encuentro Internacional Migración y Niñez Migrante, May 30-31, 2013, in Hermosillo, Sonora, Mexico at the Colegio de Sonora.

Theatrical Play: “*No Roosters in the Desert*”, a play by Kara Hartzler (Nopassport Press: Dreaming the Americas, 2010), was inspired by the field work data of Anna Ochoa O’Leary, and opened in Tucson, Arizona, Mexico City, Chicago, ILL, and Tempe, AZ (2010-2012)

2008-2010 Co-PI: Project 7.4c Methods Research Workshops: Instruments, Analysis, and Ethics, University of Arizona Center of Excellence Grant, Dept. of Homeland Security.

Presentation No. 178433 (NIOSH team members) “Farmworkers at the US-Mexico Border: Challenges to human rights in a militarized environment S-Mexico Border: Challenges to human rights in a militarized environment.” APHA Annual Meeting & Exposition (October 25-29, 2008) San Diego.

Roundtable Presentation No. 184564. (NIOSH team members) “Promotoras role in community mobilization and awareness of immigration and human rights for farmworkers and their families at the US-Mexico border” APHA Annual Meeting & Exposition (October 25-29, 2008) San Diego.

## **TEACHING**

**2019 – Caravans & Border Walls.** Gateway to learning Educators’ Workshop, Center for Latin American Studies, University of Utah. June 24-28.

### **Teaching Experience and Previous Employment:**

**2012** – present as Assistant Professor (2012-2014) and Associate Professor (2014-present)

Courses: *Latin American Immigration and the Remaking of the U.S. (MAS 317)*

*Immigration & Public Policy (MAS 210)*

*Mexican Migration (MAS 509)*

*The Feminization of Migration (MAS/LAS 580)*

**2009 – 2012** Assistant Professor of Practice:

Courses: *Mexican American Culture (MAS/ANTH/LAS 319)*

*Mexican Migration (MAS 509)*

*The Feminization of Migration (MAS/LAS 580)*

**2002 – 2009** Adjunct Lecturer, Mexican American Studies and Research Center, University of Arizona

Courses: *Mexican American Culture (MAS/ANTH/LAS 319)*

*The Mexican-American: Cultural Perspectives (MAS/ANTH/LAS/LRC 508)*

*Overview of Mexican American Studies (MAS 265)*

*Latinos/Latinas: Emerging Issues (MAS 365)*

**2001 - 2002** Adjunct Faculty, Pima Community College, Tucson, AZ.

Courses taught: *Exploring Nonwestern Cultures (ANT 112)*, *Human Evolution and Prehistory (ANT 101)*

**2000 - 2001** Adjunct Lecturer, Women’s Studies Dept., University of Arizona

Course taught (Spring Semester): *Women’s Activism and Organizations (WS496/596)*, *Gender and Contemporary Society (INDV 102-2)*

**2000** Adjunct Lecturer, Mexican American Studies and Research Center, University of Arizona

Course taught (Fall Semester): *Latinos/Latinas: Emerging Issues* (MAS 365)

**1999 – 2000: Adjunct Faculty, Pima Community College, Tucson**

Course taught: *History and Culture of Mexican Americans in the Southwest* (ANT/HIS 127).

**1993 to 1997 Graduate Assistant in Teaching**

Course: Anthropology 319 (LAS 319, MAS 319) *Mexican-American Culture*.  
University of Arizona, Dept. of Anthropology

**Instructional Development University of Arizona**

- 2013 *Latin American Migration and the Re-Making of the US*  
(Developed and proposed course, received approved in Fall of 2012, and inaugurated in Spring of 2013)
- 2012 *Immigration and Public Policy* (MAS 210)  
(Developed and proposed course, received approved in Fall of 2011, and inaugurated in Spring of 2012)
- 2010 *The Feminization of Migration* (MAS 570)  
(Developed and proposed course, received approved in Fall of 2009, and inaugurated in Spring of 2010)
- 2007 Developed and published text book, “Chicano Studies: The Discipline and the Journey”, Kendall Hunt.

**SERVICE**

Peer Review (*ad hoc*)

- 2015 *Journal of Ethnic and Migration Studies*, Oxford University Press
- 2013 *International Migration*
- 2012 *American Ethnologist, Urban Anthropology, Human Organization, Social Identities*
- 2011 *International Migration*
- 2010 *Social Identities*
- 2009 *Current Anthropology*,
- 2009 *Journal of Minority Health*
- 2008, Grant proposal in Anthropology, National Science Foundation
- 2007, 2008, (book) University of Arizona Press.
- 2006 – 2009, *Región y Sociedad*, Journal of the Colegio De Sonora.

**Service to Local, National, and International Communities**

- 2019 – present: Editorial Board Member, University of Arizona Press
- 2018 – present: Member, Arizona Women’s History Alliance
- 2015 – 2016 Member, College of Social and Behavioral Sciences Transnational and Global Initiatives Advisory Board.
- 2015 – Hiring Committee for the position of Director, Center for Elimination of Border Health Disparities, UA Health Sciences
- 2015-2016 – Organization committee: *III Seminario sobre Desarrollo Humano en la Región Transfronteriza Sonora Arizona*.
- 2014-2017: Faculty Advisory Committee, College of Social and Behavioral College
- 2014-2015: Faculty Evaluations Committee, Department of Mexican American Studies.
- 2012 Graduate Admissions Committee, Mexican American Studies Dept., University of Arizona

2009-2011 National Advisory Board (Consejo Consultivo) member for the Instituto de Mexicanos en el Exterior (CC-IME)

2009-2010 National Conference Organizer. *Between the Lines: Border Research Ethics and Methods*. April 23, 2010

2007, 2009, 2011 International Advisory Committee member for "II Encuentro Internacional de Migración y Niñez Migrante: La Antropología de la Migración."

2007-2009, Treasurer, Association of Latino/Latina Anthropologists (ALLA)

2007-2010 Chair, Committee on Refugee and Immigration, Society for Urban, National, and Transnational/Global Anthropology

2004-2010 Steering Committee member, Coalición de Derechos Humanos.

2004 to present Board Member, Arizona Border Rights Foundation.

2001 to present Board Member Fundación México.

2002 to 2003: Advisory Committee Member, "Tucson Latina Action," a project by Arizona Citizens Action

1985 to 1986 President, Morenci Miners Women's Auxiliary, Clifton, Arizona

### Membership in Professional Societies

- Sistema Nacional de Investigadores de CONACTY #898922

### OTHER

#### Advanced Study or Other Professional Training:

2005 National Immigration Law Center (Washington), special training on immigrant workers rights, May 16, 2005, Tucson, AZ

2004. Inter University Programs in Latino Research (IUPLR) Census Bureau Training, University of Notre Dame.

#### Graduate Committee Service

Year	Student Name	Degree	Thesis Title, Paper or Oral Exam Topic
Completed			
2004	Samuel Henry	MA	An Examination of the Results of Economic Integration on the Flow of Mexican Migration to the United States
2007	Laura Belous	MS	Care Across Borders: Transnational Motherhood in an Arizona Context.
2010	Stephanie Schuyler	MA	The Informal Economy
2010	Laura Reid	MA	Perceptions of Undocumented Migrants: How Remnants of Desert Crossings affect Public Opinions.
2010	Eric Finer-Huxley	MA	Migration to the United States and the spread of Evangelicalism
2010	Francisco Baires	MA	Reappearing the Disappeared: The Necropolitics of Migrant Deaths on the US-Mexico Border
2010	Hyo Mi Kim	MA	Medical Tourism in the US-Mexico Border Zone
2011	Uriel Varela	MA	Operation Streamline
2011	Hilliary Smith	MA	Separation by Deportation: A Study of the U.S. Citizen Children of Latin American Immigrants

2011	Steven Slaton Whatley, Jr	MA	EcoTourism and Patterns of Gendered Migration in Ecuador
2011	Aaron E. Almada	MA	Citizenship, Mexican Americans and Border Patrol
2011	Lizzeth Opio	MA	Women's Migration Stories
2011	Angela Firth	MA	Chicano Art
2014	Kelly Aquinas	MS	Latino Health
2012	Dina Barrajas	MS	Oral Exam: Native Americans and Rights of Mobility
2012	María José Mojardín [Universidad Autónoma de Sinaloa]	MA	Immigrant Women and Reproduction(External committee member)
2012	Courtney Lower Martinez	MA	Oral Exam
2012	Yvette Quijada	MA	Oral Exam: History and Women and Migration
2013	Rachel Chapman	MA	Dream Act Students and Racism
2014	Drew Berns	MS	Immigration & Art
2015	Natania Garcia	MS	Las Nepantleras de Fortín
2015	Abby Wheatley [California Institute of Integral Studies]	Ph.D.	Migrant women and Violence (external committee member)
2016	Kiera Midora Coulter	MS	Homeless Immigrant Youth & Mental Health
2016	Cecilia Lewis	Ph.D.	Border history and women of Douglas
2016	Graciela Jauregui	MS- MPH	Access to Healthcare for Undocumented Immigrant Detainees in U.S. Immigration and Customs Enforcement Detention Centers
2017	Stephanie Morales	MS- MPH	Immigrant women and family separation
2017	Madison Yuill	MA GWS	Immigrant women & domestic violence (Minor committee member)
2017	Sofia Gómez	Dr.PH	Immigrant advocacy organizations and Public health
2017	Cecilia Marta Hernandez [Universidad Autónoma de Sinaloa]	Ph.D.	Immigrant women and community organizing (external committee member)
2018	Jesus Jaime-Diaz	Ph.D.	Latino Education (Minor committee member)
In Progress			
2014	Albert Girón	MA	Family Separation Issues among Central American Immigrant Families in California
2014	María José Mojardín*	Ph.D.	Immigrant Women and Health Care in AZ

2015	Shelby Smith	Ph.D.	Immigration and Citizenship (Minor committee member)
2017	David Cid	Ph.D.	The Chicano/a Movement
2017	Luis Perales*	Ph.D.	The Impact of Civil Rights and Chicano Movement in Mexican American Studies programs in the Rio Grande Valley
2017	Barbara Teso*	Ph.D.	Sanctuary Cities in Deportation-era Politics
2018	Connie Lira	MA	TBA

\*Graduate Committee Chair

### **Recognitions, Fellowships, and other Awards:**

2017 Victoria Foundation Eddie Sayer Auslander Support of Latinos in Higher Education

2015 Fellow, Academic Leadership Institute, University of Arizona

2014 Fellow, *Public Voices Public Voices-The OpEd Project.*"

2011 YWCA, Tucson, "Women on the Move" award.

2010 Raúl H. Castro Institute "Latina Trailblazer" award

1986 Certificate of Recognition Día Internacional de la Mujer Conference, Phoenix, AZ

1985 Ford Foundation Travel Scholarship for the NGO conference on the Decade of Women, FORUM '85, Nairobi, Kenya.

1980 Phi Theta Kappa, National Scholastic Honor Society, Eastern Arizona College

1980 Minority Talent Roster for Distinguished Academic Performance, Eastern Arizona College.

1980 Arizona Council Epsilon Sigma Alpha Scholarship, Eastern Arizona College President's Award for perfect 4.0 GPA.

### **Scholarly Symposia, Colloquia, and Presentations**

#### **2019**

"When Death Comes Knocking": Documenting Efforts to Identify and enumerate the dead along the U.S. Mexico Border, (co-authored with Gabriella Soto) Human Costs of Border Control: International Conference on Border deaths and migration policies: state and non-state approaches. Latin American Studies Association, Boston, MA, May 24-27, 2019.

"When Death Comes Knocking": Documenting Efforts to Identify and enumerate the dead along the U.S. Mexico Border, (co-authored with Gabriella Soto) Human Costs of Border Control: International Conference on Border deaths and migration policies: state and non-state approaches. Universidad Miguel Hernandez, Elche, Spain, June 1-3, 2019

#### **2018**

"When Death Comes Knocking": Documenting Efforts to Identify and enumerate the dead along the U.S. Mexico Border, (co-authored with Gabriella Soto) Human Costs of Border Control: International Conference on Border deaths and migration policies: state and non-state approaches. Vrije Universiteit Amsterdam, June 14-15

The Women of the 1983 Copper Strike. *Arizona Women's History Symposium: Arizona Women: Advocating for Change*. December 18. Heritage Center, Tempe, AZ

"When Death Comes Knocking": Uneven Attempts to Identify and Enumerate Migrant Deaths along the US-Mexico Border." *Border Crossings Gender Sexuality and Rights*. November 6, University of Arizona, Tucson, AZ

## **2017**

(Discussant): Mexico and the United States: A Shared Past Present and Future. University of Arizona. March 31, 2017

Todos somos Otros Film Showcase. XXVII Graduate Student and Professional Symposium on Hispanic and Luso-Brazilian Literature Dept. of Spanish & Portuguese. University of Arizona. February 24-25, 2017

Migration, Refugees, and Religious Perspectives Workshop. ASU Center for the Study of Religion and Conflict. Arizona State University April 28, 2017

Mining culture and the unique transition of a utilitarian community: The Morenci Miners' Womens Auxiliary. The Loft Cinema Rolling Wheels Production, Bisbee, AZ, June 10, 2017

Panel presentation: *Migrant Deaths in the Arizona Desert: La vida no vale nada*, Tucson Festival of Books, March 11-12, 2017

## **2016**

"Modern Day Braceros and the Return of 'Operation Wetback' Discourse in Contemporary U.S. Presidential Politics. Tucson Desert Art Museum, Tucson, AZ January 23, 2016

"Advancing the Moment: The Road to MAS as a field of Study." University of Arizona Asian Pacific American Student Association Conference, Tucson, AZ February 20, 2016.

"In the Footsteps of Spirits" Guest Lecture, School of Social Work at Loyola University Chicago. Tucson, AZ. March 11, 2016.

"Institutionalizing Ethnic Studies in Arizona" Forging New Relationships in Ethnic Studies. PCC Ethnic Studies Forum, Pima Community College, Downtown Campus, Tucson, AZ March 18, 2016.

"U.S. Immigration Policy and its Impact." Institute for Training and Development. Tucson, Arizona, February 16, 2016.

Plenary address, National Association for Ethnic Studies Annual Conference, Tucson, AZ March 18, 2016.

"Mas Allá de la Frontera: La Unidad Domestica en la Busca de una vida mejor." 2º Encuentro de Migración, Nealtican, Puebla, Mexico. July 15, 2016.

*Migrant Deaths on the Border: La vida no vale nada. Book presentation.* Antigone's Books Tucson, AZ.

<http://www.antigonebooks.com/event/raquel-rubio-goldsmith-anna-oleary-nancy-montoya>

## **2015**

Mas Allá de la Frontera: La Unidad Domestica en la Busca de una vida mejor. Seminario Permanente de Estudios de Personas Menores de Edad (SPEME). Instituto Nacional de Antropología e Historia. Mexico City, Nov 27-Dec 2, 2015.

In the Wake of Child separation: Psychological dimensions of the migration experience. American Anthropological Association Annual Meeting. Denver CO. Nov. 17-19, 2015.

Contributors to Health Inequities Among Individuals, Families and Communities in the Arizona-Sonora Border Region, UA College of Nursing Health Equity Research Seminar Series University of Arizona, Tucson, AZ, April 13, 2015.

Roundtable: Arizona Firestorm: Marking the 5<sup>th</sup> Anniversary of Landmark Anti-immigrant Legislation (SB1070 and HB2281). Rocky Mountain Council for Latin American Studies. University of Arizona Campus, Tucson, AZ April 8-11, 2015.

[Panel Organization]: The Geographies of Civic Engagement: Mapping Community Organization Collaboration in Efforts to Identify the Dead along the U.S. Mexico Border. Rocky Mountain Council for Latin American Studies. University of Arizona Campus, Tucson, AZ April 8-11, 2015.

When Death comes Knocking: Civic Engagement with Efforts to Identify the Dead along the U.S. Mexico Border. Rocky Mountain Council for Latin American Studies. University of Arizona Campus, Tucson, AZ April 8-11, 2015.

Aterrizando Realidades, Transcendiendo Fronteras: Confluencias Sociales en la Busca de una vida mejor. V. Encuentro Internacional Migración y Niñez Migrante, Colegio de Sonora, Hermosillo, Sonora. May 28-29, 2015

## **2014**

[Panel Organization] Uncompromising Strictures and Reimagining Resolve: Multi-sited struggles for Inclusion in the Border Region and Beyond. XVIII<sup>o</sup> Congreso Internacional La Frontera Una Nueva Concepción Cultural, Arizona State University, Tempe. February 20-22.

Anti-Immigrant Arizona: Policies of Attrition and their Ripple Effects on Mixed Immigration Status Households. XVIII<sup>o</sup> Congreso Internacional La Frontera Una Nueva Concepción Cultural, Arizona State University, Tempe. February 20-22.

*"Tener menos, para darles mas"*: The Transnationalization of Family Planning Trends. Society for Applied Anthropology Annual Meeting. Albuquerque, NM, March 16-20.

## **2013**

"Living in a State of Exclusion: Understanding Arizona's Policies Toward Immigrants and Immigration." Most Holy Trinity Church on Monday, Speaker series titled, "Theology Uncorked." January 28, 2013.

National Association of Chicano/a Studies Roundtable: Border Research Methodology, Ethics, and Practice. San Antonio, TX. March 22, 2013

“Aquí estamos, y no nos vamos”: Interdisciplinary perspectives on transborder places and transnational spaces as sites of resistance.” National Association of Chicano/a Studies Annual Meeting, Session discussant and presenter. March 23, 2013

Estrés y Temor en familias de inmigrantes: Implicaciones para la salud y el desarrollo humano. *IV Encuentro Internacional Migración y Niñez Migrante. Migración y Retorno. Retos para la familia transnacional.* El Colegio de Sonora, Hermosillo Sonora, Mexico, May 30- 31

Key Note: Mas allá del Norte: Viejos senderos y nuevas perspectivas sobre la movilización política, cultura, y la familia de estatus migratoria mixta. División de Ciencias Sociales y Humanidades de la Universidad Autónoma Metropolitana Unidad Azcapotzalco. II Congreso Internacional de Estudios Culturales: Análisis y Crítica. Mexico City, July 10 - 12 2013.

A Perfect Storm: Immigrant Women, Reproductive Justice, and the Politics of Healthcare Access, American Anthropological Association Annual Meeting, Chicago, ILL. Nov. 20-24, 2013:

Mexican Women and Family Planning Trends: A Cross Border Synthesis Puentes Consortium. Houston, TX, Nov. 20-24, 2013

## **2012**

Book Presentation: *Migrantes, empresarias, políticas, profesionistas y traficantes de drogas: Mujeres en la esfera pública y privada.* Universidad Autónoma de Sinaloa. Culiacán, Sinaloa Mexico. April 12, 2012.

In the Footsteps of Spirits: Migrant Women’s Testimonials in the Time of Heightened Border Enforcement, presentation prepared for the Conference, *International Colloquium/Coloquio Internacional: Sustainable Development. North/South: Border Dialogues*

“When Death Comes Knocking: Geography, Enforcement, and Civic Engagement in Efforts to Identify and enumerate the dead along the U.S. Mexico Border” Presentation prepared for the Conference: *Globalización y Migración Inmigración: Políticas de seguridad y derechos humanos de los migrantes,* Mexicali, Baja California, México, Oct. 18-19, 2012.

“When Death Comes Knocking: Geography, Enforcement, and Civic Engagement in Efforts to Identify and enumerate the dead along the U.S. Mexico Border” Paper prepared for invited Panel organized for the annual meeting of the *American Anthropological Association*, San Francisco, Nov. 15-16, 2012.

“Mixed Immigration Status Households in the Context of Arizona’s Anti-Immigrant Policies.” Mexico City: Centro de Investigación sobre América del Norte (CISAN) de la Universidad Autónoma de Mexico (UNAM), April 25-26, 2012

*“Life, Family and the Arizona Mining Community: A Gendered Perspective”* University of Arizona Science Library, March 6, 2011.

## **2011**

*“La vida laboral de las mexicanas indocumentadas en Arizona. Políticas de repliegue de la inmigración y las voces de mujeres inmigrantes”* (with visiting scholar, Erika Montoya) Tercer Coloquio de Migración

Internacional: Las migraciones regionales y extra-regionales en, hacia y desde Latinoamérica y el Caribe: Entre el Mito y La Realidad, San Miguel de las Casas, Chiapas, Mexico, Nov 11-12, 2011

*"In the Footsteps of Spirits: Migrant Women's Testimonials in the Time of Heightened Border Enforcement."* New College of Interdisciplinary Arts & Sciences, Arizona State University, October 28, 2011.

"Engaging students in service learning projects with social justice aims. Panel entitled: Community Partnerships in Teaching and Research. Panel entitled: Community Partnerships in Teaching and Research. *Ford Foundation Fellows Conference*. October 14-15, 2011

*Anti-Immigrant Arizona: Ripple Effects and Mixed Immigration Status Households under 'Policies of Attrition' Considered, III Encuentro Internacional Migración y Niñez Migrante*, Hermosillo, Sonora, Mexico. May 28-27, 2011

Access to Health Services for Immigrant Women Acceso a servicios de salud reproductiva para mujeres migrantes. *Arizona Burning*, Casa Michoacán, Chicago, ILL May 6-7, 2011

Killing me Softly: Immigrant Women and Renegotiated Reproduction and Health Services -Access on the Margins of the State. *Society for Applied Anthropology*, Seattle, WA, April 2011.

(Key note address) *Chicana/o Students Respond to Arizona's Anti-Ethnic Studies Bill, SB 1108: Civic Engagement, Ethnic Identity, and Well-being*. Arizona Hispanic School Administrators Association Annual Conference, Tucson, AZ, April 17-18, 2011.

*The Effect of "Anti-Ethnic Studies" bills on student's health* (with Andrea Romero) The Real Story. Kiva Auditorium, University of Arizona, April 28, 2011

Immigrant Women & Renegotiated Reproduction & Health Services -Access on the Margins of the State SBS Immigration Week, University of Arizona, Tucson, AZ, March 2011.

## **2010**

*"Killing me Softly": Im/migration and Multiple Forms of Violence*. Panel organized for the annual meeting of the American Anthropological Association, New Orleans, Nov. 20-22, 2010.

Neoliberalizing (Re)production: Women, Migration, and Family Planning in the Margins of the State, paper presented at the annual meeting of the American Anthropological Association, New Orleans, Nov. 20-22, 2010.

Panel discussion: *Letters to a Detainee*. Arizona Humanities Council. Tucson Public Library, Main Library, Tucson, AZ

"Chicana/o Students' Engagement with Anti Ethnic studies Bill 1108: Civic Engagement, Ethnic Identity and Well-being. *Coloquio Binacional sobre Desarrollo Humano Transfronterizo en la región Sonora-Arizona*, Nogales, Sonora May 28, 2010.

"Migration and Women on the U.S.- Mexico Border: Environment, Access, and the Reproductive Health Care "Continuum," paper presented as part of the a panel entitled: Implications of international population movements for health and health services," Organizer: Peter Kunstadter. *Society for Applied Anthropology*, Merida, Yucatan, Mexico. March, 2010

"ABC of Migration: C is for Coyotes" Paper presented as part of the a panel entitled: "Social Capital among Mexicanos in the 21st Century", Transborder Region and Beyond: The Limits and Understandings of its Distribution." Panel Organizer: Carlos Vélez-Ibáñez (ASU), *Society for Applied Anthropology*, Merida, Yucatan, Mexico. March, 2010.

## 2009

"Borderscapes of Practice: Im/migrant Women and the U.S.-Mexico Reproductive Health Care Continuum," paper presented in an invited session at the annual meeting of the American Anthropological Association, Philadelphia, PA December 4, 2009.

"A Multidisciplinary Binational Study of Migrant Women in the Context of a US-Mexico Reproductive Health Care "Continuum" (with Gloria Ciria Valdez-Gardea, and Azucena Sanchez), PIMSA/Health Initiatives of the Americas (HIA)/Programa de Salud y Migración (Binational Team Presentation), Santa Fe, NM October 5, 2009.

*"Migration and Women on the U.S.- Mexico Border: Environment, Access, and the Reproductive Health Care "Continuum"* Ninth Annual Binational Policy Forum on Migration and Health (Santa Fe, NM) October 6, 2009.

