

## **CURRICULUM VITAE**

### **NORMA E. GONZALEZ**

Professor Emerita

Department of Teaching, Learning and Sociocultural Studies      ngonzale@arizona.edu  
College of Education  
P.O. Box 210069  
University of Arizona  
Tucson, Arizona 85721-0069

### **EDUCATION**

Ph.D. 1992, University of Arizona. Major: Cultural Anthropology  
Minors: Linguistic Anthropology, Bilingual Education

M.A. Anthropology, University of Arizona

B.A. History (with Distinction) University of Arizona

### **PROFESSIONAL POSITIONS**

2016-	Profesor Emerita Department of Teaching, Learning and Sociocultural Studies College of Education University of Arizona
2009-2016	Professor Department of Teaching, Learning and Sociocultural Studies College of Education University of Arizona
2008-2009	Professor and Head Department of Language, Reading and Culture College of Education University of Arizona
2006-2016	Joint Faculty Appointment, Second Language Acquisition and Teaching Program, University of Arizona
2006-2008	Professor Department of Language, Reading and Culture College of Education

## University of Arizona

2001-2006	Associate Professor Department of Education, Culture and Society College of Education University of Utah Salt Lake City, Utah
1998-2001	Associate Research Anthropologist Bureau of Applied Research in Anthropology Department of Anthropology University of Arizona
	Associate Research Professor Department of Anthropology University of Arizona
1992-1998	Assistant Research Anthropologist Bureau of Applied Research in Anthropology Department of Anthropology University of Arizona
1990-1992	Anthropology Extern Bureau of Applied Research in Anthropology Department of Anthropology University of Arizona

## FELLOWSHIPS, AWARDS

George and Louise Spindler Award (2017) Council of Anthropology and Education of the American Anthropological Association.

*Bilingual Research Journal* Senior Scholar Reviewer Award (2016).

Fulbright-García-Robles Scholar Grant. (2012-2013). Council for the International Exchange of Scholars.

American Educational Research Association (AERA) Division G Henry T. Trueba Award for Research in the Transformation of the Social Contexts of Education (2010).

American Educational Studies Association (AES) Critics' Choice Book Awards:

*Funds of Knowledge: Theorizing Practices in Households, Communities and*

*Classrooms* (2006).  
 University of Utah, College of Education Research Award (2005).  
 Best Book Award. *I am my Language: Discourses of Women and Children in the Borderlands* (2001). Organization for the Study of Language, Communication and Gender (2002)  
 Tomas Rivera Center PEW Grant Invited Participant (1990, 1993)  
 Provost's Author Support Fund Award (University of Arizona)  
 Title VII Bilingual Education Fellow (University of Arizona)  
 Graduate and Professional Opportunities Program Fellow (University of Arizona)  
 Edward Spicer Award, Department of Anthropology (University of Arizona)

## PUBLICATIONS

### BOOKS

González, N., Moll, L., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities and classrooms*. Mahwah, NJ: Erlbaum.

González, N. (2001). *I am my language: Discourses of women and children in the borderlands*. Tucson: University of Arizona Press.

McIntyre, E., Rosebery, A., & González, N. (Eds.). (2001). *Classroom diversity: Connecting currículum to students' lives*. Portsmouth, NH: Heinemann.

### REFEREED ARTICLES

Rodríguez Arocho, W., del Río, P., Esteban Guitart, M., **González, N.**, Vélez Ibáñez, C., Gilmore, P., Reyes, I., Soto Sonera, J. & del Río, M. (Eds.). (2025) *Studies in Psychology: Estudios de Psicología*, 46(1-3). Special Issue. *In Memoriam: Tribute to Luis C. Moll (1947–2024) / Número Monográfico. In Memoriam: Homenaje a Luis C. Moll (1947–2024)*.

Esteban-Guitart, M., González, N., & Vélez-Ibáñez, C. (2025). Origin and development of the Funds of Knowledge approach: a path yet to be followed / Origen y desarrollo de la aproximación de los Fondos de Conocimiento. Un camino aún por recorrer. *Studies in Psychology: Estudios de Psicología*, 46(1-3), 212-236. <https://doi.org/10.1177/02109395251396856> (Original work published 2025)

González, N. (2016) Imagining literacy equity : Theorizing flows of community practices.

*Literacy Research : Theory, Method and Practice* 66(1), 1-25. DOI:  
10.1177/2381336916661528

Valdez-Gardea, G. C., O'Leary, A.O., & González, N. (2011). El trabajo flexible y la poca inversión en la educación de las mujeres en la frontera México-Estados Unidos. *Región y Sociedad* XXIII (50), 23-54.

González, N. (2010). Advocacy Anthropology and Education: Working through the binaries. *Current Anthropology* 51(2), 249-258.

González, N. (2010). The End/s of Anthropology and Education: CAE 2009 Presidential Address. *Anthropology and Education Quarterly* 41(2), 121-125.