"Encuentros mortales en la frontera: Mujeres inmigrantes en situación de abandono," VII Congreso Centroamericano de Antropología, "La Antropología en Centro America: Reflexiones y Perspectivas") San Cristóbal de las Casas, Chiapas, México. February 16-20.2008

Western States Communication Association Convention, Phoenix/Mesa Marriott Hotel and Convention Center 200 North Centennial Way, Mesa Arizona. February 15.2008

"In the Footsteps of Spirits: Migrant Women's Testimonials in the Time of Heightened Border Enforcement," Institute of Learning in Retirement. Sun City Vistoso Community Center, Oro Valley, AZ January 15, 2009.

## 2008

Panel Title: "The Costs of Moving: A Critical Review of Transnational Migration", Co-Organized with Jeffrey H. Cohen (OSU), *American Anthropology Association Annual Meeting*. Individual Paper Title: "The ABCs of Unauthorized Border Crossing Costs: Apprehension, *Bajadores*, and Coyotes" San Francisco, CA. November 22, 2008.

"In the Footsteps of Spirits: Migrant Women's Testimonials in the Time of Heightened Border Enforcement". *American Association of University Women* (Phoenix Chapter) meeting, Scottsdale Community College, Scottsdale, AZ. November 15, 2008.

"Encuentros mortales en la frontera: Mujeres inmigrantes en situación de abandono" La Red Del Servicio Jesuita a Migrantes, Norte, México y Centro América, *Congreso Internacional Sobre Migración: Los Procesos de detención, deportación y Reinserción de migrantes*. Universidad Rafael Landívar de Guatemala, Campus Central, Ciudad de Guatemala. November 7, 2008.

"Desarraigo de niños: Un resumen del impacto de operativos inmigratorios en menores." *Seminario Niñez Migrante Internacional*, Colegio de Sonora, Hermosillo, Sonora. October 13, 2008.

Experiencing the Global-Local: Migrant Women *Testimonios* and Political, Intercultural, and Pedagogical Challenges in the Borderlands. *Developing and Assessing Intercultural Competence: A Conference for K-16 Educators*. Center for Educational Resources in Culture, Language and Literacy (CERCLL). University of Arizona. October 11, 2008

“Un Estudio Binacional de Mujeres Inmigrantes en el Contexto de un *Continuum* de Cuidado de Salud Reproductiva en la Frontera México-EU.” Health Initiatives of the Americas (HIA)/Programa de Investigación sobre Migración y Salud. *VIII Semana Binacional de Salud: Foro de Políticas Públicas en Salud y Migración*. Zacatecas, Zac. México. October 7, 2008.

“Women at the Intersection: The Struggle for Family Reunification at the Margins of the U.S. and Mexico Border” *Community Report: What you taught us about Migration and Health.*, Binational Migration Institute (BMI) El Pueblo Neighborhood Center, Tucson , AZ October 4, 2008.

Keynote Address 4<sup>th</sup> Annual Changing Woman Conference, , San Juan College, Henderson Fine Arts Center, Farmington NM. April 7, 2008.

“Close Encounters of the Deadly Kind: Gender and Migration in a Time of Increased Border (In)Security”. *Arizona State convention of American Assoc of University Women (AAUW)*, Green Valley Arizona. March 23 2008,

“Close Encounters of the Deadly Kind: Gender and Migration in a Time of Increased Border (In)Security” No Vale Nada la Vida: La Vida No Vale Nada Conference, *Southwest Center and The Binational Migration Institute*. University of Arizona, Tucson March 14-15, 2008

“Encuentros mortales en la frontera: Mujeres inmigrantes en situación de abandono.” II Congreso Internacional Migraciones Globales: Experiencias Regionales y Enseñanzas para México. Mazatlán, Sinaloa, Mexico. February 24-26, 2008,

“Close Encounters of the Deadly Kind: Gender and Migration in a Time of Increased Border (In)Security”, *Border Regions in Transitions IX Conference*, North American and European Border Regions in Comparative Perspective: Markets, States and Border Communities, Victoria, BC, Canada, Jan., 2008,

## **2007**

Panel Organizer: “The Politics of Space and Otherness: Mapping Latina/o Spatial Interconnectedness and Investigative Frameworks across Transnational Landscapes” Invited session of the Association of Latina/Latino Anthropologists American Anthropology Association Annual Meeting, Washington, D.C.. Nov 27-Dec 2, 2007

Workshop/Presentation, “Human Rights of Immigrants: US/Mexico Focus” Amnesty International Conference • United World College, “Human Rights in an Age of Fear and Terror Conference,” United World College, Montezuma, NM. September 14-15, 2007

Panel Presentation: “Structural Violence, U.S. Border Enforcement and Unauthorized Women Migrants in the context of Two UN Conventions” American Association of University Women (AAUW) National Convention. Phoenix, Arizona. June 29-July 2

“Increased mobility and transnational movement on the U.S.-Mexican Border: Unauthorized Migration of Women in the context of Two UN Conventions.” Summer Institute in Women’s Human Rights,

Citizenships and Identities in a North American Context. Southwest Institute for Research on Women (SIROW) and Universidad de las Américas Puebla, Puebla México. June 18-22.

(Presentation) "Mujeres en el Cruce: Mapping Family Separation/Reunification at a Time of Border (In)Security" Encuentro Internacional: Migración y Niñez Migrante. Colegio de Sonora, Hermosillo, Sonora, Mexico. May 24-25.

## **2006**

Panel Presentation: "Undisciplined Ethnographies, Boundaries and Borders," as part of the ALLA session, "Chicana/Latina Feminism and Undisciplined Ethnography," San Jose, CA, Nov 14-17"

Workers in the Intersection: Migration & Immigration Enforcement on the U.S./Mexico Border." National Association for Chicano/Chicana Studies Conference, Guadalajara, Jalisco, Mex. July 28-30

"Reforma migratoria y seguridad fronteriza; una propuesta comunitaria" Fundación Mexico monthly breakfast series, June 10, 2006

*Petit Apartheid in the Borderlands: An Analysis of Community Organization Data Documenting Work force Abuses of the Undocumented.* Oxford Round Table on Diversity. Oxford University, Oxford, UK. March 12-17, 2006

Panel Presentation "In Labor: Undocumented Migrant Women and Laboring for social Justice on the U.S.-Mexico Border" as part of the MASRC panel "Human Rights on the U.S.-Mexico Border. Pacific Sociological Association, Universal City, Los Angeles. April 19-21, 2006

Workshop: "What Asian American students can Learn from the Chicano/a Movement" third Leadership Conference for Asian-Pacific: "Revolution, Experience, Innovate. Alter" Conference Organized by the Asian American Student Coalition, University of Arizona, Tucson, AZ 85749. March 4-5, 2006

## **2005**

*Petit Apartheid on the Border: An Analysis of Community Organization Data Documenting Work force Abuses of the Undocumented,* National Association for Chicano/Chicana Studies Conference, Miami, FL. April 13-April 16, 2005

## **2004**

*Social Exchange Practices among Mexican-origin Women in Nogales, Arizona: Prospects for Education Acquisition,* National Association for Chicano/Chicana Studies Conference, Albuquerque, NM. Mar. 31-April 3, 2004

*"Socially Engineering Education: Social Support and Education Acquisition among Mexican-origin Women,"* First Binational Symposium of Educational Researchers, Binational Consortium for Education Research, Universidad Pedagógica, México, D.F. March 12-14

Session Organizer: "Educational Activism: Bridging Household, Community, and Classroom Practices," Multicultural Institute: Identifying and Achieving Cultural Competence in our Environment, Pima Community College and the University of Arizona, Tucson AZ , Feb. 21

**2003**

*"Technology-based Learning: an Outline for Practice for Strengthening Ties between Institutions and Transnational Communities."* Presentation at the Fundación México Breakfast Series, Viscount Hotel, Tucson, AZ, Dec 1 2003

*Latin American Artistic Activism in the Postmodern World: the Music and Lyrics of Lila Downs,"* Lecture prepared in conjunction with UA Presents. Arizona State Museum, Sept. 7, 2003

**2001**

*"Education Participation Patterns of Mexican-Origin Women and the Borderland Economy: Bridging the Great Divide"* Featured presentation, University of Arizona Women's Studies Department Conference, "Mapping Arizona's Chicana Communities. Localizing Transnationalism: Chicana Mexican Studies in the Borderlands," Tucson, AZ, Nov. 5, 2001

*"Environmental Protest Activism in a Mexican Border City: Of Information Highways and Toxic Byways,"* National Women's Studies Association Conference presentation, Minneapolis, MN, June 13-17, 2001

Panel Chair: *"Social Engineering of Women's Post Secondary Education: Cross-cultural Perspectives."* National Association for Chicano/Chicana Studies Conference, Tucson, AZ. April 4-8, 2001

**2000**

Roundtable presentation: *"'Border Action' and Women's Initiative: Locating Intersections of Mexican Motherhood and an 'American Future' at the turn of the Century."* Review of The Great Arizona Orphan Abduction, by Linda Gordon, Ph.D., Social Science History Association annual meeting, Pittsburgh PA.

# KATHY G. SHORT

Professor, Teaching, Learning and Sociocultural Studies, & Director, Worlds of Words  
University of Arizona, Tucson, AZ 85721

Office: (520) 621-9340 E-mail: shortk@u.arizona.edu

Postdoc Ohio State University, 1985-86, Literacy and literature  
Ph.D. Indiana University, 1986, Language Education  
M.S. Ball State University, 1978, Elementary Education  
B.S. Goshen College, 1975, Elementary Education.

## Employment

1999-Present Professor, Department of TLS, University of Arizona  
1989-99 Assistant/Associate Professor, Language, Reading and Culture, University of Arizona  
1980-89 Assistant/Associate Professor, Education, Goshen College, Goshen, IN  
1985-86 Postdoctoral Research Fellow, The Ohio State University  
1975-80 Elementary Teacher, Director of Summer Programs, Fairfield School System, Indiana

## Selected Honors and Awards

2018 Batchelder Award Committee, American Library Association  
2014 Outstanding Faculty Teaching/Mentoring Award, College of Education, University of Arizona  
2014-15 President, NCTE; Presidential team, 2012-2016  
2012-13 Caldecott Award Committee, American Library Association  
2011 Outstanding Educator in the Language Arts, National Council of Teachers of English  
2009-11 President Elect, President, Past President, United States Board of Books for Young People.  
2003 Extraordinary Faculty, University of Arizona  
2000 Sarlo Family Foundation Outstanding Faculty Award, University of Arizona.  
2000 International Reading Association Arbutnot Award for the Outstanding Teacher of Children's and Adolescent Literature.  
2000 Outstanding Graduate Mentor Award, College of Education, University of Arizona.  
1996 Outstanding Faculty Award in Research, College of Education, University of Arizona.

## Selected Publications

### **Books**

Short, K., (2017). *Essentials of Children's Literature, 9th Ed.* New York: Pearson.  
Short, K., Day, D., & Schroeder, J., eds. (2016). *Teaching Globally: Reading the World through Literature.* Portsmouth, ME: Stenhouse.  
Short, K., Mathis, J., & Johnson, H., eds (2016). *Critical Content Analysis of Children's and Young Adult Literature.* New York: Routledge.  
Short, K., Johnson, H., (2014). *Essentials of Young Adult Literature.* New York: Pearson.  
Short, K. & Fox, D. (2003). *Story Matters: The Complexity of Cultural Authenticity in Children's Literature.* Urbana, IL: National Council of Teachers of English.  
Short, K. G. with Birchak, B., Connor, C., Crawford, K., Kahn, L., Kaser, S., Turner, S. (1998). *Teacher Study Groups: Building Community through Dialogue and Reflection.* Urbana, IL: NCTE.  
Short, K. G. & Pierce, K. M., eds. (1998). *Talking about Books: Literature Discussion Groups in K-8 Classrooms.* Portsmouth, NH: Heinemann.  
Short, K. G. (1997). *Literature as a Way of Knowing.* York, ME: Stenhouse.  
Short, K. G., Schroeder, J., Laird, J., Kauffman, G., Ferguson, M., & Crawford, K.M. (1996). *Learning Together Through Inquiry: From Columbus to Integrated Curriculum.* York, ME: Stenhouse.  
Short, K.G. & Harste, J., with Burke, C. (1996). *Creating Classrooms for Authors and Inquirers.* Portsmouth, NH: Heinemann.  
Short, K. G. & Burke, C. (1991). *Creating Curriculum.* Portsmouth, NH: Heinemann.

### **Selected Chapters and Articles**

Short, K. (2017). Reading outside our comfort zone: The dangers and possibilities of reading globally. *Dragon Lode: International Literacy Association, Dragon Lode*, 35 (2), 46-50.

- Short, K. (2016). Developing Intercultural Understanding through Global Literature. In Short, K., Day, D., & Schroeder, J., eds. *Teaching Globally: Reading the World through Literature*. Stenhouse.
- Short, K., (2016). The Right to Participate: Children as Activists in Picture Books. In Short, K., Mathis, J., & Johnson, H. *Critical Content Analysis of Children's and Young Adult Literature*. Routledge
- Short, K. G. & Acevedo, M.V. (2016). Creating global understandings through play. In R. Myers & K. Whitmore, eds., *Reclaiming early childhood literacies*. New York: Routledge.
- Acevedo, M.V., Kleker, D., & Pangle, L. & Short, K.G. (2016). Building oral language through everyday encounters around story. In N. Kucirkova, C. Snow, V. Grover, & C. McBride, eds., *The Routledge International Handbook of Early Literacy Education*. New York: Routledge.
- Short, K. (2016). Advocacy as Capacity-Building: Creating a Movement through Collaborative Inquiry. *Research in the Teaching of English*, 50 (3), 349-364.
- Corapi, S. & Short, K. G. (2015). *Exploring International and Intercultural Understanding through Global Literature*. Chicago: Longview Society.
- Short, K. (2012). Encouraging Children's Agency for Taking Action. *Bookbird: A Journal of International Children's Literature*. 50(4), 41-50..
- Short, K. (2012). Story as World-Making. *Language Arts* 90(1), 9-17.
- Short, K. (2011). Children Taking Action within Global Inquiries. *The Dragon Lode: International Reading Association, CLR SIG*, 29 (2), 50-59.
- Wilson, M. & Short, K. (2012). Goodbye Yellow Brick Road: The Changing Role of Home in Children's Literature. *Children's Literature and Education*.
- Short, K. (2011). Building Bridges of Understanding across Cultures through International Literature. In A. Bedford & L. Albright, *A Master Class in Children's Literature* (pp. 130-148). Urbana, IL: NCTE
- Short, K. (2010) Reading Literature in Elementary Classrooms. In S.Wolf, K. Coats, P. Enciso, C. Jenkins (Eds.), *Handbook of Research on Children's and Young Adult Literature*. New York: Routledge.
- Short, K. (2009). Curriculum as Inquiry. In S. Carber & S. Davidson, ed, *International Perspectives on Inquiry Learning* (p. 11-26). London: John Catt Pub.
- Short, K. (2009). Critically Reading the Word and the World: Building Intercultural Understanding through Literature. *Bookbird: A Journal of International Children's Literature*. 47 (2), 1-10.
- Short, K. & Fox, D. (2007). Debates about Cultural Authenticity in Books for Children. In P. Martens, *Critical Issues in Early Literacy*. Mahwah, NJ: Erlbaum

### **Editorships**

- 2000-2005 Editor, *Language Arts*  
 1995-2000 Editor, *The New Advocate*

### **Selected Grants**

- 2014-2018 Principal Investigator, CERCLL. Reading Globally: Connecting K-8 Classrooms to the World (\$50,060) and Globalizing the Common Core Standards (\$22,007). -- \$77,067
- 2013-2015 Fundraising for Worlds of Words -- \$1.2 million  
 Marshall Foundation, Proposal for Worlds of Words, \$150,000.  
 Margaret Mooney Foundation, Worlds of Words, \$100,000
- 2012-2013 Principal Investigator, Longview Foundation, Global Literacy Communities, \$20,000.
- 2010-2011 Principal Investigator, Longview Foundation, Literacy Communities as Global Gateways to Innovation. \$30,000
- 2010-2013 Principal Investigator, CERCLL. Bringing Global Cultures and Languages into K-8 Classrooms. \$20,000
- 2010-2015 Co-Investigator, Helios Foundation Proposal, Preparing Early Childhood Professionals in Community-Based Settings to Promote Family Literacy and Engage English Language Learners, \$1,576,919.
- 2009-2010 Principal Investigator, Developing Intercultural Understanding through Literacy Engagements with International Children's Literature, International Reading Association. \$5000.
- 2009-2010 Project Director, Worlds of Words Program Development. Green Foundation, \$25,000
- 2008-2009. Project Director. Worlds of Words: Building Bridges of International Understanding through Children's and Adolescent Literature. Longview Foundation. \$25, 000

## Director of Worlds of Words

This initiative was established to create an international network of people who share the vision of bringing books and children together, opening windows on the world. We encourage thoughtful dialogue around international literature so that children can reflect on their own cultural experiences and connect to the experiences of others across the globe. This work is guided by a Board of Advisors, located throughout the U.S. and world, who work to:

- promote intercultural understanding and global perspectives.
- identify excellent culturally authentic literature about children's lives around the world.
- provide resources for adults who share a passion for connecting readers with books.
- share stories of children's dialogue and interactions around international literature.
- encourage the integration of international literature into the curriculum.

### Scholarly and community activities

- International Collection of Children's and Adolescent Literature with 40,000 books
- Open to the public for reading and browsing on a daily basis
- Sponsor scholarly forums on global and multicultural issues in children's and adolescent literature
- Host visiting scholars from universities throughout the U.S. and the world
- Host college faculty events and community events
- Professional development for teachers and librarians
- Field trips by classrooms for engagements within the collection
- Saturday WOW Book Fiestas for children with authors and illustrators
- Language and Culture Book Kits that highlight particular global cultures and are available for a month-long loan to schools. Also includes visits by international consultants.
- Family Story Backpacks are taken into K-3 classrooms each semester by preservice teachers
- Cultural Community Story Boxes are taken into Preschool classrooms each semester by preservice early childhood teachers
- Teen Reading Ambassador initiative to engage teens in promoting YA books in their schools

### Web-based activities

- Web site with free resources for educators, accessed by educators from over 170 countries
- WOW Stories – online peer-reviewed journal of vignettes by educators to share their use of global literature in their classrooms
- WOW Review – online peer-reviewed journal of book reviews of children's and adolescent literature from global or multicultural settings with a focus on cultural authenticity.
- WOW Currents – weekly blog on current issues in global literature
- WOW Books – on-line searchable data base of global children's and adolescent literature
- Resources and book lists
- Global Literacy Communities – small grants to 12 literacy communities each year to support their integration of global literature into their curriculum and their work as a study group. Members-only forum to support these groups. On-line publication of their work.
- WOW Libros – new journal of reviews of books in Spanish. First issue in May 2018.

# DAN XAYAPHANH

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danthaix@email.arizona.edu • (515) 451-5117

## EDUCATION:

**Northern Arizona University**, Flagstaff, AZ **2008**  
**Master of Education**; Major: Educational Leadership

**Iowa State University**, Ames, IA **2003**  
**Bachelor of Science**; Major: Marketing Minor: Advertising GPA = 3.28

## EMPLOYMENT EXPERIENCE:

### **Director (2016-present)**

*Global Experiential Learning*

*University of Arizona, Tucson, AZ*

- Direct and supervise GEL staff of 27 professionals, graduate assistants, and interns.
- Develop strategic partnerships with academic departments, faculty, and Faculty Fellows to continue to develop relevant ways to support student success and achievement as learners.
- Implement writing and management of multiple grants
- Educate on opportunities for students to connect through experiential learning with the University of Arizona's international microcampuses.
- Manage budget inclusive of staffing, operations, and programming
- Creation and implementation of nine international and domestic experiential learning programs.
- Co-created, lead, and serve as an instructor for the Vivir Mexico Program which is a hybrid of classroom, experiential, and service learning in three major cities in Mexico in partnership with the Department of Mexican American Studies, the College of Education, the Office of Study Abroad, and the Cultural Centers/Dean of Students Office. The program received the NASPA Assessment, Evaluation and Research Knowledge Community Innovation Award (2015)
- Co-created and lead the University of Arizona Cultural and Resource Centers' Alternative Spring Break Program. The program is a hybrid of classroom, experiential, and service learning with a theme of learning about the history, culture, and indigenous people of the areas visited in partnership with the University of Hawaii, University of Southern California, Leeward Community College, Navajo Nation, and Hopi Nation.
- Co-led UA Gap Year Initiative that explored the potential to develop intentional, experiential learning through gap year experiences.
- Conduct innovative assessment, evaluation, and research for best practices in programming and assessment for experiential learning
- Provide leadership for the Dean of Students Office in working with the Vice Provost of International
- Committee member for UA 100% Engagement Initiative with the creation and implementation of the UA Engagement Transcript.

### **Director (2009-2016)**

*Dean of Students Office: Asian Pacific American Student Affairs (APASA)*

*University of Arizona, Tucson, AZ*

- Provided leadership and served as a resource to the UA community regarding Asian Pacific American initiatives
- Managed and directed APASA's student centered facilities and daily operations
- Planned, allocated, and monitored overall budget and expenditures for Asian Pacific American Student Affairs inclusive of staffing, operations and programming
- Hired, trained, supervised, and evaluated professional staff, graduate student staff, and undergraduate student staff as assigned
- Implemented writing and management of multiple grants
- Coordinated institutional assessment and benchmarking
- Participated in outreach to new students at Orientation, Wildcat Welcome, Graduate Student Orientation, and other campus-wide student events.
- Facilitated service learning projects including Cesar Chavez and MLK Jr. Days of Service
- Organized UA Common Ground Alliance (CGA) Social Justice Programs which include, but are not limited to facilitating Intergroup Dialogue, CGA Social Justice retreat, and co-facilitating Men of Color Discussion Group
- Coordinated and implemented large culturally centered events including: Finding Community Welcome, a campus wide orientation program for traditionally marginalized populations, Cultural Center Heritage Months, Cultural Center Graduation Convocations, Cultural Center Speaker Series, and LGBTQ+ Affairs and Women's Resource Center events
- Advised ASUA Student Government Diversity Committee
- Oversaw and advise APA Club Council and APA Greek Council
- Collaborated with Tucson Unified School District and UA Early Academic Outreach on transition bridge program to UA
- Conducted Asian American and Pacific Islander Self-Authorship Research with University of California Los Angeles
- Supervised Justice Education & Diversity Intern (J.E.D.I) Program
- Participated in the 1<sup>st</sup> cohort of the UA Student Affairs & Enrollment Management Academic Initiatives & Student Success' Silver and Sage Leadership Institute for Emerging Leaders

**APASA Assistant Director (2008-2009)**

*University of Arizona, Tucson, AZ 2008- 2009*

**APASA Senior Coordinator, Retention Programs & Services (2006-2008)**

*University of Arizona, Tucson, AZ*

**APASA Coordinator, Retention Programs & Services (2004-2006)**

*University of Arizona, Tucson*

- Created, implemented, and directed the first APASA signature freshman retention program, the EDGE Program
- Conducted research and assessment on APA student issues
- Maintained APA voice and advocacy on UA campus
- Presented on APASA and APA issues at local and national conferences
- Researched and wrote grants to supplement programs and events
- Utilized classroom management and tracking software to assess programs.
- Advised and directed the APASA Student Board of Directors
- Supervised and trained APASA staff and volunteers
- Served as a member of department and university committees
- Designed and coordinated marketing and informational tools
- Implemented financial aid and scholarship informational programs for students and families
- Organized campus-wide leadership, diversity, and social justice trainings for students, staff, and faculty

- Supervised professional staff, graduate assistants, interns, and student volunteers
- Provided direct retention services to students
- Served as the liaison to the Asian Pacific American (APA) community at UA and Tucson
- Provided advising, support and outreach to student led clubs and organizations
- Coordinated and implemented APA programs and events
- Guided students to attain educational goals through small-group activities and one-on-one discussions

## TEACHING EXPERIENCE:

- UA Teaching, Learning, Sociocultural Studies 495A Instructor
- UA Mexican American Studies 495A/595B: Vivir Mexico: Culture, History & People Instructor
- UA Intergroup Dialogue (IGD) Instructor
- UA East Asian Studies 195B: Introduction to Asian Pacific American Studies Co-Instructor
- UA Language, Reading, & Culture 297B: Connections Class Instructor
- UA East Asian Studies 195A: Introduction to APA Studies Co- Instructor
- NAU ADM 655 Leading Diverse Organizational Cultures Guest Lecturer
- UA East Asian Studies 197A: APA Freshmen Colloquium Instructor
- UA Language, Reading, & Culture 393 Instructor

## PRESENTATIONS:

- Xayaphanh, D. (2019) NASPA National Conference Presenter, *Diversifying Study Abroad: Developmental Outcomes of Global Experiential Learning that Centers Students of Color*, Los Angeles, CA
- Xayaphanh, D. (2015) Dean of Student Practically Speaking Series Presenter, *I'm Not Racist But... Millennials and Microaggressions*, Tucson, AZ
- Xayaphanh, D. (2014) University of Arizona Assessment in the AM Presenter, *Reassessing Less Than Favorable Findings*, Tucson, AZ
- Xayaphanh, D. (2014) Man Up and Go to College Conference Presenter, *Resiliency and Grit for Men of Color*, Tucson, AZ
- Xayaphanh, D. (2014) NASPA Conference Presenter, *Vivir Mexico: Transforming the Study Abroad Experience for Students of Color*, Baltimore, MD
- Xayaphanh, D. (2011) NASPA Conference Presenter, *The Give and Take of It: Job Searching and Negotiations*, Philadelphia, PA
- Xayaphanh, D. (2010) NASPA Conference Presenter, *Employing the Learning Partnership Model with Peer Advisors*, sponsored by the NASPA Asian Pacific Islander Knowledge Community, Chicago, Illinois.
- Xayaphanh, D. (2009) NCORE Conference Presenter, *APA's Acting Up*, San Diego, CA
- Xayaphanh, D. (2008) NASPA Conference Presenter, *Navigating the Model Minority Myth: Student Success Programs for Asian/Pacific Islanders*, Boston MA
- Xayaphanh, D. (2006) NASPA Conference Presenter, *Presentation to Presence*, San Francisco, CA
- Xayaphanh, D. (2006) NCORE Presenter, *Student Mutual Funds: Investing in Student Leaders*, Chicago, IL
- Xayaphanh, D. (2005) 12<sup>th</sup> National Conference on Students in Transition Conference Presenter, *One Size Does Not Fit All*, Costa Mesa, CA

**HAYRIYE KAYI-AYDAR**  
**University of Arizona**  
**hkaydar@email.arizona.edu; (520) 621-1836**

## CHRONOLOGY OF EDUCATION

- 2012**            **UNIVERSITY OF TEXAS, AUSTIN**  
College of Education  
Ph.D. in Foreign Language Education/Teaching English as a Second Language (TESL)  
*Dissertation Title: "Negotiating participation, competence, and power in the ESL classroom: Positioning to learn"*  
*Chair: Elaine K. Horwitz. Members: Diane Schallert, Bill Johnston, Beth Maloch*
- 2005**            **UNIVERSITY OF NEVADA, RENO**  
College of Education  
M.A. in Teaching English to Speakers of Other Languages (TESOL)
- 2001**            **MIDDLE EAST TECHNICAL UNIVERSITY**  
College of Education  
B.A. in English Language Teaching

## CHRONOLOGY OF EMPLOYMENT

- 2019-Present**    ASSOCIATE PROFESSOR with tenure
- 2015-2019**      ASSISTANT PROFESSOR  
University of Arizona, Tucson, AZ.  
College of Social and Behavioral Sciences  
Department of English  
Program Area: English Applied Linguistics
- AFFILIATE FACULTY  
University of Arizona, Tucson, AZ.  
Program Area: Graduate Interdisciplinary Program in Second Language Acquisition and Teaching (SLAT)
- 2012-2015**      ASSISTANT PROFESSOR  
College of Education and Health Professions  
University of Arkansas at Fayetteville, Fayetteville, AR.  
Department of Curriculum and Instruction  
Program Area: Culturally and Linguistically Diverse Education / TESOL
- 2010-2012**      ASSISTANT INSTRUCTOR  
University of Texas at Austin, Austin, TX.  
College of Liberal Arts  
Program Area: Turkish Studies

- 2009-2010** ESL INSTRUCTOR  
Texas State University, San Marcos, TX.  
Intensive English Program
- 2009-2010** GRADUATE RESEARCH ASSISTANT  
College of Liberal Arts  
University of Texas at Austin, Austin, TX.  
Program Area: Turkish Studies
- FALL 2008** ESL TUTOR  
Texas Intensive English Program, Austin, TX.
- 2007-2009** GRADUATE TEACHING ASSISTANT  
University of Texas at Austin, Austin, TX.  
College of Liberal Arts  
Program Area: Turkish Studies
- 2006-2007** GRADUATE TEACHING ASSISTANT  
University of Nevada at Reno, Reno, NV.  
College of Education  
Program Area: TESOL
- 2005-2007** GRADUATE RESEARCH ASSISTANT  
University of Nevada at Reno, Reno, NV.  
College of Education  
Program Area: TESOL

## HONORS & AWARDS

- 2015** Significant Research Award, College of Education and Health Professions, University of Arkansas
- 2014** Nominated for the Rising Star Award, College of Education and Health Professions, University of Arkansas
- 2012** Outstanding Graduate Student Academic Employee Award, College of Liberal Arts, University of Texas at Austin
- 2008 & 2010** Professional Development Awards, Office of Graduate Studies, University of Texas at Austin
- 2009 & 2010** TESOL Convention and Exhibit Travel Awards, TexTESOL III
- 2008 & 2009** Pi Lambda Theta, International Honor Society and Professional Association in Education
- 2007** 1<sup>st</sup> Place Research Paper (Group B) Award, (Group B: Liberal Arts, Education, Business, Journalism), Graduate School, University of Nevada at Reno

## SERVICE/OUTREACH IN RANK

### NATIONAL/INTERNATIONAL OUTREACH IN RANK

#### Editorships and Reviewing in Rank

<b>2019-Present</b>	Editorial Board Member, TESOL Quarterly
<b>2018-Present</b>	Book Series Editor (together with Drs. Paul Chamness Miller & Erin Mikulec), Series title: "Contemporary Perspectives on Learning Communities", Information Age Publishing
<b>2017-Present</b>	Editorial Board Member, Journal of Language, Identity, and Education
<b>2012-Present</b>	Manuscript Reviewer for <i>Classroom Discourse</i> (2) <i>Critical Inquiry in Language Studies</i> (5) <i>Critical Multilingualism Studies</i> (1) <i>ELT Journal</i> (23) <i>English for Academic Purposes</i> (1) <i>Global Education Review</i> (1) <i>Hacettepe University Journal of Education</i> (2) <i>Journal of Educational Research</i> (7) <i>Journal of Identity, Language and Education</i> (8) <i>Journal of Literacy Research</i> (1) <i>Language Awareness</i> (1) <i>Language and Education</i> (1) <i>Language Teaching Research</i> (1) <i>Linguistics and Education</i> (1) <i>Routledge Handbook of English Language Teaching</i> (Reviewed 2 chapters) <i>SAGE Open</i> (1) <i>Teaching and Teacher Education</i> (2) <i>TESOL Quarterly</i> (2) <i>The Language Learning Journal</i> (1)
<b>2018</b>	Invited External Reviewer for Grant Proposals, Social Sciences and Humanities Research Council of Canada, Government of Canada
<b>2017-2018</b>	Conference Proposal Reviewer, American Association for Applied Linguistics (AAAL)
<b>2014-2018</b>	Conference Proposal Reviewer, American Educational Research Association (AERA)
<b>2015-2016</b>	Reviewer, TESOL Mini Research Grant, International Teaching English to Speakers of Other Languages (TESOL) Association
<b>2013-2016</b>	Editorial Board Member, ELT Journal

- 2013-2016** Conference Proposal Reviewer, International TESOL Association
- 2014** Conference Proposal Reviewer, International Society of Language Studies (ISLS)

**Committee Membership in Rank**

- 2018-Present** Member, AERA Narrative SIG Outstanding Dissertation Committee
- 2017** Member, TESOL Journal Editor Search Committee
- 2017** Member, English Language Standards Review Committee, Arizona Department of Education
- 2013-2016** Member, Research Professional Council, International TESOL Association

**Positions Held in Professional Organizations in Rank**

- 2015-2016** Past Chair, Applied Linguistics Interest Section, International TESOL Association
- 2014-2015** Chair, Applied Linguistics Interest Section, International TESOL Association
- 2014-2015** Coordinator, TESOL Distinguished Research Award, International TESOL Association
- 2013-2014** Chair-elect, Applied Linguistics Interest Section, International TESOL Association
- 2013** Co-coordinator, TESOL Award for Distinguished Research, International TESOL Association

**DEPARTMENTAL**

**Committee Membership in Rank**

- 2016-Present** Member, Undergraduate Curriculum Committee, University of Arizona
- 2016 & 2017** Member, English Awards and Scholarship Committee (reviewed over 40 applications), University of Arizona
- 2016 & 2017** Member, Annual Performance Evaluation Task Force, University of Arizona
- 2016 & 2017** Reviewer, MA EAL Applications, University of Arizona
- 2015-2017** Member, English Department Council, University of Arizona
- 2016** Member/Judge, Selection Committee for Ruth Gardner First Year Teaching Award (reviewed 5 applications), The Frank DeFazio Teaching Award (reviewed 9 applications), and Johnnie Ray Harper Award (reviewed 4 applications), University of Arizona

- 2016** Member, English Honors Admissions Committee, University of Arizona
- 2014-2015** Member, National Search Committee for Tenure-Track Position in STEM Education, University of Arkansas
- 2014-2015** Member, PhD Admissions Committee, University of Arkansas
- 2013-2014** Member, National Search Committee for Clinical Assistant Professor & Ed.S. Program Coordinator, University of Arkansas
- 2013** Member, NCTQ Report Committee, University of Arkansas
- 2013** Co-chair, Ph.D. Core Course (Research) Committee, University of Arkansas
- 2013** Member, MAT Secondary Ed. Admissions Committee, University of Arkansas

**Workshops and Talks Given in Rank**

- 2018** Invited speaker to the panel titled, “Responding to classroom incivility: A conversation about minority teachers’ identity negotiations” organized by English Graduate Union (EGU), University of Arizona
- 2017** *Conference Proposal Writing*. Workshop presented to English Applied Linguistics students, University of Arizona
- 2017** Invited guest speaker to *ENGL 597R Research Methods in Rhetoric and Composition* (Prof. Rochelle Rodrigo), University of Arizona
- 2017** Invited guest speaker to *ENGL/SLAT 596J Second Language Acquisition Research* (Prof. Shelley Staples), University of Arizona
- 2015-2017** Invited guest speaker to *ENGL 596O Introduction to Applied Linguistics* (Prof. Dwight Atkinson), University of Arizona
- 2013** Invited guest speaker to *Doctoral Seminar* (Prof. Christian Goering), University of Arkansas

**COLLEGE**

**Committee Membership in Rank**

- 2017** Member, Selection Committee for C. Gloria Paul Memorial Scholarship (reviewed 15 applications) and the Harriet A. and George W. McGrath Undergraduate Scholarship (reviewed 86 applications).
- 2014** Member-at-large (elected), College Council, University of Arkansas

2013 Member, Diversity Committee, University of Arkansas

#### Workshops and Talks Given in Rank

2015 *Teacher identity through the lens of positioning*. Talk presented at the College of Education Faculty CLASS presentation series, University of Arkansas

#### UNIVERSITY

#### Committee Membership and Other Professional Service in Rank

2017 Judge, Second Language Acquisition and Teaching (SLAT) Roundtable Poster Competition, University of Arizona

2017 Member, SLAT Admissions Committee, University of Arizona

2016-2017 Faculty Advisor, Second Language Acquisition and Teaching Student Association (SLATSA), University of Arizona

2016-2017 Faculty Advisor, Arizona Working Papers (Volume 23), University of Arizona

2015 Participant, Adopt a Classroom Project, University of Arkansas

2014 Member, Academic Integrity and Code of Student Conduct Committee, University of Arkansas

2014 Member, Academic Integrity Board, University of Arkansas

#### Workshops and Talks Given in Rank

2017 Invited speaker to *SLAT Proseminar* (Prof. Beatrice Dupuy), University of Arizona

2017 *Preparing a dissertation proposal*. Full-day workshop presented to second-year SLAT students, University of Arizona

2015 Invited guest speaker to *SLAT Proseminar* (Prof. Roby Ariew), University of Arizona

2013 *Promoting participation for more effective classroom interactions*. Talk presented to Spring International Language Center, University of Arkansas

#### **PUBLICATIONS (Published or Accepted in Chronological Order)**

#### SCHOLARLY BOOKS

2019 **Kayi-Aydar, H.** *Positioning theory in applied linguistics: Research design and applications*. Cham, Switzerland: Palgrave Macmillan.

2019 **Kayi-Aydar, H.,** Gao, A., Miller, E., Varghese, M., Vitanova, G. (Eds.). *Theorizing and analyzing language teacher agency*. Bristol, UK: Multilingual Matters.

**2010 & 2011** Kayi-Aydar, H. *Türkçe ile Yaşam I and II (Life with Turkish I and II)* (Unpublished textbooks currently in use at the University of Texas at Austin.)

#### GUEST EDITED JOURNAL ISSUES

**2018** Miller, E., Kayi-Aydar, H., Varghese, M., Vitanova, G. (Eds.). Language Teacher Agency. Special Issue of *System*, (X)X.

#### CHAPTERS IN SCHOLARLY BOOKS AND MONOGRAPHS (REFEREED)

**2019** Kayi-Aydar, H. Language teacher agency: Major theoretical considerations, conceptualizations, and methodological choices. In Kayi-Aydar, H., Gao, A., Miller, E. R., Varghese, M., & Vitanova, G. (Eds.), *Theorizing language teacher agency* (pp. 16-21). Bristol, UK: Multilingual Matters.

**2019** Kayi-Aydar, H., Gao, A., Miller, E. R., Varghese, M., & Vitanova, G. Introduction. In Kayi-Aydar, H., Gao, A., Miller, E. R., Varghese, M., & Gergana, V. (Eds.), *Theorizing language teacher agency* (pp. 1-10). Bristol, UK: Multilingual Matters.

**2019** Kayi-Aydar, H. & Steadman, A. Teacher Retention, Agency, and Professional Identities: Narratives of Teachers Who Leave. In Rinke C. & Mawhinney L. (Eds.), *Opportunities and challenges in teacher recruitment and retention* (pp. xx-xx). Information Age Publishing Inc.

**2018** Kayi-Aydar, H. Negative emotion discourses in school and family contexts: A narrative inquiry approach to an English learner's stories of experience. In Miller, P. & Risher, T. (Eds.), *Stress and coping of English learners* (pp. 153-171). Charlotte, NC: Information Age Publishing Inc.

**2018** Kayi-Aydar, H., Endacott, J., & Goering, C. Using Socratic circles to engage English learners in historical inquiry and discussion. In Obenchain K. M. & de Oliveira, L. C. (Eds.), *Teaching history and social studies to English language learners: Preparing pre-service and in-service teachers* (pp. 159-179). Cham, Switzerland: Palgrave Macmillan.

**2018** Kayi-Aydar, H. Positional identities, access to learning opportunities, and multiliteracies: Negotiations in heritage and non-heritage Spanish speaking students' critical narratives. In Lacorte, M. & Zapata, G. C. (Eds.), *Multiliteracies pedagogy and language learning* (pp. 149-175). Cham, Switzerland: Palgrave Macmillan.

**2015** Kayi-Aydar, H. "He's the star!" Positioning as a method of analysis to investigate agency and access to learning opportunities in a classroom environment. In Deters, P., Gao, A., Miller, E. R., Vitanova, G. (Eds.), *Theorizing and analyzing agency in second language learning: Interdisciplinary approaches* (pp. 133-154). Tonawanda, NY: Multilingual Matters.

- 2014**      **Kayi-Aydar, H.** Multicultural social justice education through the lens of positioning: English language learners in K-12 contexts. In Mantero, M., Watzke, J. L., & Miller, P. (Eds.), *Readings in language studies: Language and social justice* (pp. 147–161). Grandville, MI: International Society for Language Studies, Inc.

**REFEREED JOURNAL ARTICLES (Published or accepted in final form)**

*(Publications based on work done as a graduate student is marked with an “\*\*”)*

- Forthcoming, 2019**      **Kayi-Aydar, H.** Research timeline: Language teacher identity. *Language Teaching: Surveys and Studies*.
- 2019**      **Kayi-Aydar, H. & Goering, C.** Socratic seminars in professional development sessions: Negotiating peripheral participation and membership in building a community of practice. *Action in Teacher Education*.
- 2018**      **Kayi-Aydar, H. & Miller, E. R.** Positioning in classroom discourse studies: A state-of-the-art review, *Classroom Discourse*, 9(2), 79-94. Online advance access: doi: 10.1080/19463014.2018.1450275
- 2018**      Steadman, A., **Kayi-Aydar, H.**, & Vogel, S. From college composition to ESL: Negotiating professional identities, new understandings, and conflicting pedagogies. *System*, 76, 38-48.  
doi: doi-org.ezproxy4.library.arizona.edu/10.1016/j.system.2018.04.013
- 2018**      **Kayi-Aydar, H.** “If Carmen can analyze Shakespeare, everybody can”: Positions, conflicts, and negotiations in the narratives of Latina pre-service teachers. *Journal of Language, Identity & Education*, 17(2), 118-130.  
doi: 10.1080/15348458.2017.1415759
- 2017**      **Kayi-Aydar, H.** A language teacher’s agency in the development of her professional identities: A narrative case study. *Journal of Latinos and Education*. Online advance access: doi: 10.1080/15348431.2017.1406360
- 2015**      **Kayi-Aydar, H.** Multiple identities, negotiations, and agency across time and space: A narrative inquiry of a foreign language teacher candidate. *Critical Inquiry in Language Studies*, 12(2), 137-160. doi: 10.1080/15427587.2015.1032076
- 2015**      **Kayi-Aydar, H.** Teacher agency, positioning, and English language learners: Voices of pre-service classroom teachers. *Teaching and Teacher Education*, 45, 94–103. doi: 10.1016/j.tate.2014.09.009
- 2014**      **Kayi-Aydar, H.** Social positioning, participation, and second language learning: Talkative students in an academic ESL classroom. *TESOL Quarterly*, 48(4), 686-714. doi: 10.1002/tesq.139
- 2013**      **Kayi-Aydar, H.** Scaffolding language learning in an academic ESL classroom. *ELT Journal*, 67(3), 324-335. doi: 10.1093/elt/cct016

- 2013**      **Kayi-Aydar, H.** “No, Rolanda, completely wrong!”: Positioning, classroom participation, and ESL learning. *Classroom Discourse*, 4(2), 130-150. doi: 10.1080/19463014.2013.835271
- \*2012**      Byun, J.H. & **Kayi-Aydar, H.** Korean college students’ reflexive positions toward extensive reading and follow-up activities. *English Language and Literature*, 25(1), 247-267.
- \*2011**      **Kayi-Aydar, H.** Re-exploring the knowledge base of language teaching: Four ESL teachers’ classroom practices and perspectives. *TESL Reporter*, 44(1&2), 25-41.
- \*2010**      Byun, J. H., & **Kayi-Aydar, H.** An ESL teacher’s perspective on recasts: A qualitative exploration of “when” and “how”. *English Language & Literature Teaching*, 16(4), 1-18.
- \*2010**      **Kayi, H.** Recasts in a Turkish foreign language classroom: A way to intrinsic motivation? *Texas Papers in Foreign Language Education*, 14(1), 28-40.
- \*2007**      **Kayi, H.** Developing an ESL curriculum based on needs and situation analysis. *Journal of Language and Linguistic Studies*, 4(1), 29-50.

#### ENCYCLOPEDIA ENTRIES

- 2018**      **Kayi-Aydar, H.** Teaching and learning styles in Middle-Eastern cultures, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Shondel J. Nero), Hoboken, USA: John Wiley & Sons, Inc.
- 2018**      **Kayi-Aydar, H.** Scaffolding vocabulary development, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Kate Mastruserio Reynolds), Hoboken, USA: John Wiley & Sons, Inc.
- 2018**      **Kayi-Aydar, H.** School and parental assumptions and beliefs, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Ali Shehadeh), Hoboken, USA: John Wiley & Sons, Inc.
- 2018**      **Kayi-Aydar, H.** Reading silence in Japanese classrooms, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Shondel J. Nero), Hoboken, USA: John Wiley & Sons, Inc.
- 2018**      **Kayi-Aydar, H.** Teaching vocabulary for academic, social, and personal purposes, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Kate Mastruserio Reynolds), Hoboken, USA: John Wiley & Sons, Inc.

- 2018** Kayi-Aydar, H. & Steadman, A. Teaching requests, invitations, suggestions, greetings, farewells, special expressions, and thanks, in *TESOL Encyclopedia of English Language Teaching*, First Edition. Edited by John Lontas (Project Editor: Margo DelliCarpini; Volume Editor: Kate Mastruserio Reynolds), Hoboken, USA: John Wiley & Sons, Inc.

### **BOOK REVIEWS**

*(Publications based on work done as a graduate student is marked with an “\*”)*

- 2017** Kayi-Aydar, H. Review of ‘Teacher Agency and Policy Response in English Language Teaching’ by Ng Patrick & E. Boucher-Yip. *Current Issues in Language Planning*, (19)1, 129-132.
- 2013** Kayi-Aydar, H. Review of ‘Exploring Classroom Discourse: Language in Action’ by S. Walsh. *The ELT Journal*, (67)2, 268-270.
- \***2011** Kayi-Aydar, H. Review of ‘Language, Culture, and Community in Teacher Education’ by M. E. Brisk. *Journal of Multilingual and Multicultural Development*, (32)4, 417-418.
- \***2011** Kayi, H. Review of ‘Introduction to Conversation Analysis’ by A. Liddicoat. *Asian EFL Journal*, (13)1.
- \***2010** Kayi, H. Review of ‘Discourse in Content and Language Integrated Learning (CLIL) Classrooms’ by C. Dalton-Puffer. *Applied Linguistics*, (31)3, 475-478.
- \***2009** Kayi, H. Review of ‘Discursive Practice in Language Learning and Teaching’ by Young, R. F. *TESL-EJ*, (13)2.
- \***2009** Kayi, H. Review of ‘Conversation: From Description to Pedagogy’ by S. Thornbury & D. Slade. *TextESOL III Newsletter*, (1)1.
- \***2008** Kayi, H. Review of ‘An Introduction to Sociolinguistics’ by M. & T. Bloor. *Journal of Sociolinguistics*, (12)3, 384-388.
- \***2008** Kayi, H. Review of ‘Input for Instructed L2 Learners’ by A. Nizgorodcew. *TESL-EJ*, (11)4.

### **CONFERENCES & SCHOLARLY PRESENTATIONS**

#### INVITED INTERNATIONAL & NATIONAL SCHOLARLY PRESENTATIONS IN RANK

- 2018** *An expanded conceptualization of language teacher agency.* Paper presented in invited colloquium titled, “An identity oriented lens to TESOL teachers’ lives” at the TESOL International Convention and English Language Expo, Chicago, IL.
- 2016** Discussant in colloquium titled, “Investigating methodological and conceptual

*understandings of agency in language teacher identity*” at the American Association for Applied Linguistics Conference, Orlando, FL.

**2015** *Praxis preparation: Linguistic theory for classroom teachers.* Workshop presented to Springdale School District, Springdale, AR.

**2014** *Identity and positioning.* Paper presented at the Applied Linguistics Interest Section invited academic session titled, “*Identity and TESOL: Directions for the future*” at the International TESOL Convention and Exhibit, Portland, OR.

PEER-REVIEWED INTERNATIONAL & NATIONAL CONFERENCE PAPERS IN RANK

**2018** **Kayi-Aydar, H.,** & Green-Eneix, C. *Positional identities of K-12 Hispanic teachers: A narrative study.* Paper presented at the TESOL International Convention and English Language Expo, Chicago, IL.