González, N., & Rubinstein-Avila, E. (Eds.). (2009). Introduction: The policies of immigrant education: multinational perspectives. *Theory into Practice*, 48(4), 245-248.

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.

O'Leary, A., González, N., & Valdez, G. (2008). Latinas' practices of emergence: Between cultural narratives and globalization on the U.S./Mexico border. *Journal of Latinos and Education* 7(3), 206-226.

González, N. (2004). Disciplining the discipline: Anthropology and the pursuit of quality education. *Educational Researcher*, 33(5), 17-25.

González, N., & Moll, L. (2002). Cruzando el puente: Building bridges to funds of knowledge. *Journal of Educational Policy*, 16(4), 623-641.

Smith, P., Arnot-Hopffer, E., Carmichael, C., Murphy, E., Valle, A., González, N., & Poveda, A. (2002). Raise a child, not a test score: Perspectives on bilingual education at Davis Bilingual Magnet School. *Bilingual Research Journal*, 26(1), 103-121.

González, N., Andrade, R., Civil, M., & Moll, L. (2001). Bridging funds of distributed knowledge: Creating zones of practices in mathematics. *Journal of Education for Students Placed at Risk*, 6(1), 115-132.

González, N. (1999). What will we do when culture does not exist anymore? *Anthropology and Education Quarterly*, 30(4), 431-435.

González, N. (1996). Contestation and accommodation in parental narratives. *Education and Urban Society*, 29(1), 54-70.

González, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology*, 17(3).

Reprinted in Higgins, P., & Paredes, A. (Eds.). *Classics of practicing anthropology 1978-1998*. Oklahoma City: Society for Applied Anthropology, 247-254.

González, N. (1995). Processual approaches to multicultural education. *Journal of Applied Behavioral Science*, 31(2), 234-244.

González, N., Moll, L., Floyd Tenary, M., Rivera A., Rendon, P., Gonzales, R., & Amanti, C. (1995). Funds of knowledge for teaching in Latino households. *Urban Education*, 29(4), 444-471.

González, N. & Moll, L. (1992). Lessons from research with language minority children. *Journal of Reading Behavior*, 26(4), 439-456.

Reprinted in Cushman, E., Kintgen, E., Kroll, B., & Rose, M. (2001). *Literacy: A critical sourcebook*. Boston: Bedford/St. Martin's.

Moll, L., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: A qualitative approach to developing strategic connections between homes and classrooms. *Theory into practice*, 31(2), 132-141.

Reprinted and translated in *Memorias del primer Congreso de las Américas sobre Lectoescritura*. Maracaibo, Venezuela: Secretaría de la Universidad de los Andes). Moll, L., Amanti, C., Neff, D. & González, N. Fondos de conocimiento para la enseñanza: La utilización de un enfoque cualitativo que conecte los hogares y las aulas de clase.

## BOOK CHAPTERS

González, N. (2024). Commentary. In M. Esteban-Guitart (Ed.), *Funds of knowledge and identity pedagogies for social justice. International perspectives and praxis from communities, classrooms, and curriculum*. (pp. 217-220). Routledge.

Convertino, C., Levinson, B.A. & González, N. (2020). Culture, Teaching and Learning. In J. Banks and C. McGee Banks (Eds.), *Multicultural Education: Issues and perspectives*.

(10th Edition). (pp. 25-40). Hoboken, NJ: Wiley & Sons.

Granados, N. & González, N. (2018). Nurturing life-long and life-wide literacies through humanizing pedagogies. In Lazar, A., & Schmidt, P. R. (Eds.) *Humanizing schools for multilingual students: Transforming literacies, learning and lives*. (pp. 16-31). New York : Teachers College Press

Holmes, A. & González, N. (2017). Finding sustenance : An Indigenous relational pedagogy. In Paris, D. & Alim, H.S. (Eds.). *Culturally Sustaining Pedagogies: Teaching and learning for educational justice in a changing world*. (pp. 207-224). New York: Teachers College Press.

O'Connor, B. & González, N. (2017). Language education and culture. In T. McCarty (Ed.) *Language Policy and Political Issues in Education*, Vol. 1 of *Encyclopedia of Language and Education, 3rd Edition* (S. May, Ed.). (pp. 1-12). Heidelberg: Springer. DOI 10.1007/978-3-319-02320-5\_5-1

González, N. & Johnson, E. (2017). Richard Ruiz and Bilingual Education. In N. Hornberger (Ed.), *Honoring Richard Ruiz and his work on language planning and bilingual education*. (pp. 95-99). Bristol, UK: Multilingual Matters.

González, N. & Zapien, R. (2017). Prospective teachers' interactions with families : Understanding home contexts. In A. C. Iddings (Ed.), *Redesigning teacher education for culturally and linguistically diverse students : A critical-ecological approach*. (pp. 70-84). New York: Routledge.

Levinson, B. & González, N. (2016). Anthropology of education in a global age. Translated into French for A.V. Zanten (Ed.), *Dictionnaire de Pedagogie*. Paris: Presses Universitaires de Francais.

Convertino, C., Levinson, B.A.U. & Gonzalez, N. (2016). Culture, teaching and learning. In J. Banks and C. McGee Banks (Eds.), *Multicultural Education: Issues and perspectives*. (9<sup>th</sup> edition). (pp. 24-40). New York: Jossey-Bass.

Levinson, B.A.U., Gonzalez, N. & Anderson Levitt, K., (2015). Anthropological approaches to the study of education: The United States and beyond. In James D. Wright (Ed.) *International Encyclopedia of Social and Behavioral Sciences*, 2nd Ed., Vol. 1. (pp. 728-733. Kidlington, UK: Elsevier

Schwartz, L. Noguerón-Lui, S. & González, N. (2014). The compression of time and space in transnational social fields: mobilizing the affordances of digital media with Latina students. In Compton-Lilly C. & Halverson, E. (Eds.), *Time and Space in Literacy Research*. (pp. 181-195). New York: Routledge/Taylor and Francis Group.

O'Connor, B., Anthony-Stevens, V. & Gonzalez, N. (2013). Nurturing and sustaining a culture of collaboration, trust, learning, and high expectations. In Ylimaki, R. (Ed.), *The new instructional leadership and the ISLLC Standards*. (pp. 10-26). New York: Routledge.

Convertino, C., Levinson, B., & González, N. (2012). Culture, learning and schooling. In J. Banks & C. McGee Banks (Eds.), *Handbook of Research on Multicultural Education* (pp. 24-40). (8<sup>th</sup> edition). New York: Jossey-Bass.

González, N., Griego-Jones, T., Martínez Briseño, M.Y., & Montoya Zavala, E. (2012). Estudiantes transnacionales dentro de flujos globales: una perspectiva teórica. In G. C. Valdés Gardea (Ed.) *Memorias del III Encuentro Internacional Migración y Niñez Migrante*. (pp. 41-74). Hermosillo, Sonora: Colegio de Sonora.

Combs, M.C., González, N., & Moll, L.C. (2011). U.S. Latinos and the learning of English: the metonymy of language policy. In T.M McCarty (Ed.), *Ethnography and Language Policy*. (pp. 184-203). New York: Routledge/Taylor Francis Group.

González, N., Wyman, L., & O'Connor, B. (2011). The past, present and future of “Funds of Knowledge.” In Pollock, M., & Levinson, B., (Eds.), *A Companion to the Anthropology of Education*. (pp. 481-494). Malden, MA: Wiley-Blackwell.

Galván, R. T., & González, N. (Eds.). (2010). Policies and politics: An Introduction. In E.G. Murillo, S. Villenas, R.T. Galvan, J.S. Munoz, C. Martinez, M. Machado-Casas (Eds.), *Handbook of Latinos and Education: Theory, Research and Practice*. (pp. 127-133). New York: Routledge.

Schademan, A.R., Ares, N., & González, N. (2010). Negotiating hybridity in youth cultural practices. In Ares, N. (Ed.), youth-full productions: cultural practices and constructions of content and social spaces (pp. 47-63). New York: Peter Lang Press.

Reyes, I., Wyman, L., González, 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 L. Morrow, R. Rueda, & D. Lapp (Eds.), *Handbook of research of*

*literacy instruction: Issues of diversity, policy, and equity* (pp. 55-76). New York: Guilford.

Levinson, B.U., & González, N. (2008). Anthropologie et éducation. *Dictionnaire de l'éducation*.

Paris: Presses Universitaires de France.

González, N. (2007). What is culture? In A. Rosebery & B. Warren (Eds.), *Teaching science to English language learners*. Washington, DC : National Science Teachers Association Press).

Amanti, C., González, N., & Moll, L. (2007). A new approach to culture in education: The Funds of Knowledge for Teaching Project. In A. Rosebery & B. Warren (Eds.), *Teaching science to English language learners*. Washington, DC : National Science Teachers Association Press.

González, N. (2006). Testimonios of border identities: Una mujer acomedida donde quiera cabe Latina epistemologies and pedagogies in the borderlands. In D. Delgado, C. A. Bernal, F. E. Godinez, & S. Villenas (Eds.), *Chicana/Latina education in everyday life: Feminista perspectives on pedagogy and epistemology*. New York: State University of New York Press.

González, N. (2005). Children in the eye of the storm: Language ideologies in a dual language school. In A. C. Zentella (Ed.), *Building on strength: Language and literacy in Latino families and communities*. (pp. 162-174). New York: Teachers College Press.

González, N. (2005). Beyond Culture: The hybridity of funds of knowledge. In N. González, L. Moll, & C. Amanti (Eds.), *Funds of knowledge: Theorizing practices in households, communities and classrooms*. (pp. 29-46). Mahwah, NJ: Erlbaum.