**2018** **Kayi-Aydar, H.,** Endacott, J., & Goering, C. *Socratic circles in culturally and linguistically diverse social studies classrooms: Evidence from practice.* Paper presented in colloquium titled, “Preparing social studies preservice teachers to teach English language learners: Pedagogy promoting the civic purpose of social studies” at the Annual Meeting of American Educational Research Association (AERA), New York City, NY.

**2018** **Kayi-Aydar, H.** *School, family, and emotion discourses: A narrative approach to an English learner’s stories of experience.* Paper presented in the colloquium titled, “Stress and coping of English learners in the 21<sup>st</sup> century” at the Annual Meeting of American Educational Research Association (AERA), New York City, NY.

**2018** **Kayi-Aydar, H.** *Stories of bilingual Hispanic teachers in troubled times: Competing, conflicting, and complementary identities.* Paper presented at the 14<sup>th</sup> Congress of Qualitative Inquiry, Champaign, IL. (Spotlighted paper)

**2017** **Kayi-Aydar, H.** *Positioning, belonging, and access to learning opportunities: Heritage and non-heritage Spanish speaking students’ critical narratives.* Paper presented at the panel titled, “Teachers’ identity negotiation, construction, and enactment in various contexts” at the Tenth International Conference on Language Teacher Education, University of California, Los Angeles.

**2017** **Kayi-Aydar, H.,** Vogel, S., Burhan-Horasanli, E., & Steadman, A. *MA TESOL students’ professional identities development: A qualitative study.* Paper presented at the American Association for Applied Linguistics Conference, Portland, OR.

**2017** Vogel, S., Steadman, A., Burhan-Horasanli, E., & **Kayi-Aydar, H.** *Language teacher identity development: MA TESOL students’ future selves.* Paper presented at the TESOL International Convention & English Language Expo, Seattle, WA.

**2016** **Kayi-Aydar, H.** *Identity (re)negotiations of bilingual teachers in elementary schools.*

Paper presented at the American Association for Applied Linguistics Conference, Orlando, FL.

- 2016**      **Kayi-Aydar, H.** *If Carmen can analyze Shakespeare, everyone can: Identity and power.* Paper presented at the International TESOL Convention and Exhibit, Baltimore, MD.
- 2016**      **Kayi-Aydar, H.** *Language, social identity, and teacher agency.* Paper presented in the colloquium titled, "Language teacher identity and agency: Insights from research" at the International TESOL Convention and English Language Expo, Baltimore, MD.
- 2015**      **Kayi-Aydar, H.,** Goering, C., & Watts, J.P. *Negotiations: Teacher professional development in promoting dialogue.* Paper presented at the International Federation for the Teaching of English (IFTE/CEE) conference.
- 2015**      **Kayi-Aydar, H.** *Teacher agency, positioning, and English language learners: A case study.* Paper presented at the International TESOL Convention and Exhibit, Toronto, Ontario, Canada.
- 2014**      **Kayi-Aydar, H.,** Endacott, J., & Goering, C. *Common Core State Standards: What do teachers of ELLs say?* Paper presented at the International TESOL Convention and Exhibit, Portland, OR.
- 2014**      **Kayi-Aydar, H.** *Vocabulary instruction for ELLs: Lessons learned from teachers' action research.* Panel paper presented at the International TESOL Convention and Exhibit, Portland, OR.
- 2014**      Horwitz, E., & **Kayi-Aydar, H.** *Directions in teaching Second Language Acquisition courses: A conversation for course instructors.* Paper presented at the American Association for Applied Linguistics (AAAL) Conference, Portland, OR.
- 2014**      **Kayi-Aydar, H.** "He's the star!" Positioning as a method of analysis to investigate agency and access to learning opportunities in a classroom environment. Paper presented at the colloquium titled, "Socially mediated agency and second language learning: Theory, analysis, pedagogy" at the AAAL Conference, Portland, OR.
- 2013**      **Kayi-Aydar, H.** *"Being the star": The struggle for powerful positional identities in an ESL classroom.* Paper presented at the Annual Meeting of AERA, San Francisco, CA.
- 2013**      Horwitz, E., & **Kayi-Aydar, H.** *Consistency in the education of second/foreign language teachers? A survey of courses titled Second Language Acquisition.* Paper presented at the Annual Meeting of the AERA, San Francisco, CA.
- 2013**      **Kayi-Aydar, H.** *Instructional and interactional dilemmas and positional identities of early childhood teachers.* Paper presented at the National Association of Bilingual Education (NABE) Conference, Orlando, FL.

- 2013**      **Kayi-Aydar, H.** *Promoting ELLs' participation: From research to classroom practice.* Paper presented at the NABE Conference, Orlando, FL.
- 2013**      **Kayi-Aydar, H.** *Social positioning, membership, and second language learning in an ESL classroom: A case study of talkative students.* Paper presented at the AAAL Conference, Dallas, TX.
- 2013**      Horwitz, E., & **Kayi-Aydar, H.** *Concerns, frustrations, and challenges in teaching SLA courses.* Paper presented at the AAAL Conference, Dallas, TX.

#### AWARDED GRANTS & CONTRACTS IN RANK

##### Funded by Private Foundations

- 2017**      **Small Research Grant** by the Spencer Foundation (as PI), (\$49,699.58)
- 2013**      **TOEFL Board Grant** by Educational Testing Services (as PI), (\$15,000.00)

##### Funded Internally

- 2014**      **Travel Assistance Grant** by the Vice Provost for Faculty Development and Enhancement, University of Arkansas, (\$500)
- 2013**      **Departmental Summer Research Grant**, University of Arkansas at Fayetteville, College of Education and Health Professions, (\$5,000)

#### LIST OF COLLABORATORS & THEIR ORGANIZATIONAL AFFILIATIONS

*(Graduate student collaborators are marked with an “\*”)*

Erin Casey (Louisiana State University)  
 Jason Endacott (University of Arkansas)  
 Andy Gao (The University of New South Wales)  
 Christian Goering (University of Arkansas)  
 Elizabeth R. Miller (University of North Carolina, Charlotte)  
 \*Angel Steadman (University of Arizona)  
 Manka Varghese (University of Washington)  
 Gergana Vitanova (University of Central Florida)  
 \*Stefan Vogel (University of Arizona)

Dissertation Chair: Elaine K. Horwitz

## MARY CAROL COMBS

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### Chronology of Employment at the University of Arizona

2016-Present	<b>Professor</b> Department of Teaching, Learning and Sociocultural Studies Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)
2014-2016	<b>Associate Professor</b> Department of Teaching, Learning and Sociocultural Studies Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)
2011-2014	<b>Professor of Practice</b> Department of Teaching, Learning and Sociocultural Studies Affiliate Faculty: Latin American Studies (LAS), Second Language Acquisition and Teaching (SLAT)

### Chronology of Education

December 1995	<b>Ph.D.</b> Language, Reading and Culture University of Arizona (Tucson), <i>Magna Cum Laude</i>
May 1983	<b>M.A.</b> , Applied Linguistics and Teaching English as a Second Language Georgetown University (Washington, DC)
May 1978	<b>B.A.</b> , German Language and Literature, <i>High Honors</i> University of Michigan (Ann Arbor)

### Graduate and Undergraduate Courses taught (1996-Present)

- American Indians and the Urban Experience (U/G)
- Bilingual Curriculum Development (U/G)
- Bilingual Reading and Writing (U/G)
- Critical Pedagogy and the Life, Work and Legacy of Paulo Freire (G)
- Desert Dystopia: Language and Education Policies in the State of Arizona (G)
- Educating the Bilingual Child (U/G)
- Education and Cultural Pluralism (U/G)
- ESL Methodologies in Bilingual Education (G)
- Foundations of American Indian Bilingual Education (U/G)
- Foundations of Bilingual Education (U/G)
- Foundations of Language Minority Education (U/G)
- Educating the Culturally Diverse (U/G)
- Immigration and Education (G)
- Indigenous Language Policy and Politics (U/G)
- Language and Culture in Education (G)

- Language, Culture and Identity in Indigenous Films (U/G)
- Language, Culture and Race in Education (U)
- Language Planning and Policy (G)
- Language Planning and Policy in Native American Communities (G)
- Language Policy and Language Activism (U/G)
- Language Socialization (G)
- Linguistics for Teachers (U)
- Politics, Poetry and Pedagogy: The Role of Art, Activism and Performance in Education (U)
- Practicum in Bilingual and English as a Second Language (G)
- Structured English Immersion (Foundations) (U/G)
- Structured English Immersion (Methods) (U/G)

## Publications

### Peer Reviewed Journals

**Combs, M.C.** & Lee, C. (Revise and Resubmit). "Linguistic Exhibitionism & "Elite Closure" in Arizona Language Policies." *Language Policy*.

**Combs, M.C.** (2016). Letter to Richard Ruiz. *Bilingual Research Journal*, 39(3-4), 363-364.

Parra, E. B., **Combs, M.C.**, Fletcher, T. & Evans, C. (2014). The psychological impact of English language immersion on elementary age English language learners. *Journal of Multilingual Education Research* 5, Article 4, 33-65.

**Combs, M.C.** & Nicholas, S. E. (2012). The effect of Arizona language policies on Arizona Indigenous students. *Language Policy* 11, 101–118. DOI 10.1007/s10993-011-9230-7.

DaSilva, I. A. C., **Combs, M.C.**, & Moll, L. (2012). In the Arid Zone: Drying out Educational Resources for English Language Learners through Policy and Practice. *Urban Education*, 47(2), 495-514.

**Combs, M.C.** (2011). Book Review of *ESL, EFL & Bilingual Education* (by Lynn W. Zimmerman), *Teachers College Record* [On-line Journal, <http://www.tcrecord.org/>].

Rabin, N., **Combs, M.C.** & González, N. (2008). Understanding Plyler's legacy: Voices from border schools. *Journal of Law and Education*, 37(1), 15-82.

**Combs, M.C.**, Evans, C., Parra, E., Jimenez, A., & Fletcher, T. (2005). Bilingualism for the children: Implementing a dual language program in an English only state. *Educational Policy Journal*, 19(5), 701-728.

Lynch, L., & **Combs, M.C.** (1988, October). English Plus: A positive language policy. In *English Today*. New York: Cambridge University Press.

### Scholarly Books and Monographs

Jiménez-Castellanos, O., **Combs, M.C.**, Martínez, D. & Gómez, L. (2013). *English language learners: What's at stake for Arizona?* Morrison Institute for Public Policy. Tempe: Arizona State University.

Ovando, C. J. & **Combs, M.C.** (2018). *Bilingual and ESL classrooms, 6<sup>th</sup> Edition*. Lanham, MD: Rowman & Littlefield.

### **Refereed Chapters in Scholarly Books and Monographs**

**Combs, M.C.** & Nicholas, S.E. (2016). Language, voice and empowerment frameworks. In N. Hornberger (Ed.), *Honoring Richard Ruiz and his work on language planning and bilingual education*. Bristol, England: Multilingual Matters.

Carroll, K. & **Combs, M.C.** (2016). Bilingual education in a multicultural world. In G. S. Hall (Ed.), *The Routledge handbook of English language teaching* (pp. 191-205). New York: Routledge.

Moll, L. C. & **Combs, M.C.** (2015). Funds of knowledge as a multicultural project. In H. P. Baptiste (Ed.), *Multicultural Education: A renewed paradigm of transformation and call to action* (pp. 149-161). San Francisco, CA: Caddo Gap Press.

**Combs, M.C.** (2014). "Performing goofiness" in teacher education for emergent bilingual students. In Y. Freeman & D. Freeman (Eds.), *Research on Preparing Preservice Teachers to Work Effectively with Emergent Bilinguals (287-312)*. Bingley, England: Emerald Group Publishing Limited.

**Combs, M.C.** (2014). Self-Inflicted Reductio ad Absurdum: Pedagogies and Policies of the Absurd in the State of Arizona, In J. Cammarota & A. Romero (Eds.), *Raza Studies: The public option for educational revolution* (pp. 63-90). Tucson: University of Arizona Press.

DaSilva Iddings, A.C., **Combs, M.C.** & Moll, L.C. (2014). English language learners and partnerships with families. In H. R. Milner & K. Lomotey (Eds.), *Handbook of Urban Education* (pp. 188-196). New York: Routledge.

**Combs, M.C.**, DaSilva Iddings, A.C. & Moll, L.C. (2014). 21<sup>st</sup> Century linguistic Apartheid: English language learners in Arizona public schools. In P. W. Orelus (Ed.), *Affirming language diversity in schools and society: Beyond linguistic Apartheid* (pp. 23-34). New York: Routledge.

**Combs, M.C.**, Betts, J.D. & Fisher, P. (2013). Acted and enacted lives: Language play, theatre, and language development on the border. In S. Chappell & C. Faltis (Eds.), *The arts and English language learners: Building culturally responsive, critical and creative programs in school and community contexts* (pp. 63-67). New York: Routledge.

**Combs, M.C.** (2012). Everything on its head: Re-inventing theory and practice in a Structured Immersion Classroom. In B. Arias and C. Faltis (Eds.), *Implementing Educational Language Policy in Arizona: Legal, Historical and Current Practices in SEI* (59-85). Clevedon, England: Multilingual Matters.

**Combs, M.C.**, & Penfield, S. (2012). Language activism and language policy. In B. Spolsky (Ed.), *The Cambridge handbook of language policy* (pp. 461-474). Cambridge, England: Cambridge University Press.

**Combs, M.C.**, González & Moll, L.C. (2010). Latinos and the learning of English: The Metonymy of Language Policy (with Norma Gon & Luis Moll). In T. McCarty (Ed.), *Ethnography and language policy* (pp. 184-203). New York: Routledge.

**Combs, M.C.** (2008). What we need to know to educate English language learners. In J. Scott, D. Strateker, & L. Katz (Eds.), *Affirming Students' right to their own language: Bridging language policies to teaching practices* (35-38). New York: Routledge.

**Combs, M.C.** (2008). Biographical entries for James Crawford, Adalberto Guerrero, Luis Moll, Henry ("Hank") Oyama, Maria Urquides. In J. González (Ed.) *Encyclopedia of Bilingual Education*. Los Angeles, CA: SAGE Publications.

## Scholarly Presentations

2018 University of West England, English as an Additional Language and Creativity Conference. Keynote presentation: *Learning in the Third Space: Pedagogies of hope and resistance in an "English Only" classroom*. Bristol, England, July 12, 2018.

University of Arizona, Constitutional Issues in Higher Education Symposium. Panel presentation: *Abiding freedoms, tranquilizing thalidomides and infants of frustration: Interrogating civility and respect in "safe-space" discourses*. Tucson, Arizona, June 21, 2018.

Comparative International Education Society. Paper presentation, *Linguistic exhibitionism and elite closure in Arizona language policy*. Mexico City, Mexico, March 26, 2018.

2017 Michigan State University, Addressing Inequalities, Mobility and Dislocation: Insights from International and Domestic Research and Practice. Paper Presentation: *"Reducto ad absurdum: Excluding refugee and migrant speakers of "critical languages" from immersion programs designed to teach their languages."* East Lansing, Michigan, June 12, 2017.

University of Glasgow, Researching Multilingually at the Borders of Language, the Body, Law and the State, Final Symposium. Respondent and "Critical Friend." Glasgow, Scotland, March 6-8, 2017.

2016 Developing Future Language Planning and Policy Scholars. *Celebration of the Language Planning and Policy Scholarship of Richard Ruiz (1948-2015)*. SOILLSE: Small Language Planning: Communities in Crisis. University of Glasgow, Glasgow, Scotland, June 7, 2016.

2015 Past Achievements, Present Successes, Future Aspirations: 25 Years of NAME. *Hodge-Podge Pedagogy and "Accelerated" Language Acquisition Obsessions: English Language Learner Policies in Arizona*. National Association for Multicultural Education, 25<sup>th</sup> Annual Conference, New Orleans, Louisiana, October 3, 2015.

Communities as Linguistic Resources Across the Americas: A symposium honoring the Legacy of Richard Ruiz: *Linguistic Diversity and Empowerment Frameworks: Honoring the Scholarly Contributions of Richard Ruiz*. VI International Symposium on Bilingualism and Bilingual Education in Latin America. Lima, Perú, August 14, 2015.

Language Policies and Academic Progress of Secondary Language-Minority Students. *How Arizona's Restrictive Language Policies Affect Indigenous Students and Tribal Sovereignty*. TESOL International Conference, Toronto, Canada, March 27, 2015.

CURRICULUM VITAE

June 2019

**KATHLEEN CROWLEY SCHWARTZMAN**

Professor, School of Sociology , University of Arizona

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**EDUCATION**

- Ph.D. Sociology University of Chicago, 1985  
Dissertation: The Social Origins of Authoritarianism: Coalitions  
and Crises in the First Portuguese Republic, 1910-1926
- M.S. Sociology University of Wisconsin

**EMPLOYMENT**

- 2013- Professor, School of Sociology, University of Arizona  
2017-Present Faculty Affiliate, Center for Regional Food Studies  
1987-Present Faculty Affiliate, Center for Latin American Studies, University of Arizona
- 2001 Visiting Scholar (Courtesy). Faculty of Economics and Administration.  
FISPE/USP [Universidade de Sao Paulo]. Sao Paulo, Brazil. January, 2001 to  
May 2001.
- 2000 Visiting Scholar (Courtesy). Institute for Social and Economic Research and  
Policy. (ISERP). Columbia University. September 1, 2000 to December 31,  
2000.
- 1991-2013 Associate Professor of Sociology, University of Arizona
- 1984-1991 Assistant Professor of Sociology, University of Arizona
- 1980-1982 Lecturer, Department of Sociology, University of Illinois at Chicago

**MAJOR FIELDS OF RESEARCH INTEREST**

Latin America. Challenges of late dependent development in a changing global economy,  
Globalization, Immigration, transformations of Labor Markets.

Race and Ethnic Relations

Political Sociology: Democratic Regimes; transitions to authoritarian regimes; impact of state  
policies on socio-economic organization.

**BOOKS**

Schwartzman, K. 2013. *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*. Cornell University Press.

**Award:** William M. LeoGrande Prize for the best book on U.S.-Latin American relations published in 2012-2013. Awarded by American University School of Public Affairs and Center for Latin American and Latino Studies.

C-Span <https://www.c-span.org/video/?425119-3/the-chicken-trail>

Schwartzman, K. 1989. *The Social Origins of Democratic Collapse: The First Portuguese Republic in the Global Economy*. Lawrence: University Press of Kansas.

**Award:** "Distinguished Contribution to Scholarship Award" Book Award of Political Sociology Section of ASA, 1991

**ARTICLES, CHAPTERS in EDITED VOLUMES**

Schwartzman, Kathleen C. 2019. Mexico and the New Neoliberalism. *Oxford Research Encyclopedia of Latin American History*. Edited by William Beezley. DOI: 10.1093/acrefore/9780199366439.013.730

<https://oxfordre.com/latinamericanhistory/view/10.1093/acrefore/9780199366439.001.0001/acrefore-9780199366439-e-730>

-----, 2019. 'Democracy' in *Core Concepts in Sociology*. Edited by J. Michael Ryan. John Wiley & Sons Inc.: 60-62. ISBN 13 9781119168669.

-----, 2018 "From Hegemony to Ashes: the Political Economy of Portugal's Forest Fires." International Sociological Association Symposium. Edited by Kelvin Low. 8 no.1 (March):1-6. <http://www.sagepub.net/isa/admin/viewEBPDF.aspx?&art=EBul-Schwartzman-Mar2018.pdf&type=2>

-----, 2018. 'Globalization and Democracy.' *Global Encyclopedia of Public Administration, Public Policy and Governance*. Edited by Ali Farazmaud. Springer International Publishing AG Switzerland. ISBN 978-3-319-31816-5. Pp1-6. [http://springer.iq-technikum.de/referenceworkentry/10.1007/978-3-319-31816-5\\_1293-1](http://springer.iq-technikum.de/referenceworkentry/10.1007/978-3-319-31816-5_1293-1)

-----, 2018. "Who Rules the Roost?" In *Studying the Power Elite*: Edited by William Domhoff. Boulder: Routledge: 165-181. ISBN 9781138106994. <https://ebookcentral.proquest.com/lib/uaz/detail.action?docID=4939145>.

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[http://www.aijssnet.com/journals/Vol\\_3\\_No\\_3\\_May\\_2014/2.pdf](http://www.aijssnet.com/journals/Vol_3_No_3_May_2014/2.pdf)
- . 2011. "Anchor Baby." In *Anti-Immigration in the United States: A Historical Encyclopedia*, edited by Kathleen R. Arnold. Santa Barbara: ABC-CLIO, Inc. September: pp15-20.
- . 2010. The U.S.-Mexico Commodity-Labor Exchange. In *Mass Migration in the World System: Past, Present and Future*. Edited by Terry-Ann Jones and Eric Mielants. Paradigm Press: 102-121.
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<http://lsj.sagepub.com/content/34/2/189>.]
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doi:10.1177/0021934706297009.]
- . 2006. "Globalization from a World System Perspective: A New Phase in the Core, a New Destiny for Brazil and the Semiperiphery." *Journal of World-System Research* 12 (2): 265-307. [[http://jwsr.ucr.edu/archive/vol12/number2/pdf/jwsr\\_v12n2\\_schwartzman.pdf](http://jwsr.ucr.edu/archive/vol12/number2/pdf/jwsr_v12n2_schwartzman.pdf)].
- Reprinted (2008) in *Globalization and Developing countries: Economic Implications*.  
Institute of Chartered Financial Analysts of India: ICFAI University Press.
- . 2004. "Globalization: The New Mechanism of Dependency." in *Globalization, Hegemony and Power. Antisystemic Movements and the Global System*, edited by Thomas Reifer. Boulder: Paradigm Publishers: 110-130.
- . 2001. Globalization Hits Lisbon: The Rise of Banks from 1970 to 2000. *Portuguese Studies Review* 9. No.1&2: 511-519.
- . 2001. Can International Boycotts Transform Political Systems? The Cases of Cuba and South Africa. *Latin American Politics and Society* (formerly *Journal of InterAmerican Studies and World Affairs*) 43 no.2 (summer):115-146.
- Schwartzman, Kathleen and Kristie A. Taylor. 1999. What Caused the Collapse of Apartheid? *Journal of Political and Military Sociology* 27, 2: 109-139.

- Schwartzman, Kathleen. 1998. "Globalization and Democracy." In *Annual Review* 24: 159-181. Also <http://soc.annualreviews.org/cgi/content/abstract/24/1/159>.
- . 1995. "The Historical and Global Nature of Dependent Development: A Time-Series Analysis of Brazil and Mexico, 1901-1980." In *Review*, XVIII, 4: 589-631.
- . 1989. "Disarticulating Politics." *Journal of Political and Military Sociology* 17, 2: 317-339.
- . 1989. "The Economic Origins of Political Instability: Why the Portuguese Bourgeoisie Abandoned Its First Republic." In Avery, William and David Rapkin, eds. *International Political Economy Yearbook* 4: 151-172.
- . 1989. "Instabilidade Democratica Em Paises Semiperifericos: O Caso de Portugal" ("Democratic Instability in Semiperipheral Countries: The Case of Portugal.") *Dados* 32, 2: 203-224.
- . 1988. "Portugal at the Neocolonial Fringe of the British Empire." In Ramirez, F., ed. *Rethinking the Nineteenth Century*. Greenwood Press: 161-181.
- . 1986. "The Post-War Democratic Economy of Portugal." Edited by Eduardo de Sousa Ferreira and Walter Opello *Conflict and Change in Portugal*. Lisbon: Teorema: 41-57.
- . 1982. "Lucros, Investimentos e Coligacoes na la Republica." (Profits, Investments and Coalitions in the First Republic) *Analise Social*, 72-74: 741-758.
- . 1981. "Contributo Para a Sistematizacao dum Apparent Caos Politico." (Towards a Systemization of Apparent Political Chaos: The Case of the First Portuguese Republic) *Analise Social* 65: 153-162
- . 1981. "Resposta ao Sr. Matos." (A response to Matos) *Analise Social*, 65: 167-168.
- . 1979. "Vamos Tomar a Serio a la Republica?" (Shouldn't We Take the First Republic More Seriously?) *Diario de Noticias*. Part I, May 23,
- . 1979. "Vamos Tomar a Serio a la Republica?" (Shouldn't We Take the First Republic More Seriously?) *Diario de Noticias*. Part II, June 6.