González, N., Moll, L., & Amanti, C. (2005). Introduction. In N. González, L. Moll, & C. Amanti, *Funds of knowledge: Theorizing practices in households, communities and classrooms*. (pp. 1-24). Mahwah, NJ: Erlbaum.

Moll, L., & González, N. (2004). Beginning where the children are. In O. Santa Anna (Ed.), *Tongue-Tied: The lives of multilingual children in public education*. Lanham, MD: Rowman & Littlefield.

Moll, L., & González, N. (2004). Engaging life: A funds of knowledge approach to multicultural education. In J. Banks & C. McGee Banks (Eds.), *Handbook of Research on Multicultural Education* 2nd edition. (pp. 699-715). New York: Jossey-Bass.

González, N., & Arnot-Hopffer, E. (2003). Voices of the children: Language and literacy ideologies in a dual language program. In S. Wortham & B. Rymes (Eds.), *Linguistic Anthropology of Education* (pp. 213-243). Westport, CT: Praeger.

Rosebery, A., González, N., & McIntyre, E. (2001). Introduction. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.

González, N., Rosebery, A., & McIntyre, E. (2001). Conclusion. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.

González, N., Andrade, R., & Carson, C. (2001). Creating links between home and school mathematics practices. In E. McIntyre, A. Rosebery, & N. González (Eds.), *Classroom diversity: Connecting curriculum to students' lives*. Portsmouth, NH: Heinemann.

Moll, L., & González, N. (1997). Teachers as social scientists: Learning about culture from household research. In P. Hall (Ed.), *Race, ethnicity and multiculturalism: Vol. 1. Missouri Symposium on and Educational Policy* (pp. 89-114). New York: Garland.

González, N. (1997). Blurred voices: Who speaks for the subaltern? In C. Casanave & S. Schecter (Eds.), *Becoming a language educator* (pp. 75-83). Mahwah, NJ: Erlbaum.

Reprinted in Spack, R. & Zamel, V. (1998). *Negotiating academic literacies: Teaching and learning across languages and cultures*. Mahwah, NJ: Erlbaum.

González, N., & Amanti, C. (1997). Teaching anthropological methods to teachers: The transformation of knowledge. In C. Kottak, J. White, R. Furlow, & P. Rice (Eds.), *The teaching of anthropology: Problems, issues and decisions* (pp. 353-359). Mountain View, CA: Mayfield.

**GUEST EDITORSHIPS, INVITED RESPONSES, NON-REFEREED ARTICLES**

Rubinstein-Avila, E., & González, N. (Eds.). (2009). The policies of immigrant education: Multinational perspectives, *Theory into practice*, 48(4).

González, N. (2003). Language ideology. In R. Campbell & D. Christian (Eds.), *Directions in research: Intergenerational transmission of heritage languages. Journal of Heritage Languages*, 1(1).

González, N. (2001). Finding the theory in practice: Comment on Hammond-Spindler and Watkins exchange. *Anthropology and Education Quarterly*, 32(3), 388-392.

González, N. (Ed.). (1995). Theme issue: Educational innovation: Learning from households. *Practicing Anthropology, 17*(3).

González, N., Moll, L., Floyd Tenary, M., Rivera, A., Rendon, P., Gonzales, R., & Amanti, C. (1993). *Learning from households: Teacher research on funds of knowledge. Educational practice series*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Green, J. L., Camilli, G., & Elmore, P. B. (Developmental Reviewer). *Complementary methods for research in education* (3rd ed.). Washington, DC: American Educational Research Association.

## BOOK REVIEWS

González, N. (2011). Review of Johnson, A. W. (2009). Objectifying Measures: The dominance of High-Stakes Testing and the Politics of Schooling. *Transforming Anthropology*.

González, N. (2006). Review of Roca, A. & Colombi, C. (Eds.). (2003). *Mi Lengua: Spanish as a heritage language in the United States*. *Language in Society*, 35(1), 146-149.

González, N. (2005). Review of Kells, M. H., Balester, V. M., & Villanueva, V. (Eds.). (2004). *Latino/a discourses on language, identity & literacy education*. Portsmouth, NH: *Linguistics and Education, 16(1), 120-123.*

González, N. (1995). Review of Vasquez, O., Pease-Alvarez, C., & Shannon, S. (1995). Pushing boundaries: Language and culture in a Mexicano community. *American Anthropologist*, 97(2), 16-17.

## **FUNDED PROPOSALS, GRANTS AND FINAL REPORTS**

2013-2014 Co-PI, *Project SEED*. Center for Intercultural Education and Development. Georgetown University and DGEI, Mexico

2013-2014 Co-PI, *Project SEED*. AAD cycle. Center for Intercultural Education and Development. Georgetown University, and DGEI, Mexico.