## **NOTES and COMMENTARIES**

- Schwartzman, Kathleen C. 2011. "Currency Crises and Their Iconic Phantasmas." *States, Power, and Societies*. 16, no 2. Political Sociology Section, American Sociological Association.

- . 2011. What Can Money Buy: Favorable Legislation, Relaxation of Regulation, or Even a Nation. Symposium Preface. *States, Power, and Societies*, 16, no 3 (Summer). Political Sociology Section, American Sociological Association
- . 2011. "Financialization" Symposium Preface. *States, Power, and Societies*, 16, no 2. (Winter) Political Sociology Section, American Sociological Association.
- . 2010. "Art and Politics." Symposium Preface. *States, Power, and Societies*, 16, no 1. (Fall) Political Sociology Section, American Sociological Association.
- . 2010. "From Public Sociology to Real Utopias?" Symposium Preface. *States, Power, and Societies*, 15, no 3. (Summer) Political Sociology Section, American Sociological Association.
- . 2010. "The Politics of Health Care." Symposium Preface. *States, Power, and Societies*, 15, no 2. (Winter) Political Sociology Section, American Sociological Association.
- . 2009. Regulation. Symposium Preface. *States, Power, and Societies*, 15, no 1. (Fall) Political Sociology Section, American Sociological Association.
- . 2008. The Presidential Campaign and NAFTA's Irony. *Critical Solidarity*, 8(2): 8-10. Labor and Labor Movements Section, American Sociological Association. [www.laborstudies.wayne.edu/ASA/Docs/Newsletter/news\\_v8\\_n2.pdf](http://www.laborstudies.wayne.edu/ASA/Docs/Newsletter/news_v8_n2.pdf).
- . 2008. A 'Dream Act' for inner cities. (Letter) *Washington Times* (Washington D.C). April 5.
- . 2007. The Search for Immigration Truth Continues. *Tucson Weekly* (Arizona). July 12-18.
- . 2007. Lawmakers get failing grade in immigration math. *Green Valley News & Sun* (Arizona). June 27.
- . 2006. "An Outrageous Proposal-A WPA for Hurricane Cleanup and Reconstruction." *States, Power, and Societies* 12 (2):12-13. Political Sociology Section. American Sociological Association.
- . 2006. "Men at Work? Not These Men." (Letter) *New York Times*. July 31.
- . 2005. Stereotypical Immigration Debates Ignore the Real Issues. (Letter) *Tucson Weekly* (Arizona). Nov. 10-16.

- . 1983. "Uma Fatia da Republica Cortada por Antonio Maria da Silva." (A Slice of the Republic Cut by Antonio Maria da Silva). *Diario de Noticias*, (Lisbon, Portugal) August 3: 11.
- . 1982. "Dos Golpes aos Pasteis: A Guia de Historia de la Republica." (From Coups to Pastries: A Historical Guide to the First Republic) *Diario de Noticias*, (Lisbon, Portugal) May 25: 7.
- . 1980. "Sweet Wines of Portugal." *Luso-Brazilian American Society Newsletter*, (April).

### **REVIEW ESSAYS AND BOOK REVIEWS**

- Schwartzman, Kathleen C. 2018. Review of *Scratching out a Living*. By Angela Stuesse. *Contemporary Sociology*. 47, no2: 227-229. Sage.  
<https://doi.org/10.1177/0094306118755396nn>.
- . 2016. From Famines to Financialization. Review essay of *The Rise and Fall of Ireland's Celtic Tiger: Liberalism, Boom and Bust*. By Sean O'Riain. *Journal of World System Studies*. 22, No.2: 570-575. DOI: <https://doi.org/10.5195/jwsr.2016.678>
- . 2007. "Review of *From the Revolution to the Maquiladoras: Gender, Labor, and Globalization in Nicaragua* by Jennifer Bickman Mendez." *Labor Studies Journal* 32 (3) (Sept): 346-347. <http://journals.sagepub.com/doi/pdf/10.1177/0160449X07306462>
- . 2003. "Review of *Shifting States in Global Markets: Subnational Industrial Policy in Contemporary Brazil and Spain* by Alfred P. Montero." *American Political Science Review/Perspectives on Politics* 1 (4) (Dec.): 817-818.
- . 2001. Review of *Paths Toward Democracy: the Working Class and Elites in Western Europe and South America* by Ruth Berins Collier. *Contemporary Sociology* 30, No. 1: 73-74.
- . 1999. "Review of *Elites, Crises, and the Origins of Regimes*." Edited by Mattei Dogan and John Higley, *Contemporary Sociology*, 6 (Nov): 728-729.
- . 1999. "Review of *The Politics of Expertise in Latin America*." Edited by Miguel A. Centeno and Patricio Silva, *Contemporary Sociology* 28 (2): 218-220.
- . 1994. "Review of *Economic Reform in the New Democracies*." By Bresser-Pereira, Maravall, and Adam Przeworski. In *Contemporary Sociology* 23 (6): 828-830.
- . 1993. "Review of *Vale of Tears*." By Robert M. Levine. In *Contemporary Sociology* 22 (1): 193-194.

- . 1992. "Review of Geopolitics and Geoculture: Essays on the Changing World-System." By Immanuel Wallerstein. In *Contemporary Sociology* 21 (4): 479-480.
- . 1991. "Review of Power and the Ruling Classes in Northeast Brazil," by Ronald H. Chilcote. In *American Journal of Sociology* 96(6): 1566-1567.
- . 1989. "Review of Social Inequality in a Portuguese Hamlet" by Juan O'Neill. In *Contemporary Sociology* 18 (4): 577-579.
- Reprinted** in *Portuguese Studies Newsletter*, no. 21 (Summer-Fall, 1989): 44-45.
- . 1985. "Unleavened Democracy: The Bourgeoisie That Never Rose" (Review Essay) Review of *The Civil Wars in Chile* by Maurice Zeitlin *Contemporary Sociology* 14 (5): 575-578.
- . 1983. "Uma Fatia da Republica Cortada por Antonio Maria da Silva." (A Slice of the Republic Cut by Antonio Maria da Silva). *Diario de Noticias*, (Lisbon, Portugal) August 3: 11.
- . 1982. "Dos Golpes aos Pasteis: A Guia de Historia de la Republica." (From Golpes to Pastries: A Historical Guide to the First Republic) *Diario de Noticias*, May 25: 7.
- . 1983. Review of *O Meu Depoimento* by Antonio M. da Silva. *Portuguese Studies Newsletter*, no. 12: 20.
- . 1982. Review of *Guia de Historia de Republica*, by A. H. de Oliveira Marques. *Portuguese Studies Newsletter*, no. 9: 24.

### **INVITED PRESENTATIONS**

The Role of Subnational Private Entities in Paradiplomacy. Rearranging the Global Triangle. International Colloquium: Integration or Disintegration in North America? Recent Trends in the World Economy (organized by CISAN –UNAM (Mexico City, Mexico) April 23, 2019.

Mexico's Destiny in the Shifting World-System. Center for Latin American Studies, Univ of Arizona. Feb 15, 2019.

Globalization and Labor Displacement. Democratic Club of Saddlebrooke. Arizona. August 9, 2016.

The Globalization Trilemma: trade, migration, and workers' rights. National University of Ireland, Maynooth, Ireland. May 27, 2016.

Global Flows, Local Miseries: Capital, Commodities, and People. Yale University Alumni Association. Tucson, AZ April 1, 2016.

WTO and UNHRC at Cross Purposes. Food Justice, Faith and Climate Change Forum. Tucson, AZ. Feb 10-12, 2016.

The Globalization Dilemma: Trade, Immigration, and Workers' Rights. Reed College. Portland, Oregon. October 30, 2014

The Chicken Trail: Globalization and Dual Labor Displacement. Institute for Immigration Research Colloquium Series, George Mason University. Fairfax, VA. March 3, 2014.

The New American Dilemma: Trade, Immigration, and Workers Rights. Academy Village. Tucson, AZ. June 6, 2013

The Fate of African Americans in the Race to the Bottom. Black History Month. School of International Languages, Literatures, and Cultures. Feb 25, 2013.

Mexican Global Integration: Pollos Y Polleros. School of Journalism, University of Arizona. February 19, 2013.

What will be the Fate of Mexico, a Nation Dependent upon a Declining Hegemon? Presented at Political Economy of World system. (PEWS) XXXVI Annual Conference Clark University. MA. April 19-21. 2012

Economic Development the Latin American Way. Presented at the International Studies Seminar, Honors College, University of Arizona, September 28, 2011.

Trade and Migration: What the WTO takes Away. Presented to Immigration Week. SBS University of Arizona. Tucson, AZ. March 26, 2011.

The Social and Political Complexities of Immigration. Guest Speaker series, Jewish Community Center. Tucson, Arizona. January 7, 2010.

"Origins of the Contemporary Latin American State". Presented at the International Studies Seminar, Honors College, University of Arizona, October 28, 2009.

Neoliberalism and the Assault on Community. Thematic Session #5 American Sociological Association Annual Meeting, San Francisco CA, August 2009.

"Responding to NAFTA: Voice or Exit? Examples from The World Of Poultry August 29, 2009. Notre Dame University. Department of Sociology and Latin American Studies.

"Migration: The Unintended Consequence of NAFTA." Presented to the Seminar Series of the Fundacion Mexico. Tucson, AZ, August 23, 2008.

"Pollos y Polleros (Chicken and Immigrant Smugglers)." Presented at the Migration Research Dialogue, (Mexican American Studies and Latin American Center). University of Arizona, March 2008.

"Pollos y Polleros (Chicken and Immigrant Smugglers)." Presented at the International Studies Seminar, Honors College, University of Arizona, March 2008.

"Is Globalization Good Enough For Brazil?" Presented at the International Studies Seminar, Honors College, University of Arizona, November 2007.

The Global Chicken: Immigrant Labor and the New American Dilemma." Presented at the Rogers Program on Law in Society. University of Arizona Rogers College of Law, April 5, 2006.

"Immigrant Labor and the New American Dilemma@ Presented at the UCLA Institute of Industrial Relations. University of California Los Angeles. Los Angeles, CA, May 11, 2006.

"Is Globalization Coercive?" Presented at the Global Society and Justice Workshop, Rogers College of Law, University of Arizona, November 6, 2006.

"Clash of Civilizations: President Lula of Brazil vs. Globalization.@ Presented to the Seminar Series of Fundacion Mexico. Tucson, AZ, March 29, 2003.

"Globalization and the Rise of Banks in Lisbon@ to ISERP (Institute for Social and Economic Research and Policy) Columbia University. November, 2000.

"Can International Boycotts Transform Political Systems?" Presented at the Latin American Colloquium Series for the University and Tucson Community. Nov. 5, 1997.

"The South African Transition to Democracy.@ To Culture and Development Seminar, Department of Sociology, University of North Carolina. March 11, 1996.

"Sustainable Growth and Democratic Strengthening." Presented at the Colombian Symposium. University of Arizona, November 2, 1995.

"The Future in a Land of Promise and Complexity." Presented at the Mexico Roundtable, University of Arizona Extended University and Intercultural Learning Institute (Organizer D.H. Budd) Tucson, AZ, October 15, 1994.

"The Roots of Portuguese Democracy." Presented at Harvard University--Center for European Studies, Boston, MA, May 2, 1994.

"Trade Dependency and Brazilian Economic Diversification: 1900-1980." To Comparative International Development Colloquium. Johns Hopkins University. April 1990.

"Economic Development in 20th Century Brazil." Presented to Latin American Area Center Round Table on Brazil, University of Arizona. April 18, 1988.

"The Effects of Trade on Brazilian Development." Presented at the Latin American Area Center, University of Arizona, April 1990.

"Chinese in Revolutionary Mexico." Presented to Conference on "Literary History of Spanish Theater," Arizona Historical Society, Tucson, Arizona. January 29, 1988.

"Brazilian and Mexican Trade Patterns since the Turn of the Century." Presented to Latin American Studies Center, University of Arizona. October 30, 1987.

### **PAPERS PRESENTED AT PROFESSIONAL MEETINGS**

Rearranging the Global Triangle: China, Mexico, and the United States. U.S.-China International Research Forum. Guangxi Normal University, Guilin, China. May 29-June 1, 2018.

From Ghost Villages to Ghost Factories to Ghost Fields: Mexico's Fate. Rocky Mountain Council for Latin American Studies, 62<sup>nd</sup> annual meeting. Tucson, AZ. April 8-11, 2015.

Racing Down the Global Garlic Commodity Chain. American Sociological Association Meetings. San Francisco CA August 2014

Global Garlic and Its Labor Consequences at the XVIII International Sociological Association World Congress of Sociology (July 13-19, 2014). Yokohama, Japan.

Mexico and China Compete for the U.S. Market. American Sociological Association . NYC August 2013

From Ghost Villages to Ghost Factories: Mexico's Fate? Regular Session Globalization. American Sociological Association, Denver Co., August 11-15, 2012.

Migration and the Fate of Mexico, a Nation Dependent upon a Declining Hegemon? International Sociological Association (ISA) Conference Buenos Aires, Argentina. August 2012

"What will be the Fate of Mexico, a Nation Dependent upon a Declining Hegemon" Presented at Political Economy of World system (PEWS) XXXVI Annual Conference Clark University. Worcester, MA. April 19-21, 2012.

"Industries Squawking at Globalization" presented to EGOS (European Group of Organizational Studies). 26th Colloquium. Lisbon, Portugal. July, 2010.

Labor Section of American Sociological Association Annual Meeting, San Francisco CA, August 2009

"U.S. Trade with Mexico: Neoliberalism, Migration, and Labor Substitution." Presented at the American Sociological Association Annual Meeting, Boston, MA, August 2008.

"Neoliberalism, Migrations, and Labor Substitutions." Presented at the 32nd Annual Conference of the Political Economy of the World-System Section of the American Sociological Association, Fairfield University, Fairfield, Connecticut, April 24-26, 2008.

"The Role of Labor Struggle in Labor-Market Shifts." Presented at the American Sociological Association Annual Meeting, NYC, August 2007.

"The Global Chicken: Immigration and the New American Dilemma." Presented at the Labor Conference, American Sociological Association Annual Meeting, Philadelphia, August 13-16, 2005.

"Are Dependency Relations between Brazil and the United States a Thing of the Past?@ Presented at the 52nd Annual Meeting Rocky Mountain Council for Latin American Studies, Tucson, AZ, March 30-April 2, 2005.

"Municipal Aspects of Globalization" Presented at the American Sociological Association Meetings, Chicago, August 2002.

"Globalization, a new form of dependency? PEWS [Political Economy of World-System]. University of California, Riverside. May 3-4, 2002.

"Will the Cuban Boycott Work? Social Science History Association. Fort Worth, Texas, November, 1999

"Can International Boycotts Transform Political Systems? The Cases of South Africa and Cuba,@ American Sociological Association, San Francisco, August, 1998.

"The South African Transition to Democracy." American Sociological Association, Washington D.C. August, 1995.

"The Social Origins of South African Democratization@ International Studies Association. San Diego, November, 1995.

"World Economy, Trade Dependency and Industrial Policies in Brazilian and Mexican Economic Diversification." American Sociological Association, Cincinnati, OH. August, 1991.

- "The Impact of Dependency, Policy and Global Trends on Brazilian and Mexican Development." 47th International Congress of Americanists. New Orleans. July, 1991.
- "Politics or Global Economics - Which Contributes More to the Diversification of the Brazilian and Mexican Economies? American Sociological Association, Washington, D.C., August 11-15, 1990.
- "Brazilian Trade Integration into the World Economy." Presented to LASA (Latin American Studies Association). Miami, Florida. December, 1989.
- "Latin American Zone Jumpers: Brazil and Mexico Move to the Semiperiphery." Presented at PEWS XIII (Political Economy of the World-System). Urbana, Illinois. April, 1989.
- "Class Conflict and World-System Analysis: A Synthesis." Presented at Bringing Class Back In. Lawrence, Kansas. April, 1989.
- "Assigning Countries to Zones in the World System." Presented at the American Sociological Association, Chicago, Illinois. August 17-21, 1987.
- "Identifying Regions for Historical International Comparisons." Presented at the American Sociological Association, Chicago, Illinois. August 17-21, 1987.
- "Why the Portuguese Bourgeoisie Abandoned Its First Republic." Presented at Society for Spanish and Portuguese Historical Studies, Austin, Texas. April 24-26, 1987.
- "A World-System Interpretation of the Collapse of the First Portuguese Republic." Presented at the Coloquio Sobre O Estado Novo (Conference on the New State), Lisbon, Portugal. November 4-6, 1986.
- "Democratic Instability in Semi-Peripheral Countries." Presented at American Sociological Association Meetings, New York. August 30-Sept. 3, 1986.
- "Trading into Stagnation: 19th Century Portugal." Presented at 10th Annual Political Economy of the World System. San Francisco. March 6-8, 1986.
- "Political Instability in Semiperipheral States." Presented to 59th Annual Pacific Sociological Association Meetings. Albuquerque, N.M. April, 1985.
- "Semiperipheral States." Presented to American Sociological Association Meetings. August, 1984. San Antonio, TX.
- "Post World War I Democratic Economy." Presented to III International Conference Group on Portugal Meetings. Durham, NH. May, 1984.

"Methodological Determinism and the Fall of the First Portuguese Republic." Presented at the Colloquium "The Formation of Contemporary Portugal (1900-1980)," Lisbon, Portugal. December, 1981.

### **AWARDS, FELLOWSHIPS AND GRANTS**

*The Chicken Trail* Winner of William M. LeoGrande Prize for the best book on U.S.-Latin American relations published in 2012-2013. This award given by American University School of Public Affairs and Center for Latin American and Latino Studies. (2014)

*The Chicken Trail* nominated for various awards: the American Sociological Association Distinguished Scholarly book Award, the PEWS section book award, the Political Sociology Section book award and the Labor and Labor Movements section award.

University of Arizona. Center for Latin American Studies. Travel Grant to International Sociology Association Meetings. Yokohama, Japan (2014.)

University of Arizona. Center for Latin American Studies. Travel Grant to Buenos Aires, Argentina. (2012.)

University of Arizona. Provost's Author subvention Award (\$1,500) for *The Chicken Trail: Following Workers, Migrants, and Corporations Across the Americas*. Cornell University Press. (2012).

Rogers Program in Law and Society, University of Arizona Rodgers College of Law. Research Award (\$3,000) (2005)

University of Arizona Foundation and Office of the Vice President for Research, Faculty Small Grant. "The Effects of Globalization on Homelessness in Brazil" (2000-2001)

University of Arizona Latin American Area Center, Travel Grant for research on Cuba (1997).

"Distinguished Contribution to Scholarship Award" Book Award of Political Sociology Section of ASA, 1991 for Schwartzman, Kathleen. 1989. *The Social Origins of Democratic Collapse*. University Press of Kansas.

University of Arizona, SBSRI Research Professorship (Fall, 1989)

University of Arizona Provost's Author Support Award (1989) subvention to University Press of Kansas for *The Social Origins of Democratic Collapse: The First Portuguese Republic in the Global Economy*.

Tinker Field Research Grant (1989) - "The Politics of Portuguese Trade."

University of Arizona, SBSRI Summer Stipend (1988). "Measuring Historical and Cross-National Trade Patterns"

University of Arizona Small Grant (1988). "The Commodity Trading Basis of the World System"

### **TEACHING HONORS**

Honors College University of Arizona. 2013 Award for Excellence in Thesis Advising.

"Favorite professor" Commencement (Spring 2012)

Honors College University of Arizona. 5-Star Faculty Teaching Award (Finalist). (2010-2011).

"Favorite" professor" Honors Convocation. (Fall 2007).

"Certificate of Appreciation" Center for Latin American Studies. (2007).

Mortar Board National Senior Honor Society "Outstanding Faculty Member" (Spring 2007).

Mortar Board National Senior Honor Society "Outstanding Faculty Member" (Spring, 2005).

Recognition from Minority Student Recruitment Office for contribution to Outstanding Student--Lara Martin (August 2004).

Dean of Students' "Student-Faculty Interaction Grant." (October 2004).

"Favorite professor" Honors Convocation. (Fall 2003)

"Favorite professor" Honors Convocation. (Fall 2002)

"Favorite professor" Commencement (Spring 2003)

"Favorite professor" Commencement by 3 students (Spring 2000)

"Favorite professor" Honors Convocation (Fall 2000)

Certificate of Appreciation by Student Alumni Association- a student run honorary association (2000)

Mortar Board National Senior Honor Society, "Outstanding Faculty Member" recognition. (Spring, 1999).

Favorite professor" SBS Honors Convocation (Fall 1999)

"Special" SBS professor SBS Honors Convocation (Fall 1998)

"Favorite" professor" Commencement (Fall 1998)

"Favorite" professor" Commencement (Spring 1998)

Certificate of Appreciation from Center for Transfer Students (Fall 1996)

"Outstanding Faculty Member" Award, University of Arizona Center for Transfer Students.  
(1994-95).

"Outstanding Faculty Member" Award, University of Arizona Center for Transfer Students.  
(1993-94).

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**Christine M. Tardy**  
Professor, Department of English  
University of Arizona  
Tucson, AZ USA

## **Education**

Ph.D., English, primary specialization in English Language and Linguistics  
Secondary specialization in Rhetoric and Composition  
Purdue University, May 2004  
M.A. (with honors), Teaching English as a Second Language  
Northern Arizona University, May 1995  
A.B. (with high distinction), Russian Language and Literature, minor in Linguistics  
University of Michigan, May 1992

## **Academic Appointments**

### ***Tenure-Track Positions***

Professor of English Applied Linguistics, University of Arizona, 2017-present  
Associate Professor of English Applied Linguistics, University of Arizona, 2013-2017  
Associate Professor of Writing, Rhetoric, and Discourse, DePaul University, 2010-2013  
Assistant Professor of Writing, Rhetoric, and Discourse, DePaul University, 2007-2010  
Assistant Professor of English, DePaul University, 2004-2007

### ***Non-Tenure-Track Teaching Positions***

Graduate Teaching Assistant, Purdue University, 2000-2004  
Lecturer, English Language Institute, University of Michigan, Ann Arbor, Summer 2001  
English Instructor, First-Year English Program, Bilkent University, Ankara, Turkey, 1998-2000  
English for Specific Purposes Instructor, Sumikin-Intercom Inc., Osaka, Japan, 1995-1998  
Graduate Teaching Assistant, Northern Arizona University, 1993-1995  
EFL Instructor, Masaryk Fellowship Program/Charter 77, Prague, Czech Republic, Summer 1994  
English Instructor, Jih Zakladní Školá (Elementary/Junior High), Mariánské Lázně, Czechoslovakia,  
September-December 1992  
English Instructor, American Language Institute, Mariánské Lázně, Czechoslovakia, May-December  
1992

## **Administrative Appointments**

Associate Director, Writing Program, University of Arizona, 2013-present  
Acting Director, Writing Program, University of Arizona, Fall 2014  
Coordinator, Graduate Certificate in Teaching English to Speakers of Other Languages, DePaul  
University, 2010-2013  
Graduate Director, M.A. in Writing, Rhetoric, and Discourse, DePaul University, 2007-2013  
Writing Center Director, First-Year English Program, Bilkent University, Ankara, Turkey, 1998-2000

## Publications

### Books

- Tardy, C. M. (2019). *Genre-based writing: What every ESL teacher should know*. Ann Arbor: University of Michigan Press.
- Tardy, C. M. (2016). *Beyond convention: Genre innovation in academic writing*. Ann Arbor: University of Michigan Press.
- Paltridge, B., Starfield, S., & Tardy, C. M. (2016). *Ethnographic perspectives on academic writing*. Oxford: Oxford University Press.
- Tardy, C. M. (2009). *Building genre knowledge*. West Lafayette, IN: Parlor Press.

### Guest Edited Journal Issue

- Tardy, C. M. (Ed.) (2011). The future of genre in second language writing: A North American perspective. Special issue of *Journal of Second Language Writing*, 20(1).