2012-13 Fulbright-García Robles Border Research Grant. Council for

International Exchange of Scholars. “Transnational Communicative Practices and the Schooling Experiences of Border Students.”

2012-2014	CONACYT Ciencia Básica Sub-grant. “Proyecto Migración y retorno de niños y jóvenes migrantes: aulas fronterizas frente a la globalización.” (with Toni Griego-Jones and Yamilett Martínez Briseño).
2012	Co-PI, <i>Project SEED</i> . Center for Intercultural Education and Development. Georgetown University and AID.
2012	Co-PI, <i>Project SEED</i> . AAD cycle. Center for Intercultural Education and Development. Georgetown University, and Government of Mexico.
2011	First Things First External Evaluation/ Family and Community Case Study (FCCS) Team. (May, 2011). <i>Raising Arizona’s Children: Voices of Arizona Families and Service Providers</i> . Technical Report for FCCS. Tucson, Arizona. Co-author with tri-university consortium.
2011	Co-PI, <i>Project SEED</i> . Center for Intercultural Education and Development. Georgetown University and AID. <b>\$409, 235</b>
2011	Co-PI, <i>Project SEED</i> . AAD cycle. Center for Intercultural Education and Development. Georgetown University, and Government of Mexico. <b>\$353,653</b>
2010	Co-PI, <i>Project SEED</i> . Center for Intercultural Education and Development. Georgetown University and AID. <b>\$409, 235</b>
2010	Co-PI, <i>Project SEED</i> . ATP cycle. Center for Intercultural Education and Development. Georgetown University, and Government of Mexico. <b>\$353,653</b>
2009-11	Faculty Researcher. <i>First Things First External Evaluation Grant</i> . College of Education, University of Arizona, FTFEE consortium.
2009	Co-PI, <i>Project SEED</i> . Center for Intercultural Education and Development. Georgetown University and AID. <b>\$409, 235</b>



Medicine Board on Children and Families' Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students.

1993 Final Report to the W. K. Kellogg Foundation. *Promoting Learning and Educational Delivery in Tucson, Arizona: A Demonstration Project*.

1992 Yearly Report and Reapplication to the National Center for Research on Cultural Diversity and Second Language Learning. *Funds of Knowledge for Teaching* (with L. Moll). Funded for five years beginning in January 1991. \$84,700.

1991 *Promoting Learning and Educational Delivery among "at Risk" U.S. Mexican and Native American Elementary School Children in Tucson, Arizona: A Demonstration Project* (with C. Vélez-Ibañez). Funded by the W. K. Kellogg Foundation. \$154,384.

1991 Vélez-Ibañez, C., Moll, L. C., González, N., & Neff, D. *Promoting Learning and Educational Delivery and Quality among "At Risk" U.S. Mexican and Native American School Children in Tucson, Arizona: A Pilot Project*. Final Report to W. K. Kellogg Foundation. Tucson: University of Arizona, Bureau of Applied Research in Anthropology.

## REFEREED AND PROFESSIONAL PRESENTATIONS

2017 Jensen, B., Bybee, E., & González, N. *Classroom practices and the 'funds of knowledge' of returnee children in Mexico*. Inter-American Symposium on Ethnography and Education. El Paso, Texas. September, 2017.

2015 Invited Keynote Address. *Imagining literacy equity: theorizing flows of community practices*. Literacy Research Association annual meetings. Carlsbad, CA. December, 2015.

2015 Invited Keynote Address. *Early Childhood Educators and Funds of Knowledge*. Raising Arizona Summit. Paradise Valley Community College. October, 2015.

2015 Invited Keynote Speaker. *Learning from Border*

*Households. Living and Learning on the Border conference.* University of Arizona South. Sierra Vista, Arizona. February, 2015

2014 (with Yamilett Martinez) *The affordances of transnational literacies for 'retornos': Mobilizing communicative practices of English speakers in Mexican schools.* Literacy Research Association. San Marco Island, Florida. December, 2014.

2014 Invited Keynote Speaker. *High quality/high equity education: Learning from households in an era of standardization.* Project LEAD (Leadership in English Acquisition, Academic Achievement and Development). University of Texas at El Paso. February 4-5, 2014.

2013 (with Yamilett Martinez) *Transnational Communicative Practices within the schooling experiences of border students.* Invited Session of the Council of Anthropology and Education at the American Anthropological Association Annual Meetings. Chicago, Illinois. November, 2013.

2013 *Prácticas Comunicativas Transnacionales.* IV Encuentro Internacional Migración y Niñez Migrante. Hermosillo, Sonora, Mexico.

2012 *Educar en el mundo actual: estudiantes transnacionales dentro de flujos globales.* Invited Keynote Address (Conferencia Magistral). Coloquio Internacional de Investigación Educativa. Universidad de Colima. Colima, Mexico. September, 2012.

2012 Discussant. National Academy of Education/Spencer Postdoctoral & Dissertation Fellows Spring Retreat. Washington, D.C. March 22-23, 2012.

2012 *Science, Education and Culture within the Framework of Sustainability.* Invited speaker. Binational conference on “Sustainable Development: Border Dialogues: North/South Colloquium.” Nogales, Sonora, Mexico.

2011 *The mediation of simultaneity through practices of emergence.* International Society for Cultural Activity Research (ISCAR). Rome, Italy. September 4-10, 2011.

2011 Keynote Address (Conferencia Magistral). *Estudiantes*

*transnacionales dentro de flujos globales.* III Encuentro Internacional. Migración y Niñez Migrante. Colegio de Sonora. Hermosillo, Mexico. May, 2011

December, 2010.

2010 *Mediating Simultaneity: Latino students and the negotiation of practices of emergence.* American Educational Research Association. Denver, CO. April, 2010.

2010 Discussant. *The complex ecologies of language ideologies.* American Educational Research Association. Denver, CO. April, 2010.

2010 Discussant. *Resistance and Negotiation: Critical and Postfoundational Perspectives on Teaching in Linguistically Diverse Contexts.* American Educational Research Association. Denver, CO. April, 2010.

2010 Invited Keynote Speaker. *Confianza en Confianza.* English Language Learner Symposium Brigham Young University. June, 2010.

2010 Invited Speaker SLAT (Second Language Acquisition and Teaching) Proseminar Speakers Series. University of Arizona. *The Sociopolitical Context of Language Use.*

2009 *Presidential Address.* Council of Anthropology and Education, American Anthropological Association. Philadelphia, PA. December 2009.

2009 *Latinos and the Learning of English: The Metonymy of Language Policy* (with M. C. Combs). Invited Presidential Session. American Anthropological Association. Philadelphia, PA. December 2009.

2009 Invited Keynote: *Visibilizar Actores Globales: Perspectivas Educativas.* Conferencia Niñez Migrante. Colegio de Sonora. Hermosillo Sonora. October 2009.

2009 Invited Keynote, Borderlands Symposium. *Immigration and Education: Connecting Discursive Formations to Schooling.* University of Texas, Pan American. April 2009.

2009 Migration Research Dialogue Series Invited Presentation. *Simplemente por ser illegal se lo llevaron* [Critical Ethnography and the Voices of Undocumented Students]. Binational Migration Institute.

University of Arizona. April 9, 2009.



2004 Plenary Address. *Sociopolitical Contexts of Empowering Language Learners*. Intermountain Teachers of English to Speakers of Other Languages (ITESOL). Provo, UT.

2004 Invited Respondent. *Ethnography*. Invited Session on Complementary Methods for Educational Research. American Educational Research Association. San Diego, CA.

2004 Discussant. *Language Socialization in Latino Households*. American Educational Research Association. San Diego, CA.

2003 Keynote speaker. Loyola Marymount *Jornada Pedagógica*. California Association of Bilingual Education. October 11, 2003.

2003 Discussant. *Fear, Power and Gender in Fieldwork*. American Educational Studies Association Meeting. Mexico City, Mexico. October 29-November 2, 2003.

2003 Discussant. *Crossing Discursive Borders in the 21<sup>st</sup> Century*. American Educational Studies Association Meeting. Mexico City, Mexico. October 29-November 2, 2003.

2003 *Voices of the children: Interpellating children within competing language ideologies*. International Symposium on Bilingual Education. Tempe, AZ.

2003 Discussant/Mentor. *Conversation with Senior Scholars*. Council of Anthropology and Education.

2002 *Anthropology as a Foundational Discipline in the Social Foundations of Education: A Retrospective and a Prospectus: The Unmet Challenge*. American Educational Studies Association Meeting. Pittsburgh, PA.

2002 *Interpellating Children: Hailing competing discourses and language ideologies*. American Anthropological Association Annual Meeting. New Orleans, LA.

2002 *Language Ideologies in a Dual Language Immersion Program*.

## University of Utah Department of Linguistics Invited Speakers Series.

2002 *Pedagogies of Respect and Pedagogies of Relationships: Building Communities of Learners.* Keynote Presentation. Utah State University. Educators for Diversity Conference.

2001 *What are we researching? Anthropologists and Teacher Educators talk about race and ethnicity.* Panelist. American Educational Research Association Annual Meeting. Seattle, WA.

2000 *Telling tales out of school: Language ideologies in a dual language immersion school.* American Anthropological Association Annual Meeting. San Francisco. CA.

2000 Discussant. *Anthropology in Schools, about Schools, for Schools.* Invited AAA Public Policy Session. American Anthropological Association Annual Meeting. San Francisco, CA.

2000 *Ideologias e Identidades.* Invited Session at the National Association for Bilingual Education. February 24, 2000. San Antonio, TX.