### Refereed Journal Articles

- Tardy, C. M., Buck, R. H., Pawlowski, M., & Slinkard, J. R. (2018). Evolving conceptions of genre among first-year writing teachers. *Composition Forum*, 38.
- Tardy, C. M., & Whittig, E. (2017). On the ethical treatment of EAL writers: An update. *TESOL Quarterly*, 51(4), 920-930.
- Ruecker, T., Shapiro, S., Johnson, E. N., & Tardy, C. M. (2014). Exploring the contexts of writing instruction in TESOL. *TESOL Quarterly*, 48(2), 401-412.
- Tardy, C. M. (2012). Voice construction, assessment, and extra-textual identity. *Research in the Teaching of English*, 47(1), 64-99.
- Tardy, C. M. (2011). Enacting and transforming local language policies. *College Composition and Communication*, 62(4), 624-661.
- Tardy, C. M. (2010). Writing for the world: Wikipedia as an introduction to academic writing. *English Teaching Forum*, 48(1), 12-19, 27.
- Tardy, C. M. (2009). "Press 1 for English": Textual and ideological networks in a newspaper debate on U.S. language policy. *Discourse & Society*, 20(2), 265-286.
- Tardy, C. M., & Matsuda, P. K. (2009). The construction of author voice by editorial board members. *Written Communication*, 26(1), 32-52.
- Matsuda, P. K., & Tardy, C. M. (2007). Voice in academic writing: The rhetorical construction of author identity in blind manuscript review. *English for Specific Purposes*, 26(2), 235-249.
- Johns, A. M., with Bawarshi, A., Coe, R., Hyland, K., Paltridge, B., Reiff, M. J., & Tardy, C. M. (2006). Crossing the boundaries of genre studies: Comments by experts. *Journal of Second Language Writing*, 15(3), 234-249.
- Tardy, C. M. (2006). Researching first and second language genre learning: A comparative review and a look ahead. *Journal of Second Language Writing*, 15(2), 79-101.
- Tardy, C. M. (2005). "It's like a story": Rhetorical knowledge development in advanced academic literacy. *Journal of English for Academic Purposes*, 4(4), 325-338.
- Tardy, C. M. (2005). Expressions of disciplinarity and individuality in a multimodal genre. *Computers and Composition*, 22(3), 319-336.
- Tardy, C. M. (2004). The role of English in scientific communication: *Lingua franca* or *Tyrannosaurus rex*? *Journal of English for Academic Purposes*, 3(3), 247-269.
- Tardy, C. M., & Snyder, B. (2004). 'That's why I do it': *Flow* and EFL teachers' practices. *ELT Journal*, 58(2), 119-128.

Tardy, C. M. (2003). A genre system view of the funding of academic research. *Written Communication*, 20(1), 7-36.

### **Book Chapters**

- Tardy, C. M. (2019). Appropriation, ownership, and agency: Negotiating teacher feedback in academic settings. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (2<sup>nd</sup> ed.) (pp. 64-82). Cambridge: Cambridge University Press.
- Tardy, C. M. (2019). Is the five-paragraph essay a genre? In N. A. Caplan & A. M. Johns (Eds.), *Changing practices for the L2 writing classroom: Moving beyond the five-paragraph essay* (pp. 24-41). Ann Arbor, MI: University of Michigan Press.
- Tardy, C. M. (2018). We are all reviewer #2: A window into the secret world of peer review. In P. Habibie & K. Hyland (Eds.), *Novice writers and scholarly publication: Authors, mentors, gatekeepers* (pp. 271-289). Palgrave Macmillan.
- Tardy, C. M., & Miller-Cochran, S. (2018). Administrative structures and support for international L2 writers: A heuristic for WPAs. In S. K. Rose & I. Weiser (Eds.), *The internationalization of U.S. writing programs* (pp. 60-76). Utah State University/University of Colorado Press.
- Tardy, C. M. (2017). Representations of professionalization in second language writing: A view from the flagship journal. In P. K. Matsuda, K. O'Meara, & S.E. Snyder (Eds.), *Professionalizing second language writing* (pp. 3-20). Parlor Press.
- Tardy, C. M. (2017). Crossing, or creating, divides? A plea for transdisciplinary scholarship. In B. Horner & L. Tetrault (Ed.), *Crossing divides: Exploring translingual writing pedagogies and programs* (pp. 181-189). Utah State University Press.
- Tardy, C. M. (2017). The challenge of genre in the academic writing classroom: Implications for L2 writing teacher education. In J. Bitchener (Ed.), *Teaching writing for academic purposes to multilingual students: Instructional approaches* (pp. 69-83). New York: Routledge.
- Tardy, C. M. (2016). Voice and identity. In R. M. Manchón & P. K. Matsuda (Eds.), *Handbook of second and foreign language writing* (pp. 349-363). Berlin: Mouton de Gruyter.
- Tardy, C. M., & Jwa, S. (2016). EAP and North American composition studies. In K. Hyland & P. Thompson (Ed.), *Handbook on English for Academic Purposes* (pp. 56-68). New York: Routledge.
- Tardy, C. M. (2015). Bending genres (or, when is a deviation an innovation?). In N. Artemeva & A. Freedman (Eds.), *Trends and traditions in genre studies* (pp. 340-364). Winnipeg, Canada: Inkshed.
- Tardy, C. M. (2015). Discourses of internationalization and diversity in US universities and writing programs. In D. Martins (Ed.), *Transnational writing program administration* (pp. 243-264). Logan, UT: Utah State University Press.
- Tardy, C. M., & Swales, J. M. (2014). Genre analysis. In A. Barron & K. P. Schneider (Eds.), *Pragmatics of discourse* (pp. 165-187). Berlin: Mouton de Gruyter.
- Tardy, C. M. (2012). Current conceptions of voice. In K. Hyland & C. S. Guinda (Eds.), *Stance and voice in academic discourse* (pp. 34-48). New York: Palgrave Macmillan.
- Tardy, C. M. (2012). A rhetorical genre theory perspective on L2 writing development. In R. M. Manchón (Ed.), *Second language writing development: Multiple perspectives* (pp. 165-190). Berlin: Mouton de Gruyter.
- Tardy, C. M. (2011). Genre analysis. In K. Hyland & B. Paltridge (Eds.), *Companion to discourse analysis* (pp. 54-68). London: Continuum Press.

- Tardy, C. M. (2011). ESP and multi-method approaches to genre analysis. Invited chapter for D. Belcher, A. Johns, & B. Paltridge (Eds.), *New directions for English for Specific Purposes research* (pp. 145-173). Ann Arbor, MI: University of Michigan Press.
- Tardy, C. M. (2010). Cleaning up the mess: Perspectives from a novice theory builder. In T. Silva & P. K. Matsuda (Eds.), *Practicing theory in second language writing* (pp. 112-125). IN: Parlor Press.
- Tardy, C. M. (2008). Multimodality and the teaching of advanced academic writing: A genre systems perspective on speaking-writing connections. In D. Belcher & A. Hirvela (Eds.), *The oral/literate connection: Perspectives on L2 speaking, writing, and other media interactions* (pp. 191-208). Ann Arbor, MI: University of Michigan Press.
- Tardy, C. M., & Courtney, J. (2008). Activities and assignments for teaching academic writing. In P. Friedrich (Ed.), *Teaching academic writing* (pp. 73-91). London: Continuum Press.
- Tardy, C. M., & Swales, J. M. (2007). Form, text organization, genre, coherence, and cohesion. In C. Bazerman (Ed.), *Handbook of writing research* (pp. 565-581). Mahwah, NJ: Lawrence Erlbaum Associates. [Winner of the 2009 CCCC Outstanding Book Award]
- Tardy, C. M. (2006). Appropriation, ownership, and agency: Negotiating feedback in academic settings. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 60-78). Cambridge, UK: Cambridge University Press.
- Norris, C., & Tardy, C. M. (2006). Institutional politics in the teaching of advanced academic writing: A teacher-researcher dialogue. In P. K. Matsuda, C. Ortmeier-Hooper, & X. You (Eds.), *The politics of second language writing: In search of the promised land* (pp. 262-279). West Lafayette, IN: Parlor Press.
- Grabe, W., Stoller, F. L., & Tardy, C. M. (2000). Disciplinary knowledge as a foundation for teacher preparation. In J. K. Hall & W. G. Eggington (Eds.), *The sociopolitics of English language teaching* (pp. 178-194). Buffalo, NY: Multilingual Matters.

### **Book Reviews**

- Tardy, C. M. (2019). Review of the book *Genre and graduate-level research writing*. *Journal of Second Language Writing*, issue, pages.
- Tardy, C. M. (2012). Review of the book *Aspects of article introductions*. *English for Specific Purposes*, 31(3), 214-216.
- Tardy, C. M. (2007). Review of the book *Worlds of written discourse: A genre-based view*. *Journal of English for Academic Purposes*, 6(2), 184-185.
- Tardy, C. M. (2006). Review of the book *Second language writing research: Perspectives on the process of knowledge construction*. *WPA Journal*, 3(1-2), 115-119.
- Tardy, C. M. (2002). Review of the book *Disciplinary discourses: Social interactions in academic writing*. *Applied Linguistics*, 23(1), 141-142.
- Tardy, C. M. (1999, May). Review of the book *New ways in English for specific purposes*. *IATEFL ESP Newsletter, Issue No. 13*, 18-19.

### **Encyclopedia Entries and Short Articles**

- Tardy, C. M. (2015). Discourse. In P. Vandenberg & P. Heilker (Eds.), *Keywords in Writing Studies* (pp. 62-66). Boulder, CO: Utah State University Press.
- Tardy, C. M. (2015). Multilingualism. In P. Vandenberg & P. Heilker (Eds.), *Keywords in Writing Studies* (pp. 114-119). Boulder, CO: Utah State University Press.
- Tardy, C. M. (2012). Genre-based language teaching. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 2278-2281). West Sussex, UK: Wiley-Blackwell Publishers.
- Tardy, C. M. (2012). Language for specific purposes research methods. In C. A. Chapelle (Ed.), *The*

*encyclopedia of applied linguistics* (pp. 3156-3162). West Sussex, UK: Wiley-Blackwell Publishers.

Tardy, C. M. (2012). Writing and language for specific purposes. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 6266-6274). West Sussex, UK: Wiley-Blackwell Publishers.

Tardy, C. M. (2012). Qualitative research in rhetoric and stylistics. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 4805-4810). West Sussex, UK: Wiley-Blackwell Publishers.

### ***Non-refereed articles***

Atkinson, D., & Tardy, C. M. (2018). SLW at the crossroads: Finding our way in the field. *Journal of Second Language Writing*, 42, 86-93.

Atkinson, D., Crusan, D., Matsuda, P. K., Ortmeier-Hooper, C., Ruecker, T., Simpson, S., Tardy, C. (2015). Clarifying the relationship between L2 writing and translingual writing: An open letter to writing studies editors and organization leaders. *College English*, 77(4), 383-386.

Ruecker, T., Ortmeier-Hooper, C., Crusan, D., Tardy, C., Matsuda, P. K., Atkinson, D., Simpson, S. (2014, September). CCCC controversy: Articulating the relationship between L2 writing and translingual writing. *SLW News: The Newsletter of the Second Language Writing Interest Section of TESOL*.

Matsuda, P. K., & Tardy, C. M. (2007). Continuing the conversation on voice in academic writing. *English for Specific Purposes*, 27(1), 100-105.

### ***Textbook Sections***

Tardy, C. M., & Matsuda, P. K. (2011). Sections on multilingual writers and genre. In A. Lundsford, *St. Martin's handbook* (7<sup>th</sup> ed). New York: Bedford/St. Martin's Press.

Matsuda, P. K., & Tardy, C. M. (2007). For multilingual writers [Multilingual Writers section and "boxes"]. In A. Lundsford, *St. Martin's handbook* (6<sup>th</sup> ed). New York: Bedford/St. Martin's Press.

Stoller, F. L., Mach, T., & Tardy, C. M. (1997). A gambit-driven debate. In D. Brinton & P. Master (Eds.), *New ways in content-based instruction* (pp. 64-68). Alexandria, VA: TESOL. (1997)

### ***Newsletter Articles***

Tardy, C. M., & Hobmeier, A. (2010, March). Advocating for multilingualism in college writing instruction: The role of TESOL/BE professionals. *Bilingual Basics*, 11(2).

<[http://www.tesol.org/s\\_tesol/article.asp?vid=163&DID=13187&sid=1&cid=736&iid=13178&nid=3077](http://www.tesol.org/s_tesol/article.asp?vid=163&DID=13187&sid=1&cid=736&iid=13178&nid=3077)>

Tardy, C. M., & Bell, D. (1998, May). Logging on to the language of e-mail: An approach to keeping up with student needs. *IATEFL ESP Newsletter, Issue No. 11*, pp. 3-5.

Tardy, C. M. (1995, Summer). Visiting local trading posts to enhance a theme-based unit. *AZ-TESOL Newsletter*, p. 15.

Tardy, C. M. (1994, Winter). Session report on classroom assessment techniques: Getting feedback on your teaching. *AZ-TESOL Newsletter*, p. 18.

Tardy, C. M. (1994, Fall). Session report on methodology of authentic materials in EFL. *AZ-TESOL Newsletter*, p. 24.

Tardy, C. M. (1994, Spring). Turning a syllabus (and attitude) around. *AZ-TESOL Newsletter*, pp. 15-16.

### **Reprinted Work**

Tardy, C. M., & Snyder, B. (2004). *Flow and EFL teachers' practices*. *Guardian Weekly*, May 20-26, 17.

### **Accepted/In Press**

Tardy, C. M. (in press). Genre-based language teaching. In C. A. Chapelle (Ed.), *The concise encyclopedia of applied linguistics*. Wiley-Blackwell.

Tardy, C. M. (in press). Writing and language for specific purposes. In C. A. Chapelle (Ed.), *The concise encyclopedia of applied linguistics*. Wiley-Blackwell.

### **Under Review/In Progress**

Tardy, C. M., Buck, R., Jacobson, B., LaMance, R., Pawlowski, M., Slinkard, J. R., & Vogel, S. (under review). "It's complicated and nuanced": Teaching genre awareness in first year writing.

Tardy, C. M., Sommer-Farias, B., & Gevers, J. (under review). Toward a model of multilingual genre learning. Manuscript under preparation.

Tardy, C. M., Reed, K., Slinkard, J.R., & LaMance, R. (under review). Building a WE-informed academic writing course: Opportunities for exploring language difference.

Tardy, C. M. (in progress). The discursive construction of translanguaging vs. second language writing: What we've created and how we might move on. In T. Silva & Z. Wang (Eds.), *Reconciling translanguaging and second language writing*. Routledge/Taylor & Francis.

Pawlowski, M., & Tardy, C. M. (in progress). The role of graduate education in building writing teachers' knowledge of language. In N. Ayash & C. Kilfoil (Eds.), *Translingual and transnational graduate education in rhetoric and composition*.

Gentil, G., & Tardy, C. M. (in progress). The geopolitics of second language writing: Updating the map, broadening the landscape.

Tardy, C. M., Caplan, N. A., & Johns, A. M. (in progress). *The genre FAQ book*. Under contract with University of Michigan Press.

Tardy, C. M. (in progress). Genre analysis. In K. Hyland, B. Paltridge, & L. Wong (Eds.), *Bloomsbury companion to discourse analysis* (2<sup>nd</sup> ed). Bloomsbury.

### **Refereed Conference Papers**

#### **Papers**

Atkinson, D., & Tardy, C. M. (2018, August). *Second language writing at the crossroads: Deliberating the future of the field*. Paper to be presented at the Symposium on Second Language Writing, Vancouver, Canada.

Sommer, B., & Tardy, C. M. (2018, August). *Genre knowledge and genre awareness in multilingual writing: Disentangling a theoretical and methodological web*. Paper to be presented at the Symposium on Second Language Writing, Vancouver, Canada.

Reed, K., Slinkard, J., & Tardy, C. M. (2017, March). *Merging content and language exploration in an L2 writing course*. Paper presented at TESOL, Seattle, WA.

Tardy, C. M., & Whittig, E. (2017, March). *Developing sound and ethical placement for international L2 writers*. Paper presented at TESOL, Seattle, WA.

Tardy, C. M., LaMance, R., Pawlowski, M., & Slinkard, J. (2017, March). *Writing teachers' evolving perceptions of genre*. Paper presented at American Association for Applied Linguistics, Portland, OR.

Pawlowski, M., & Tardy, C. M. (2017, March). *Locating language in writing teacher education: An*

- analysis of trends and materials*. Paper presented at Conference on College Composition and Communication, Portland, OR.
- Gentil, G., & Tardy, C. M. (2015, November). *The geopolitics of second language writing: Updating the map, broadening the landscape*. Paper presented at Symposium on Second Language Writing, Auckland, NZ.
- Tardy, C. M. (2015, November). *Representations of genre and genre-based pedagogy in first-year writing textbooks*. Paper presented at Western States Rhetoric and Literacy Conference, Tempe, AZ.
- Tardy, C. M. (2011, April). *Influences on assessment and voice construction in second language writing*. Paper presented at American Association for Applied Linguistics, Chicago, IL.
- Tardy, C. M., Johnson, E., Ruecker, T., & Shapiro, S. (2010, March). *Exploring and re-imagining second language writing in TESOL*. Paper presented at TESOL, Boston, MA.
- Tardy, C. M., & Hobmeier, A. (2009, March). *Interrogating monolingualism in the university writing classroom*. Paper presented at TESOL, Denver, CO.
- Tardy, C. M. (2008, March). *Intertextuality and ideology in a public genre network: Debating the U.S. "national language" amendment*. Paper presented at American Association for Applied Linguistics, Washington, D.C.
- Baltuska, L., Kusiak, K., Lagman, E., & Tardy, C. M. (2008, February). *Service learning in teacher education: Benefits, challenges, and recommendations*. Paper presented at Illinois TESOL and Bilingual Educators Conference, Naperville, IL.
- Tardy, C. M. (2007, September). *Representations of global communication in US and international professional writing textbooks*. Paper presented at the Symposium on Second Language Writing, Nagoya, Japan.
- Matsuda, P. K., & Tardy, C. M. (2007, April). *Construction of authorial voice by editorial board members*. Paper presented at American Association for Applied Linguistics, Costa Mesa, CA.
- Tardy, C. M., & Matsuda, P. K. (2006, June). *Guessing games: The rhetorical construction of voice in blind peer review*. Paper presented at American Association of Applied Linguistics/ Canadian Association for Applied Linguistics joint conference, Montréal, Canada.
- Tardy, C. M. (2005, April). *Building genre knowledge through textual interactions*. Paper presented at TESOL 2005, San Antonio, TX.
- Tardy, C. M., & Norris, C. (2004, September). *Teaching and learning disciplinary writing: A teacher-researcher dialogue*. Paper presented at the Symposium on Second Language Writing, West Lafayette, IN.
- Tardy, C. M., & Silva, T. (2002, December). *Inquiry paradigms, ideologies, methodologies and disciplinarity in applied linguistics*. Paper presented at Association Internationale de Linguistique Appliquée, Singapore.
- Tardy, C. M. (2002, April). *ESL graduate students' perspectives on genre learning*. Paper presented at TESOL, Salt Lake City, UT.
- Tardy, C. M. (2002, April). *Genre systems in the funding of academic research*. Paper presented at American Association for Applied Linguistics, Salt Lake City, UT.
- Tardy, C. M. (2001, November). *Teaching and learning advanced academic genres: A case study*. Paper presented at Indiana TESOL, Indianapolis, IN.
- Tardy, C. M. (2000, October). *The roles of technology in a content-based classroom*. Paper presented at Indiana TESOL, Indianapolis, IN.
- Snyder, B., & Tardy, C. M. (2000, May). *Flow, teacher motivation, and the learner-centered classroom*. Paper presented at the 6<sup>th</sup> Annual Middle Eastern Technical University Conference, Ankara, Turkey.

- Tardy, C. M. (1998, March). *Realigning an ESP program with student needs*. Paper presented at TESOL, Seattle, WA.
- Tardy, C. M., & Hines, S. (1996, November). *Crossing the border from the ESP classroom into the real world*. Paper presented at the Japan Association of Language Teachers Conference, Hiroshima, Japan.
- Rilling, S., Tardy, C. M., & Pratt, J. S. (1996, March). *Action research for students and teachers*. Paper presented at TESOL, Chicago, IL.
- Tardy, C. M. (1994, October). *Reflections on teaching in central Europe with and without teacher training courses*. Paper presented at TESOL Rocky Mountain Regional Conference, Tucson, AZ.

### ***Colloquia and Panels***

- Tardy, C. M. (2018, March). Building linguistic and rhetorical flexibility in first-year writing. In N. Caplan (Chair), *Teaching through genre: An antidote to the five-paragraph essay*. Panel presented at TESOL, Chicago, IL.
- Tardy, C. M. (2018, March). We are all reviewer #2. In P. Habibe (Chair), *Novice writers and scholarly publication: Authors, mentors, gatekeepers*. Colloquium presented at American Association for Applied Linguistics, Chicago, IL.
- Tardy, C. M. (2016, October). Expertise in curriculum. In D. Ferris & C. M. Tardy (Chairs), *Expertise optional? What we wish we knew before becoming L2 WPAs*. Panel presented at the Symposium on Second Language Writing, Tempe, AZ.
- Tardy, C. M. (2016, June). The challenges of genre-based pedagogy in first year writing. In C. Tardy (Chair), *Supporting instructors' genre- and discipline-based writing instruction and assessment*. Panel presented at International Writing Across the Curriculum Conference, Ann Arbor, MI.
- Tardy, C. M. (2014, March). Contextualizing and constructing professional identities. In T. Ruecker (Chair), *Working contexts of SLW professionals in higher education*. Academic session presented at TESOL, Portland, OR.
- Tardy, C. M. (2014, February). Genre studies from a U.S. composition/ESP perspective. In C. Miller (Chair), *Genre studies from multiple perspectives: What is the collective state of the art?* Roundtable presented at Writing and Research Across Borders, Paris, France.
- Tardy, C. M. (2014, February). *Journal of Second Language Writing*. In E. Cushman (Chair), *International writing research journals: Making knowledge across research traditions*. Roundtable presented at Writing and Research Across Borders, Paris, France.
- Tardy, C. M. (2012, March). Innovation in international scholarly publication: Obstacles and opportunities for diversifying genre norms. In L. Seloni (Chair), *The privileged status of English and multilingual writers across disciplines*. Colloquium presented at TESOL, Philadelphia, PA.
- Tardy, C. M. (2011, April). (Inter)disciplinary relations in a growing graduate program. In C. Tardy (Chair), *The master's program as contested space*. Panel presented at Conference on College Communication and Composition, Atlanta, GA.
- Tardy, C. M. (2011, February). A textual-rhetorical approach to researching genre knowledge. In N. Artemeva (Chair), *Converging streams? Rhetorical and textual approaches to genre research and pedagogy*. Roundtable presented at Writing Research Across Borders, Fairfax, VA.
- Tardy, C. M. (2010, March). Discourses of globalization and (linguistic) diversity in U.S. higher education. In D. Larsen (Chair), *Multicultural literacy and the internationalization of English*. Colloquium presented at TESOL, Boston, MA.
- Tardy, C. M. (2009, March). Exploring the intersections between voice, genre, and multilingual writing development. In P. K. Matsuda (Chair), *Voice in written discourse: Implications for multilingual*

- writers. Panel presented at Conference on College Communication and Composition, San Francisco, CA. [Listed as a “Featured Session”]
- Tardy, C. M. (2008, April). Course design through community engagement. In C. Tardy (Chair), *Community-based service learning in TESOL teacher education*. Colloquium presented at TESOL, New York, NY.
- Tardy, C. M. (2005, July). Developing rhetorical knowledge of research genres. In A. Johns (Chair), *Extending the boundaries of genre studies: Theory, research, and pedagogy*. Colloquium presented at Association Internationale de Linguistique Appliquée, Madison, WI.
- Tardy, C. M. (2004, May). From isolated texts to integrated systems: Implications for genre learning. In P. K. Matsuda (Chair), *Reexamining theories of discourse types*. Colloquium presented at American Association of Applied Linguistics, Portland, OR.
- Tardy, C. M. (2003, March). International graduate students’ attitudes towards English as a language of science. In T. Silva (Chair), *Issues in international graduate student writing*. Panel presented at Conference on College Communication and Composition, New York, NY.
- Tardy, C. M. (2002, October). The role of English in scientific communication: *Lingua franca* or *Tyrannosaurus rex*? In C. Tardy (Chair), *Constructing knowledge within the Inner Circle: Attitudes and practices of international users of English*. Colloquium presented at International Association of World Englishes, Champaign-Urbana, IL.
- Tardy, C. M. (2002, March). Exploring disciplinary texts and practices in an ESL graduate-student writing classroom. In C. Norris (Chair), *WAC at three levels: Fostering critical reflexivity in freshmen, graduate students, and teaching assistants*. Colloquium presented at Writing Across the Curriculum, Houston, TX.
- Tardy, C. M., & Snyder, B. (2001, February). Flow and the learner-centered classroom. In B. Johnston (Chair), *Research in language teacher education*. Colloquium presented at TESOL 2001, St. Louis, MO.