1999 *Second Language Acquisition and Teaching (SLAT) Program Graduate Colloquium.* Invited Lecture. University of Arizona.

1999. *Language Ideologies and Identities in the Borderlands.* Society for Applied Anthropology Annual Meeting. April 1999. Tucson, AZ.

1998 *Theorizing Practice: Language Ideologies in the Language Socialization of Borderlands children.* American Anthropological Association Annual Meeting. December 1998. Philadelphia, PA.

1998 *Whose Voice, Whose Commitment?* Council of Anthropology and Education. Invited Session Discussant/Panelist. American Anthropological Association Annual Meeting. December 1998. Philadelphia, PA.

1998 *Where's the Culture in the Sociocultural Perspective?* American Educational Research Association Invited Symposium on Sociolinguistic and Ethnographic Studies on Linguistic Diversity: Looking Back and Looking Forward. April 1998. San Diego, CA.

1998 *Una mujer acomedida dondequiera cabe [Gender ideologies in educational research]*. Society for Applied Anthropology Annual Meeting. San Juan, Puerto Rico. April 1998.

1997 *Beyond Empowerment: Writing Ourselves out of the Equation*. American Anthropological Association Annual Meetings. November 23, 1997.

1996. *Council of Anthropology and Education K-12 Workshop*. American Anthropological Association Annual Meeting. November 22, 1997.

1997 *A Bridge to the Many Faces of Mathematics: Exploring the Household Mathematical Experiences of Bilingual Students* (with M. Civil, R. Andrade, & D. Fonseca). Research Programs of the Center for Research on Education, Diversity and Excellence (CREDE). Paper presented at the American Educational Research Association Annual Meeting. Chicago, IL. March 24-28, 1997.

1996 *La etnografía como instrumento pedagógico*. Invited Guest Lecture. Instituto Pedagógico de Nogales. Nogales, Sonora, Mexico.

1997. *Programas de posgrado en educación*. Panelist and discussant. VI 1997 Simposio Interamericano de Investigación Etnográfica en Educación. Cd. Juárez, Chihuahua, México. June 26-29, 1997.

1996 *Teaching as Applied Anthropology*. Paper and Roundtable presented at the Society for Applied Anthropology Annual Meetings. Baltimore, MD. March 27-30, 1998.

1996 Discussant. *Learning: Macro-Micro Articulations*. Society for Applied Anthropology Annual Meeting. Baltimore, MD. March 27-30, 1996.

1995 *Creating Dialogues of Empowerment*. Anthropology and Education Presidential Invited Session. American Anthropological Association Annual Meeting. Washington, DC.

1995 *Multivocalic Discourse in Teacher-Researcher Study Groups*. Paper presented at the American Educational Research Association Annual Meeting. San Francisco, CA. April 18-23, 1995.

1995                    *Community and Culture Revisited* (with L. Moll). Paper presented at the American Educational Research Association Annual Meeting. San Francisco, CA. April 18-23, 1995.

1995                    *Applied Anthropology and Education*. Southern Methodist University Department of Anthropology Guest Lecture Series. April 1995.

1995                    *Researching Your Own*. TESOL Annual Meeting. Long Beach, CA. March 28-April 1, 1995.

1995                    *Funds of Knowledge in Households*. Paper presented at the Research Institute of the National Center for Research on Cultural Diversity and Second Language Learning. TESOL Annual Meeting. Long Beach, CA. March 28- April 1, 1995.

1995                    *Teachers as Researchers*. National Association of Bilingual Education. Phoenix, AZ. February 1995.

1994                    *Claiming Educational Rights: Processual Approaches to Multicultural Education*. American Anthropological Association Annual Meeting. Atlanta, GA. November 30-December 4, 1994.

1994                    Invited Plenary Session Speaker for the *National Center for Research on Cultural Diversity and Second Language Learning Summer Institute*. University of Connecticut. Storrs, CT. June 28-30, 1994.

1994                    Invited Presenter on *Qualitative Methods for Learning from Households*. University of Texas at El Paso College of Education. El Paso, TX.

1994                    *Applied Methodologies as Educational Innovations*. Invited Session of the Society for Applied Anthropology Annual Meeting. Cancún, Mexico. April 10-14, 1994.

1994                    *Learning Culture as Contestation and Accommodation: Parental Narratives in the Construction of Selfhood of U.S. Mexican Children*. American Anthropological Association Annual Meeting. Washington, DC. November 17-21, 1994.

1994                    Invited speaker. *Leadership and Action Research Institute*. Bilingual/ESL Education Association of the Metroplex (BEAM) Conference. University

of North Texas. Denton, TX.

## ORGANIZED SESSIONS

2013 (co-organizer with Ted Hamann) Reconciling Transnational Publics and Transnational Subjects: The Anthropology of Students Who Attend School in Two Countries. Invited Session Council of Anthropology and Education. American Anthropological Association Annual Meeting. Chicago, Illinois.