### **Workshops**

- Crusan, D., Eckstein, G., Ferris, D., Ruecker, T., Slinkard, J., & Tardy, C. M. (2015, March). *Strategies for countering discourses of deficit in L2 writing*. Workshop presented at TESOL, Toronto, Canada.
- Tardy, C. M. (2013, March). Discussant in B. Horner (Chair), *Crossing BW/ESL/FYW divides: Exploring translanguaging writing pedagogies and program*. Workshop presented at Conference on College Composition and Communication, Las Vegas, NV.
- Tardy, C. M. (2006, March). Textual borrowing and textual ownership. In K. Mangelsdorf (Chair), *Working toward inclusive pedagogy: Special issues and topics in second language writing*. Workshop presented at Conference on College Composition and Communication, Chicago, IL.
- Swartley, E., Tardy, C. M., & Gordon, J. (1999, March). *Designing contract English courses step by step*. Pre-Conference Institute presented at TESOL, New York, NY.
- Tardy, C. M. (1997, February). *Discourse analysis and ESP materials development: Guidelines for teachers*. Workshop presented at the International Business Communication National Conference, Kobe, Japan.
- Tardy, C. M. (1995, January). *Teaching and assessing lecture note-taking skills in the EAP classroom*. Workshop presented at Reservation Area AZ- TESOL Conference, Flagstaff, AZ.

### **Posters**

- Tardy, C. M. (1998, March). *Developing e-mail writing materials for workplace English*. Poster session presented at TESOL, Seattle, WA.

## Invited Scholarly Papers

### ***Plenaries and Keynotes***

- Tardy, C. M. (2019, May). *What is (and could be) thick description in academic writing research?* Plenary presented at the 2019 Ethnographies of Academic Writing: Research and Pedagogy, University of Zaragoza, Zaragoza, Spain.
- Tardy, C. M. (2019, March). *Truthiness, fake news, and hoaxes: What's genre got to do with it?* Plenary presented at the 2019 PEAKS Interdisciplinary Conference, Northern Arizona University, Flagstaff, Arizona.
- Tardy, C. M. (2018, October). *Building identity repertoires in the second language writing classroom.* Plenary presented at the 2018 International Conference on Teaching and Researching EFL Writing, Nanjing University, Nanjing, China.
- Tardy, C. M. (2018, June). *Teaching and learning academic genres: The current (and future?) landscape.* Plenary presented at Norwegian Forum for English for Academic Purposes 2018, Oslo, Norway.
- Tardy, C. M. (2017, February). *Throwing verbal rocks at these mediocrities: What does play have to do with academic writing?* Keynote presented at the Second Language Studies Graduate Student Spring Symposium, Michigan State University, East Lansing, MI.
- Tardy, C. M. (2017, June). *Let's throw some verbal rocks at these mediocrities: A case for play in advanced academic writing.* Plenary presented at the Consortium on Graduate Communication Summer Institution, Monterey, CA.
- Tardy, C. M. (2017, February). *Genre innovation and creativity in academic writing.* Plenary presented at the Peck Writing Symposium, Middle Tennessee State University.
- Tardy, C. M. (2015, November). *The challenge of genre in the classroom: What do L2 writing teachers need to know?* Plenary presented at the Symposium on Second Language Writing, Auckland, New Zealand.
- Tardy, C. M. (2015, October). *L2 writing placement: A (not-so-pretty) behind-the-scenes view.* Plenary presented at the Midwest Association of Language Testers, Iowa City, IA.
- Tardy, C. M. (2015, May). *Innovation and creativity in the L2 academic writing classroom: Toward critical genre awareness.* Keynote presented at the 32<sup>nd</sup> International Conference on English Teaching & Learning, Taipei, Taiwan.
- Tardy, C. M. (2014, November). *Representations of professionalization in second language writing: A view from the flagship journal.* Plenary presented at the Symposium on Second Language Writing, Tempe, AZ.
- Tardy, C. M. (2011, September). *Genre innovation and writing instruction in a global context.* Keynote presented at Conference on Writing Education across Borders, State College, PA.

### ***Invited Conference Papers***

- Tardy, C. M. (2017, March). Genre. In M. Wald (Chair), *Teaching and responding to second language writing: What the research shows*. Paper presented at TESOL, Seattle, WA. [Featured Session]
- Silva, T., & Tardy, C. M. (2015, March). Historical and current trends in second language writing. In R. Manchón (Chair), *L2 writing theory and research: Looking back and moving forward*. Paper presented at American Association for Applied Linguistics, Toronto, Canada. [Invited colloquium]
- Tardy, C. M. (2014, November). On the ethical treatment of L2 writing professionals. In T. Saenkhum

- (Chair), *Exploring the professional pathways of early-career L2 writing specialists*. Paper presented at the Symposium on Second Language Writing, Tempe, AZ. [Invited colloquium]
- Tardy, C. M. (2012, June). *Bending genres (or, when is a deviation an innovation?)* Paper presented at Genre 2012 Conference, Carleton University, Ottawa, Canada. [Featured Session]
- Tardy, C. M. (2010, November). *Monolingualism, multilingualism, and college writing instruction*. Paper presented at Thomas R. Watson Conference 2010, Louisville, KY. [Featured session]
- Tardy, C. M. (2009, November). Genre and second language writing: A (very) brief history. In C. Tardy (Chair), *The future of genre and second language writing*. Colloquium presented at the Symposium on Second Language Writing, Tempe, AZ. [Invited Colloquium]
- Tardy, C. M. (2006, June). *Cleaning up the mess: Perspectives from a novice theory builder*. Paper presented at the Symposium on Second Language Writing, West Lafayette, IN.
- Tardy, C. M. (2006, February). *Learning to write through others' words: The importance of textual interactions in genre learning*. Paper presented at the Waseda University Symposium on Academic Writing and Research, Tokyo, Japan.

### ***Invited Lectures and Seminars***

- Tardy, C. M. (2019). *The potential power of play in academic writing*. Guest lecture at University of Helsinki, Finland.
- Tardy, C. M. (2019). *Genre-based writing instruction: Theoretical and pedagogical innovations*. Guest lecture at University of Helsinki, Finland.
- Tardy, C. M. (2019). *Ethnographic research of academic writing*. Guest seminar at University of Helsinki, Finland.
- Tardy, C. M. (2016, September). *Exploring genre in the context of first year writing: Limits and potentials*. Guest speaker in the Rhetoric, Writing, and Language Speaker Series, University of Tennessee, Knoxville, TN.
- Tardy, C. M. (2015, October). *Demystifying multilingual writing*. Guest speaker in the Symposium on Supporting Our Multilingual Writers and Readers, Wake Forest University.
- Tardy, C. M. (2014, October). *Creativity, genre innovation, and academic writing: A case for looking beyond convention*. Guest lecturer in the Center for Writing Studies Speaker Series, University of Illinois Urbana-Champaign, Urbana IL.
- Tardy, C. M. (2013, March). *Working with second language writers in the disciplines*. Guest seminar at Sweetland Center for Writing, Fellows Seminar, University of Michigan, Ann Arbor, MI.
- Tardy, C. M. (2009, November). *Monolingualism, multilingualism, and college writing instruction*. Guest lecture in Temple University TESOL Program Speaker Series, Philadelphia, PA.
- Tardy, C. M. (2008, April). *Transitioning from graduate student to faculty member*. Guest speaker in graduate seminar by Prof. Margie Berns, Purdue University, West Lafayette, IN.
- Tardy, C. M. (2006, March). *Textual borrowing as a learning strategy in L2 writing*. Guest lecture in the Department of Linguistics Colloquium Series, Northeastern Illinois University, Chicago, IL.
- Tardy, C. M. (2005, November). *Toward a theory of genre knowledge development*. Guest lecture in the English Language Institute Colloquium Series, University of Michigan, Ann Arbor, MI.

### ***Invited Workshops***

- Tardy, C. M. (2018, October). *Language as a resource for learning (and exploiting) professional genres*. Workshop presented at Arizona State University, Department of English.

- Tardy, C. M. (2018, October). *Building genre knowledge and awareness in first-year composition: Strategies for L2 writing teachers*. Workshop presented at Arizona State University, Department of English.
- Tardy, C. M. (2018, October). *Getting published in the Journal of Second Language Writing*. Workshop presented at 2018 International Conference on Teaching and Researching EFL Writing. Nanjing, China.
- Tardy, C. M. (2017, February). *Principles and strategies of genre pedagogy with multilingual writers. Peck Writing Symposium*. Workshop presented at Middle Tennessee State University.
- Tardy, C. M. (2016, September). *Genre innovation in teaching academic writing*. Workshop presented at Department of English, University of Tennessee, Knoxville, TN.
- Gentil, G., & Tardy, C. M. (2016, October). *Publishing research in second language writing*. Workshop presented at the Symposium on Second Language Writing, Tempe, AZ.
- Tardy, C. M. (2010, April). *Responding to second language writers*. Workshop presented at Chicago Symposium on Composition. Chicago, IL.
- Tardy, C. M. (2009, November). *Plagiarism vs. legitimate textual borrowing*. Workshop presented at the Symposium on Second Language Writing, Tempe, AZ.
- Tardy, C. M. (2008, November). *De-mystifying the publication process*. Workshop presented at the ESL Research and Professional Development Speaker Series, Department of English, Purdue University, West Lafayette, IN.
- Matsuda, P.K., Ferris, D., & Tardy, C. M. (2008, July). *Working with multilingual writers: A multidisciplinary perspective*. Three-day workshop presented at the 14<sup>th</sup> Annual American University Summer TESOL Institute Intensive Workshop, Washington, D.C.
- Tardy, C. M. (2007, November). *Supporting ESL writers*. Workshop presented at the Bedford/St. Martin's Composition in the 21<sup>st</sup> Century Symposium, Florida International University, Miami, FL.
- Tardy, C. M. (2005, June). *Building inclusive and ELL-supportive college classrooms*. Two-day workshop presented at the Summer Faculty Academy, Central Arizona College, Casa Grande, AZ.

### ***Invited Panels***

- Participated in panel of journal editors in Mahboob, A., & Paltridge, B. (Chairs), *How to get published in ESOL and applied linguistics serials*. TESOL 2014, Toronto, Canada. March, 2015.
- Participated in panel of journal editors in Mahboob, A., & Paltridge, B. (Chairs), *How to get published in ESOL and applied linguistics serials*. TESOL 2014, Portland, OR. March, 2014
- Participated in panel of journal editors in Belcher, D., & Hirvela, A. (Chairs), *How to get published in ESOL and applied linguistics serials*. TESOL 2012, Philadelphia, PA. March, 2012.

### **Courses Taught**

#### ***University of Arizona***

##### *Graduate courses*

TESOL Advanced Methods: Curriculum Development and Assessment

English in a Global Context

Genre Theory and Pedagogy

Teaching Second Language Writing

Independent Studies (Qualitative Interview Research: Spring 2014; Internship in L2 Writing Program

Administration: Spring 2016)

*Undergraduate courses*

Sociolinguistics – Global Englishes  
Introduction to Teaching English as a Second or Foreign Language  
Composition III (for English as an additional language writers)  
Composition I (for English as an additional language writers)

***DePaul University***

*Graduate courses*

Genre Studies  
Global Englishes (formerly English in a Global Context)  
Independent Studies (Teaching English in Africa: Summer 2007; Multimedia Project on Teaching in Uganda: Winter 2008; Teaching English at Chicago Federation of Labor: Winter 2008, Spring 2008; Hybridized Rhetorics: Spring 2009; Intercultural Rhetoric: Winter 2010; Genre and Innovation: Spring 2012; Portfolio Curriculum: Spring 2012)  
Introduction to Language and Linguistics  
Pedagogical Grammar  
Proseminar in Writing, Rhetoric, and Discourse  
Second Language Writing/Teaching ESL Writing  
Theoretical Foundations in Teaching ESL  
Teaching ESL (community-based service learning course)

*Undergraduate courses*

Composition and Rhetoric I (section for ESL writers)  
Composition and Style  
Discover Chicago: The Languages of Chicago's Neighborhoods  
Genre and Discourse  
Genre Theory and Practice  
Global Englishes  
Grammar and Style for Writers  
Independent Study (Genre: Winter 2006; Tutoring ESL: Spring 2009, Autumn 2009)  
Teaching and Learning ESL  
Teaching and Tutoring English as a Second Language in Chicago (community-based service learning course)  
Technical Writing  
Urban Literacies (community-based service learning course)

***Purdue University***

Practicum in Teaching College English I (graduate course)  
Practicum in Teaching Academic Writing (graduate course)  
Written Communication for ESL Graduate Students (graduate course)  
Elements of Linguistics  
English Composition II  
English Composition I

***Bilkent University***

BilWrite Writing Center tutor and writing consultant  
First-year English I  
First-year English II  
Reading and writing tutorials for Humanities 111: Cultures, Civilizations, and Ideas

***University of Michigan***

Academic Writing  
Discussion and Argumentation  
Pronunciation

***Northern Arizona University***

Advanced ESL writing tutorials  
Computer Composition  
Core (a content-based, integrated-skills EAP course)  
Critical Reading and Writing at the University  
English Composition II  
Writing Center tutor

**Dissertation, Thesis, and Exam Committees**

Dissertation committees (chairing), University of Arizona:

Bruna Sommer Faria (Chair) (SLAT, proposal defended November 2018)  
Elif Burhan-Horasanli (Co-Chair) (SLAT, proposal defended December 2017)  
Tanya Tercero (Chair) (SLAT, proposal defended May 2017)  
Jennifer Slinkard (Chair) (SLAT, graduated August 2019)  
Rachel LaMance (Co-Chair) (SLAT, graduated August 2019)  
Madelyn Pawlowski (Co-Chair) (RCTE, graduated May 2019)  
Brad Jacobson (Co-Chair) (RCTE, graduated May 2019)  
Jacob Witt (Chair) (SLAT, graduated December 2018)  
Alan Kohler (Co-Chair) (SLAT, graduated December 2017)  
Christine Palumbo (Co-Chair) (SLAT, graduated December 2015)

Dissertation committees (member), University of Arizona:

Prairie Markussen (RCTE, proposal defended December 2018)  
Stefan Vogel (SLAT, proposal defended November 2018)  
Marédil León (SLAT, proposal defended May 2018)  
Pornnicha (Nadia) Weerakanto (SLAT, graduated May 2019)  
Rachel Buck (RCTE, graduated May 2018)  
Robert Poole (SLAT, graduated May 2015)  
Jenna Pack Sheffield (RCTE, graduated May 2015)  
Sonja Fordham (SLAT, graduated May 2015)  
Soomin Jwa (SLAT, graduated May 2015)

Dissertation committee, external member

Gary Fogal, University of Toronto (defended March 2015)  
Zsuzsanna Palmer, Old Dominion University (defended December 2014)

Missy Watson, Syracuse University (defended August 2014)  
Elizabeth Anthony, Virginia Tech University (defended April 2013)  
Bethany Davila, University of Michigan (defended February 2011)  
Stephen Briner, DePaul University (defended June 2010)  
Steve Simpson, University of New Hampshire (defended May 2010)

Dissertation examiner

Annamaria Phillips, Department of Linguistics, Macquarie University, Sydney, Australia  
(September 2009)

**Institutional Service**

***University of Arizona***

***Departmental***

Chair, Ocean University-University of Arizona Search Committee (April-May 2019)  
Coordinator, Ocean University micro-campus global Foundations Writing program (August 2016-present)  
Member, Department Council (September 2018-present)  
Member, APR Focus Group on Outreach (October-November 2018)  
Chair, Ocean University-University of Arizona Search Committee (April-May 2018)  
Member, Promotion and Tenure Committee (April 2018-Spring 2019)  
Ad Hoc Member, Promotion and Tenure Committee (January-May 2018)  
Member, Head Search Committee (2017-2018)  
Ad Hoc Member, Promotion and Tenure Committee (January-February 2018)  
Ad Hoc Member, Promotion and Tenure Committee (September-October 2017)  
Chair, Ocean University-University of Arizona Search Committee (February-May 2017)  
Ad Hoc Member, Promotion and Tenure Committee (April 2016-January 2017)  
Member, Department Council (2014-2016)  
Chair, Ocean University-University of Arizona Search Committee (March-May 2017)  
Chair, ELL Search Committee (Fall 2015-Spring 2016)  
Member, Undergraduate Curriculum Committee (Fall 2014)  
Member, Program Director meetings (Fall 2014)  
Co-Chair, Search Committee for Director of Online Writing Instruction (2014-2015)  
Member, ELL Search Committee (2014-15)  
Chair, ELL Search Committee (2013-14) (Spring 2014)

***Departmental—Writing Program***

Co-Editor, *Students' Guide to Foundations Writing* (Spring 2018-Spring 2019)  
Co-Chair, WriPACA Subcommittee on Policy (2018-2019)  
Co-Chair, WriPACA Subcommittee on Teaching Resources (2017-2018)  
Chair, WriPACA Subcommittee on Policy (2016-2017)  
Chair, Planning Subcommittee on Online Writing Instruction (Fall 2014)  
Member, Writing Program Curriculum and Assessment Committee (2013-present; Chair, Fall 2014)  
Member, Writing Program Advisory Committee (WriPAC) (2013-present; Chair, Fall 2014)  
Member, Transition Team (Summer 2014)  
Member, Planning Committee for Proposal to move English to College of SBS (approx. 10 hours of work, Spring 2014)

Chair, National Day on Writing planning committee (Fall 2013, Fall 2014)  
Organizer, Writing Program Awards Event (Spring 2014)  
Chair, Subcommittee on Student Learning Outcomes, Curriculum & Assessment Committee  
(Spring 2014)  
Chair, Working team for ENGL 107/108 descriptive study (2013-2014)

### **College of Social and Behavioral Sciences**

Member, Search Committee for Associate Deans of the College of Social and Behavioral Sciences  
(Spring 2015)  
Judge, SBS Teaching Awards (Spring 2019)

### **University**

Member, University Hearing Board (2014-present)  
Member, Search Committee for Director of Global Recruitment (April-June 2018)  
Member, Internationalization/Globalization Review Steering Committee (2017-2018)  
Co-Chair, Global Student Recruitment, Experience, and Engagement Subcommittee (February-April  
2018)  
Member, SLAT APR Committee (2016-2017)  
Member, SLAT Executive Committee (2014-2017)  
Member, SLAT Admissions Committee (Spring 2016)  
Co-Chair, Cluster Hire in Technology-Enhanced Language Learning (TELL) Committee (2015-2016)  
Co-Chair, TELL Cluster Hire Committee (2015-2016)  
Member, Search Committee for SLAT Director (Spring 2015)  
Member, University-wide General Education Committee (2013-2015)  
Member, College of Education Bilingual/Multicultural Education Search Committee (2013-2014)

### ***DePaul University***

#### **Department of Writing, Rhetoric, & Discourse Standing Committees**

Co-Chair, Graduate Committee, Chair (2008-2010), Co-Chair (2010-2013)  
WRD Personnel Committee (2010-2013)  
WRD Appointments Committee (2011-2012)  
Academic Program Review Committee (2010-2011)  
Personnel Committee, non-voting untenured representative (2008)

#### **Department of Writing, Rhetoric, & Discourse Ad Hoc Committees**

Chair, Ad Hoc Committee for the mid-term evaluation of the Chair (2012)  
Chair, Ad Hoc Committee to recommend new exit requirements for MAWRD (2012)  
Ad Hoc Committee to prepare proposal for Internship Coordinator LTCTP (2012)  
Ad Hoc Committee for WRD Awards Ceremony (2011, 2012)  
Ad Hoc Committee to review proposals for WRD International Speaker Series (2010-2011)  
Chair, Ad Hoc Committee to review WRD 500 (2010)  
Committee on department three-year assessment plan and APR (2009-2010)  
Co-Organizer, WRD Roundtable on PhD Application (2009)  
Ad Hoc Committee to prepare the proposal for a B.A. in Writing and Rhetoric (2009)  
Chair, Ad Hoc Committee to design WRD 599 Portfolio (2009)  
Ad Hoc Committee to write bylaws related to the Department Chair (2008-2009)  
WRD International Speaker Series, *Writing and Rhetoric Across Borders*, Co-organizer (2008-2009)

Organizer, WRD Faculty Speaker Series (2008-2009)  
Chair, Ad Hoc Committee to write bylaws related to the Graduate Program (2008)  
Chair, Ad Hoc Committee to design WRD 500 Proseminar (2008)  
Chair, Ad Hoc Committee to prepare the proposal for an M.A. in WRD (2007)  
Ad Hoc Committee to draft initial departmental bylaws (2007-2008)  
First Retreat Planning Committee (2007)

### **Department of English**

Interim Advising Coordinator, WRD-ENG (Spring 2007)  
Temporary Scheduling Coordinator, WRD faculty members (Spring 2007)  
Appointments Committee, Rhetoric and Composition searches (2006-2007)  
Faculty sponsor, Undergraduate summer research grant (student: Ryan Vanderbilt) (2006)  
Appointments Committee, Rhetoric and Composition searches (2005)  
M.A. in Writing Qualifying Exam Committee (2005-2006)  
Judge, University Writing Centers Awards for Scholarship in Writing and Literature (2005)  
Judge, Rhetoric and Composition First-Year Writing Competition (2005)  
First Year Writing Committee (2004-2005)

### **College of Liberal Arts and Social Sciences**

Excellence in Teaching Award & Contingent Excellence in Teaching Award Committee (2012-2013)  
Coach for LAS Student Commencement Speaker (with Prof. Darsie Bowden) (2012)  
LAS Graduate Research Funding Committee (2010-2013)  
LAS Graduate Council (2008-2013)  
Working Group on Directed Self-Placement for First Year Writing (2008-2010)  
Connected Communities Summer Seminar participant (2010)

### **University-level committees**

Comprehensive International Committee (2012-2013)  
University Committee on Learning and Teaching (COLT) (2012-2013)  
Search Committee for Associate Director, English Language Academy (2012)  
Institutional Review Board – LAS Local Review Board (2011-2013)  
Advisory Board for Chicago Quarter Courses, Liberal Studies Program (2010-present)  
Search Committee for Director of English Language Academy, International Programs (2009)  
Public Service Council (2007-2011)  
Community Service Studies Advisory Board (2006-2013)  
University Center for Writing-Based Learning Advisory Board (2007-2008, 2009-2013)

### **Service to the Community**

Tutor trainer and consultant, Family Services of South Lake County, at-home bilingual/bicultural tutoring program and at-home English for medical literacy tutoring program (2006-2008)  
Service learning projects with Chicago Federation of Labor Workers Assistance Committee (2007-2008)

### **Service to Professional Organizations**

#### ***Editorial Work***

Co-editor, *Journal of Second Language Writing*, co-editor (2011-2016), editorial board (2007-2011)

Editorial board, *Written Communication* (2009-present)  
Editorial board, *Journal of English for Academic Purposes* (2008-2010) (2019-present)  
Editorial board, *English Teaching and Learning* (2016-present)  
Editorial board, *Journal of English for Research Publication Purposes* (2018-present)  
Editorial board, *Research in the Teaching of English* (2019-present)  
Book reviews editor, *English for Specific Purposes*, book reviews editor (2009-2010)

### ***Book Series Advisory Boards***

Editorial Advisory Board, Writing Research, Pedagogy, and Policy Book Series, Southern Illinois University Press (2017-present)  
Editorial Board, Studies in Knowledge Production and Participation Book Series, Multilingual Matters (2016-present)

### ***Professional Committees and Positions***

Chair, AAAL Nominating Committee (2018-2019)  
Member, AAAL Nominating Committee (2017-2018)  
CCCC Committee on Second Language Writing, TESOL Liaison (2011-2015)  
TESOL Second Language Writing Interest Section, Chair-Elect (2008-2009), Chair (2009-2010), Past-Chair (2010-2011)  
Awards Committee member, TESOL (2006-2009)  
Web Content Manager, Second Language Writing Interest Section, TESOL (2005-2008)  
Information Technology Ad Hoc Committee member, American Association of Applied Linguistics (2002-2003)

### ***Conference Organization and Participation***

Strand Coordinator, American Association for Applied Linguistics (2014)  
Proposal reviewer, Council of Writing Program Administrators Conference (2016)  
Proposal reviewer, Symposium on Second Language Writing (2009-2019)  
Proposal reviewer, TESOL (2009-2017)  
Proposal reviewer, American Association for Applied Linguistics (2002, 2005-2018)  
Proposal reviewer, Conference on College Composition and Communication (2007-2009)  
Assistant to program chair, American Association of Applied Linguistics Conference (2001-2002)  
Session chair, Thomas R. Watson Conference (2010)  
Session chair, Future of English Studies Conference (2009)  
Session chair, Symposium on Second Language Writing (2000, 2007)  
Session chair, American Association of Applied Linguistics Conference (2002)  
Coordinator of local representatives, Symposium on Second Language Writing (2002)  
Conference volunteer, American Association of Applied Linguistics Conference (2001)  
Conference volunteer, TESOL Conference (1995, 1998)

### ***Institutional Invited Talks***

#### ***Classroom Guest Speaker***

Invited speaker to SLAT Proseminar (2018, October)  
Invited speaker to ENGL 596O: Introduction to Applied Linguistics (2018, November)  
Invited speaker to ENGL 696: Trends and Methods in Composition (2018, November)

Invited speaker to ENGL 596J: Research Methods in Second Language Acquisition (2018, October)  
Invited speaker to ENGL 580: Second Language Writing (2018, April)  
Invited speaker to ENGL 596J: Research Methods in Second Language Acquisition (2017, November)  
Invited speaker to ENGL 596J: Research Methods in Second Language Acquisition (2016, October)  
Invited speaker to ENGL 696: Trends and Methods in Composition (2014, December)  
Invited speaker to SLAT Proseminar (2014, September)  
Invited speaker to English 207: English Studies II, DePaul University (2006, October)  
Invited speaker to English/WRD 482: Writing Center Theory and Pedagogy, DePaul University  
(annually 2005-2010)

### ***Lectures, Seminars, and Workshops***

*Teaching to read as a writer.* Webinar presented for TESOL Second Language Writing Interest Section. (2017, April)  
*Redesigning international student support structures in a first-year writing program.* Talk presented at SLAT Colloquium, University of Arizona. (2017, February)  
*Abstract and proposal writing.* Full-day workshop presented to second-year SLAT students, University of Arizona. (2016, May)  
*Preparing a professional resume or academic CV.* Workshop presented to ELLSA Colloquium, University of Arizona. (2016, February)  
*Tips for academic conference proposals.* Workshop presented to SLAT Colloquium, University of Arizona. (2016, February)  
*English as a glocal language: Tensions and imagined futures in academic writing.* Talk presented at Convergences, Department of English, University of Arizona. (2015, December)  
*Abstract and proposal writing.* Full-day workshop presented to second-year SLAT students, University of Arizona. (2015, May)  
*Second language writing.* Talk presented to ELLSA Colloquium, University of Arizona. (2015, April)  
*Preparing an academic CV and cover letter.* Talk presented to SLAT Colloquium, University of Arizona. (2014, November)  
*Preparing a teaching philosophy and portfolio.* Guest speaker in Graduate Literature Job Preparation Group, University of Arizona. (2014, November)  
*Abstract and proposal writing.* Full-day workshop presented to second-year SLAT students, University of Arizona. (2014, May)  
*Mock academic job interview.* Mock job interview in SLAT Colloquium, University of Arizona. (2013, November)  
*Preparing an academic CV and cover letter.* Talk presented to SLAT Colloquium, University of Arizona. (2013, October)  
*Working with ESL writers.* Brown Bag presented to Writing Program, University of Arizona. (2013, September)  
*Working with multilingual writers.* Workshop presented to School of New Learning Faculty, DePaul University. (2012, April)  
*The importance of global awareness in an undergraduate education.* Keynote address at College of LA&S Honors Convocation, DePaul University, Chicago, IL. (2011, May)  
*Teaching English abroad.* Panel presented at International Fair, DePaul University. (2011, January)  
*Genre.* Presentation at First Year Writing Faculty Orientation, DePaul University. (2010, August)  
*Writing in English as a second language: Stories and perspectives from DePaul students.* Panel organized and presented with 16 DePaul students as part of International Writing Centers week. (2010, February)

*Press 1 for English: A critical discourse analysis of U.S. language policy discussions.* Paper presented in WRD Faculty Speaker Series, Department of WRD, DePaul University. (2008, October)

*Pre-departure TESL training.* Workshop for DePaul University graduates preparing to teach English at Assumption University, Bangkok. (2008, October)

*Writing conference proposals.* Two-part workshop presented to M.A. in Writing students, DePaul University. (2008, April/May)

*Immigration and language policy in the U.S.* Invited speaker to student event for Immigrant Rights Advocacy Week, sponsored by DePaul Community Service Association, Achieving Immigrant Rights and Equality (AIRE), DePaul University. (2008, April)

*English language learners in US higher education.* Lecture presented in panel on *Language, Education, & Immigration*, DePaul University. (2008, April)

Invited speaker to Sigma Tau Delta's (English honor society) faculty panel on graduate study, Department of English, DePaul University. (2007, February)

*Seven steps to a high-tech classroom.* Co-authored with Michelle Akçar. Workshop presented at the 2nd Annual Bilkent University First-Year English Symposium, Ankara, Turkey. (2000, June)

*Some whos, whats, whys, and hows of content-based instruction.* Co-authored with Michelle Akçar. Workshop presented at the Bilkent University First-Year English Symposium, Ankara, Turkey. (1999, May)

## **Recognitions**

### ***Awards***

Dean's Award for Excellence in Graduate Teaching, College of Social and Behavioral Sciences, University of Arizona (2017)

University Research Council Excellence in Teaching Award, DePaul University (2011)

Purdue University Graduate Student Award for Outstanding Teaching (2003)

Walter J. Johnson Literary Award for Graduate Paper in ESL (first prize, 2001; honorable mention, 2002; first prize, 2003)

Phi Kappa Phi Honor Society (1992)

Golden Key Honor Society (1992)

Alpha Lambda Delta, Freshman Honor Society (1988)

### ***Grants and Scholarships***

Faculty-Student Interaction Grant for National Day on Writing, University of Arizona, \$500 (2014)

Faculty-Student Interaction Grant for National Day on Writing, University of Arizona, \$500 (2013)

Undergraduate Research Assistant Program, College of Liberal Arts and Sciences, DePaul University (2012)

LA&S Faculty Development Summer Research Grant, DePaul University, \$4,500 (2011)

University Research Council Competitive Research Grant, DePaul University, \$800 (2009)

LA&S Faculty Development Summer Research Grant, DePaul University, \$4,200 (2009)

Undergraduate Research Assistant Program, College of Liberal Arts and Sciences, DePaul University (2007)

Public Service Council, Faculty Research Grant, DePaul University, \$4,200 (2006)

LA&S Faculty Development Summer Research Grant, DePaul University, \$4,000 (2005)

Morley Research Scholarship, English Language Institute, University of Michigan, \$4,000 (2003)

Ruth Crymes TESOL Fellowship for Graduate Study, \$1,500 (2003)

Purdue Research Foundation Graduate Student Summer Grant, \$1,750 (2002), \$1,900 (2003)  
Albert T. Marckwardt TESOL Travel Grant, \$300 (1995)  
AZ-TESOL Distance Assistance Grant, \$50 (Spring 1994, Fall 1994)

### **Professional Memberships**

American Association for Applied Linguistics (AAAL)  
Arizona TESOL (AZ-TESOL)  
Association International de Linguistique Appliquée (AILA)  
College Composition and Communication (CCC)  
National Council of Teachers of English (NCTE)  
Teaching English to Speakers of Other Languages (TESOL)

**Daisy Vargas**  
Department of Religious Studies & Classics  
University of Arizona  
[daisyvargas@email.arizona.edu](mailto:daisyvargas@email.arizona.edu)

**ACADEMIC POSITIONS**

Assistant Professor 2018-Present  
Department of Religious Studies and Classics  
University of Arizona

**EDUCATION**

Ph.D. University of California, Riverside, History 2018  
*Dissertation: Mexican Religion on Trial: Religion, Race, and the Law in the U.S.-Mexico Borderlands.*  
Committee: Jennifer Scheper Hughes, Molly McGarry, Timothy Matovina  
Research Field: Nineteenth Century United States  
Complementary Research Field: Modern Latin America  
Teaching Field: Public History

MA University of Denver, Religious Studies 2012  
*Thesis: Hijas Rebeldes: Chicana Spirituality and the Re (claiming) of the Indigenous*  
Advisor: Luis D. Leon

BA California State University, Fullerton 2010  
Religious Studies with minor in Chicana/o Studies

**AWARDS**

Summer Research Award 2019  
Center for the Study of Religion and the City

Young Scholars in American Religion 2019-2020  
Center for the Study of Religion and American Culture

Charlotte W. Newcombe Doctoral Dissertation Fellowship 2017-2018  
Woodrow Wilson Foundation

Ford Foundation Doctoral Dissertation Fellowship 2017  
(Honorable Mention)

Young Scholars Symposium 2017  
Institute for Latino Studies, University of Notre Dame

Travel Fellowship 2017  
Department of History, University of California Riverside

Graduate Student Mentorship Program Fellowship 2016-2017  
University of California Riverside

Marcoux Latin America Travel Fellowship 2016  
Department of History, University of California Riverside

Eugene V. Cota Robles Fellowship University of California Riverside	2012-2016
Graduate Student Collaborative Award Center for Ideas and Society, University of California Riverside	2015-2016
Marcoux Latin America Travel Fellowship Department of History, University of California Riverside	2015
Mellon Seminar—Advancing Intercultural Studies Center for Ideas and Society, University of California Riverside Andrew W. Mellon Foundation	2014-2015
Graduate-PI: Religion in Diaspora and Global Affairs (RIDAGA) Humanities Studio Award, University of California Humanities Research Initiative Henry Luce Foundation	2013-2015
Research Grant Institute for Study of Immigration and Religion, University of California Riverside Andrew W. Mellon Foundation	2012
Arts, Humanities and Social Sciences Scholarship University of Denver	2010-2012

## **PUBLICATIONS**

“Criminalizing Religion on the Border: Mexican Devotion and State Surveillance” *Journal of Material Religion* (in revision)

“Healing Histories: Mapping the histories of botanicas and urban re-development in Los Angeles,” (article manuscript in progress)

“Latinos/as/x, Pilgrimage, and Embodiment,” in Kristy Nabhan-Warren, ed. *The Oxford Handbook of Latino/a/x Christianities in the United States* (chapter manuscript in progress)

“Penitente Religion and Racial Imaginaries,” in *Race, Colonialism and Catholicism*, ed. Kathleen Holscher (chapter manuscript in progress)

“Vows to Saints” in Henri Gooren, ed., *Encyclopedia of Latin American Religions*, Springer International 2016.

Scheper Hughes, Jennifer and Daisy Vargas. "Traveling Image of the Holy Child of Atocha (Santo Niño de Atocha), Plateros, Mexico." *Object Narrative*. In *Conversations: An Online Journal of the Center for the Study of Material and Visual Cultures of Religion* (2014)

## **MEDIA/FILM**

Associate Producer

*Noche de Altares: Discovering the Day of the Dead in Mexican California* 2015-Present  
Documentary film by James Ault and Jennifer Scheper Hughes (film is in post-production)

## **CONFERENCE PRESENTATIONS AND INVITED LECTURES**

“Beyond the Walls of the Academy: Towards a Public History of Latinx Catholicism,” American Catholic Historical Association, New York, New York, January 2020

“La Llorona’s Children at the U.S.-Mexico border: Luis D. Leon’s scholarship in confronting state violence,” American Academy of Religion, San Diego, California, November 2019.

“Intersection of Law and Religion in the U.S.-Mexico Borderlands,” Seminary of the Southwest, Austin, Texas, January 2019.

“Patterns of Latina/o/x Religious Practices on the U.S.-Mexico Border,” Seminary of the Southwest, Austin, Texas, January 2019.

“Mexican Catholics at the Borders of the Nation-State: Critical Race Studies in American Catholic History,” American Catholic Historical Association, Chicago, Illinois, January 2019.

“Beyond the 100-Mile Border Zone: Racial Profiling and Mexican Religion in the United States,” Race, Religion, Ethnicity in the Americas Lecture Series, Mount Holyoke, January 2018.

“Between Church and State: Penitente Religion in New Mexico,” *Young Scholars Symposium*, Institute for Latino Studies, University of Notre Dame, April 2017.

“Questions of Legality: Latina/o Religion in Botánica Spaces,” Invited Talk, *From Botánicas to Obamacare: Health and Healing Traditions in Latin America*, UCLA Center for Latin American Studies, April 2017.

Invited Participant, “The Re-Turns of Religion,” Religions in Diaspora and Global Affairs International Workshop, Collège d’études Mondiales, Fondation Maison des Sciences de l’Homme, Paris, France, December 2015.

“Patrolling Borderland Religion: Surveillance and Criminalization of Mexican Devotion,” American Academy of Religion, Atlanta, Georgia, November 2015.

“Urban Spiritual Work: Latina/o Religion in Botanica Spaces,” Spirits of the City: Refabulations, Mobilities, and Underscapes Graduate Student Conference, University of California Santa Barbara, March 2015.

“When the Spirits Arrive: The Struggle for Recognition in Santa Ana’s Day of the Dead,” Objects of Devotion/Objetos de Devocion, Riverside, December 2014.

“I Don’t Complicate My Life”: Negotiating Racial Identity in a Southern California Botánica”-Regional Academy of American Religion/WECSOR, Spring 2014.



Session Chair, “Indigenous Cosmologies: Past and Present” American Academy of Religion, Denver, Colorado	November 2018
Graduate Student Coordinator “The California Undocumented Body” Working Day Conference University of California Los Angeles	October 2018
Session Chair “Faith in the Borderlands: Negotiation Latinx Religious Expression” AAR- Western Region, Institution of Buddhist Studies, California	March 2018
Session Chair “Grassroots Religion: Ethnography, Resistance, and Sacred Presence,” American Academy of Religion, Boston, Massachusetts	November 2017
Session Chair, “Traditions of Resistance: Liberation and Transformation in the Americas,” AAR- Western Region, University of the West, California	March 2017
Steering Committee Latina/o Critical and Comparative Studies Group American Academy of Religion	2015- 2016
Session Chair, “Fieldwork and Methodologies in the Study of Latina/ Religious Communities,” American Academy of Religion, Atlanta, Georgia.	November 2015
Educational Programing Intern, California Museum of Photography Alinka Echeverria’s “Road to Tepeyac” exhibition	2014
Session Chair “Faith and Devotion to the Virgin of Guadalupe over Centuries,” Objects of Devotion/Objetos de Devoción, University of California, Riverside	December 2014
<b>DEPARTMENTAL/UNIVERSITY SERVICE</b> Curriculum Committee, Department of Religious Studies University of Arizona	Present
Dia de Los Muertos and Coco Film Screening Facilitated Discussion	October 2018
Co-Chair, History Graduate Student Association University of California Riverside	2015-2016
Committee Member, GSA Committee on Events and Allocations University of California Riverside	2015-2016
Graduate Student Coordinator, Mellon Speaker Series “Alternative Transnationalisms: Multiplicities of Narrative, Space, Place, and Identity” Center for Ideas and Society, University of California Riverside	2013-2014

## **MEDIA APPEARANCES**

Interview, "The Echoes of Anti-Catholicism Today," *Interfaith Voices*, May 17, 2019

Interview, "Bishop Addresses Church Abuse," *Arizona 360*, September 21, 2019

## **TEACHING EXPERIENCE**

University of Arizona 2018- Present

Department of Religious Studies

Contemporary Catholic Thought

Religion and Popular Culture

Ellis Island, 9/11, and Border Walls: Religion, Ethnicity, and Immigration in the United States

University of California, Riverside- Graduate Teaching Assistant 2013- 2017

Department of History

History of Christianity- Modern Era

World History: Twentieth Century

World History: 1500-1900

W.E.B. DuBois,

La Virgen de Guadalupe

The Historian's Workshop

Department of Religious Studies

Introduction to Christianity

Introduction to Asian Religions

Religion and Science

Religious Myth and Ritual

Death

Department of Ethnic Studies

Introduction to the Study of Race and Religion

## **FIELDS OF TRAINING**

Nineteenth Century United States History, Modern Latin American History, Public History, Religious Studies, Ethnic Studies, Chicana/History, Race and Post-colonialism

## **LANGUAGES**

English- Native Speaker

Spanish- Research Proficiency (Reading, Writing, Speaking)

French- Basic Reading Proficiency

## **MEMBERSHIPS**

American Academy of Religion

American Catholic Historical Association

Critical Ethnic Studies Association

Western History Association

## **REFERENCES UPON REQUEST**

**William L. Smith**  
**Curriculum Vitae**

Assistant Professor  
Teaching, Learning & Sociocultural Studies  
P.O. Box 210069  
Tucson, AZ 85721-0069.  
(520) 621-1481  
wlsmith@email.arizona.edu

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**CHRONOLOGY OF EDUCATION**

- 2015     Doctor of Philosophy     **The University of Texas at Austin**  
Curriculum and Instruction, Social Studies Education Program Area  
Dissertation Title: *Hope and the Post-Racial: High School Students of Color and the Obama American Era.*  
Dissertation Advisor: Dr. Anthony L. Brown
- 2007     Master of Education     **Harvard Graduate School of Education**  
Teaching and Curriculum  
Specialization: Social Studies Education
- 2006     Bachelor of Arts     **University of North Carolina at Chapel Hill**  
American Studies, Highest Honors  
Honors Thesis: *Dewey, Democracy, and the Digital Age*
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**PUBLICATIONS**

***Refereed Journal Articles***

- Crowley, R. M. & **Smith, W. L.** (2020). White privilege pedagogy and the interest divergence dilemma. *Teachers College Record*, 122(1).
- Smith, W. L.** & Crowley, R. M. (2018). Social studies needs (new) White people: The case for including allies in the curriculum. *The Social Studies*, 109(4), 202-214.
- Smith, W. L.** & Crowley, R. M. (2018). Barack Obama, racial literacy, and lessons from "A More Perfect Union." *The History Teacher*, 51(3), 445-476.
- Smith, W.L.** (2017). Why do we focus on firsts? Problems and possibilities for Black history teaching. *Social Education*, 81(1), 19-22.
- Smith, W. L.** (2017). Picturing Obama: Race, high school students and a critical methodology of the visual. *Critical Questions in Education*, 8(2), 178-192.
- Smith, W. L.** (2016). Knowing Obama: High school students of color and learning about the 44<sup>th</sup> president. *The High School Journal*, 100(1), 26-44.
- Arenas, A., Gunckel, K.L., & **Smith, W.L.** (2016). 7 reasons for accommodating transgender students at school. *Phi Delta Kappan*, 98(1), 20-24.
- Crowley, R. M. & **Smith, W. L.** (2015). Whiteness and social studies teacher education: Tensions in the pedagogical task. *Teaching Education*, 26(2), 160-178.

**Smith, W. L. & Crowley, R. M. (2015).** Pushback and possibility: Using a threshold concept of race in social studies teacher education. *Journal of Social Studies Research*, 39(1), 17-28.

**Smith, W.L. (2014).** Not stopping at first: Racial literacy and the teaching of Barack Obama. *Multicultural Perspectives*, 16(2), 65-71.

**Smith, W.L. & Brown, A.L. (2014).** Beyond post-racial: Barack Obama and the (re)shaping of racial memory in the U.S schools and society. *Race Ethnicity and Education*, 17(2), 153-175.

Obenchain, K., Bellows, E., Bernat, S. E., & **Smith, B.** (2014). Romanian youths' civic identities: 20 years after the revolution. *Journal of International Social Studies*, 3(2), 32-52.

### ***Chapters in Scholarly Books***

Crowley, R. M. & **Smith, W. L.** (Forthcoming). Black history, White allies: A critical analysis of antiracist White figures in African American history curricula. *Abstract under review by forthcoming edited book.*

**Smith, W. L.** (2017). What should U.S. citizens know? A CRT analysis of U.S. citizenship exams, historically and today. In P. Chandler & T. Hawley (Eds.), *Race lessons: Using inquiry to teach about social studies*. Charlotte, NC: Information Age Publishing.

### ***Book Reviews***

**Smith, W.L.** (2014). The race teacher: A review of Blum's (2012) *High schools, race, and America's future: What students can teach about morality, diversity, and community* (ISBN-10:1612504655). *Journal of Social Studies Research*, 38(2), 107-109.  
DOI:10.1016/j.jssr.2013.09.001

### ***Works in Progress***

Crowley, R. M., **Smith, W. L.**, Demoiny, S.B., & Cushing-Leubner, J. Troublesome histories and the search for threshold concepts in antiracist social studies teacher education.

**Smith, W. L.**, Iurnio, C. L., & Yoon, J. (2017). Anti-bullying efforts in the social studies: A review of the field.

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## **CONFERENCES/SCHOLARLY PRESENTATIONS**

### ***Invited Presentations***

**Smith, W. L.** (2019). Racial literacy and teacher learning. *Racial Literacy in the History Classroom: Creating Equitable Educational Spaces*, New York, NY.

**Smith, W. L.** (2018). Threshold concepts in race and teacher education. Inaugural presentation, *Norma E. González and Luis C. Moll Speaker Series*, Oro Valley, AZ.

**Smith, W. L.** (2018). Race and children's literature in the social studies. Invited presentation to University of Arizona's *Verano en Mexico* program, Guanajuato, MX.

**Smith, W. L.** (2017). Historic milestone to modern history: Examining Barack Obama's place in the social

studies curriculum. Panel presentation at “The Obama Legacy? Preliminary Perspectives,” Texas State University, San Marcos, TX.

### ***Recent Submitted Presentations***

**Smith, W. L.** (2018). Social studies needs (new) White people: The case for including allies in the curriculum. Accepted as paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), Chicago, IL.

**Smith, W. L., Iurino, C. L., & Yoon, J.** (2018). Anti-bullying and the social studies: A review of literature. Accepted as paper presentation at the annual conference of the of American Educational Research Association (AERA), New York, NY. *Accepted but unable to present.*

**Crowley, R. M. & Smith, W. L.** (2018). White privilege pedagogy and the interest divergence dilemma. Accepted as paper presentation at the annual conference of the of American Educational Research Association (AERA), New York, NY.

**Crowley, R. M. & Smith, W. L.** (2017). White privilege pedagogy and the interest divergence dilemma in social studies teacher education. Accepted as paper presentation at the College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS), San Francisco, CA.

**Smith, W. L.** (2017). Picturing Obama: Race, high school students and a critical methodology of the visual. Accepted as a presentation at the annual conference of the American Educational Research Association (AERA), San Antonio, TX.

### ***Recent Invited Course Presentations***

**Smith, W. L.** (Fall, 2017). Whiteness and children’s literature. In TLS 480, Children’s Literature in the Classroom, U. of Arizona.

**Smith, W. L.** (Fall, 2017). Critical race theory and visual research methods. In LRC 796A, Theoretical Foundations of Language, Reading & Culture, U. of Arizona,

**Smith, W. L.** (Fall, 2017). White privilege pedagogy and the interest divergence dilemma. In LRC 640, Multicultural Education and Social Justice, U. of Arizona,

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## **WORK EXPERIENCE**

### ***Recent University Teaching Experience – University of Arizona***

Spring 2019	TLS 150c: Schooling and Diversity TLS 350: Schooling in America
Fall 2018	TLS 527: Secondary Social Studies Methods TLS 350: Schooling in America
Spring 2018	TLS 150c: Schooling and Diversity TLS 350: Schooling in America