2004 Co-organizer. *Advocacy and Scholarship in Minoritized Communities: Engaging Activism and Academia*. Invited Session. American Anthropological Association Annual Meeting. Atlanta, GA.

## CONSULTANT

2004 Cultural Inquiry Process Reviewer. Evelyn Jacob, Principal Investigator. George Mason University.

2004 Utah Humanities Council. *Documenting Community*. Invited Lecture and Panelist. Spy Hop Productions. Salt Lake City, UT.

2002. Tanner Humanities Center. Latin American Cultures and Hispanic/Latino School Success. University of Utah.

1998 *Integrating Sociocultural Experiences of Students into Teaching and Learning to Improve Academic Achievement*. Mid-Atlantic Equity Center. University of Maryland, College Park.

1998 Nogales Unified School District. Nogales, AZ.

1997 National Science Foundation Site Visit Team Member.

1997 *Ethnographic Analysis of Households*. Pajaro Valley Unified School District. Watsonville, CA.

1996 *Using ethnographic methods for accessing local knowledge*. NSF LASERS Project. Santa Cruz, CA.

1996 Cape Verde Project Management Training Consultant.

1995 Title VII Consultant. Southern Methodist University.

1994 *Ethnographic Methods for Teachers Workshop*. Fair Oaks Elementary School. Redwood City, CA.

1993 Invited Presenter for Dallas Independent School District Multicultural Fair. *Learning in Two Languages*. Dallas, TX. April 20- 24, 1993.

## EDITORIAL BOARDS

University of Arizona Press  
*American Educational Research Journal*  
*Reading Research Quarterly*  
*Review of Educational Research*

*Anthropology and Education Quarterly*  
*International Journal of Qualitative Studies in Education*  
*Human Organization*

## **EXTERNAL REVIEWER**

*Journal of Literacy Research*  
*American Educational Research Journal*  
*Early Education Research Quarterly Review*  
*Reading Research Quarterly*  
*Journal of Language and Identity*  
*Journal of Latinos and Education*  
*Educational Researcher*  
*Anthropology and Education Quarterly*  
*International Journal of Qualitative Studies in Education*  
*Journal of the Center for Puerto Rican Studies*  
*Urban Education*  
*Human Organization*  
*Transforming Anthropology*  
*American Association for Applied Linguistics*  
*Bilingual Research Journal*  
 Spencer Foundation Proposal Reviewer.  
*Journal of Policy Studies in Education.*  
 University of Arizona Press  
 Blackwell Press  
 Rowman & Littlefield Press  
 University of New Mexico Press

## **INVITED COMMUNITY PRESENTATIONS**

2017, 2018                    The Mexican Heritage Project. Arizona Historical Society Museum.

2012                            Summer Institute Keynote Speaker. National Center for Interpretation.  
 University of Arizona. Summer, 2012.

2011                            Summer Institute Keynote Speaker. National Center for Interpretation. University of Arizona. Summer, 2011.

2011                            CREATE Summer Institute. “Funds of Knowledge in Early Childhood Education.” University of Arizona. June, 2011.

2010-201, 2012	Invited presentations for Project SEED.
2009	Western Hemispheric Institute. University of Arizona.
2008	Tucson Unified School District Dual Language Teacher Workshop
2006	Center for the Mathematics Education of Latinos (CEMELA). Seminar Invited Speaker.
2006	Plenary Address and Workshop. Raza Studies Institute. Tucson Unified School District. Tucson, AZ. July 2006.
2005	University of Utah College of Education Paraprofessional Training Workshop. Horizonte School. Salt Lake City, UT.
2004	Utah Association of Bilingual Education (UABE) Conference Workshop Facilitator. Salt Lake City, UT.
2004	Roundtable Moderator. <i>Anthropology and Education. Retracing the Journey.</i> 52 <sup>nd</sup> Anniversay of the Bureau of Applied Research in Anthropology. Tucson, AZ.
2004	Presenter. <i>Celebrating Mestiza Consciousness and Breaking out of Borderlands/Fronteras. A Celebration of the Life of Gloria Anzaldúa.</i>
	<i>Mirando Adelante: Looking Forward in Chicano Studies, the Community and the Future Conference.</i> University of Utah. Salt Lake City Public Library.
2000	<i>Ethnographic Techniques. Winter Workshop: Foundations of Whole Language: A Liberatory Pedagogy.</i> University of Arizona Program in Language and Literacy. Tucson, AZ.
1998	<i>Arizona Humanities Council Speakers Series: Diversity on the Border.</i> University of Arizona, Sierra Vista Campus.
1998	<i>Exito en Progreso Workshop.</i> Pueblo High School. Tucson, AZ.

1998. Invited Panelist. *Anthropology and Multiculturalism*. Cholla High School Multicultural Magnet Training Workshop. Tucson, AZ.

1992 *Funds of Knowledge in Households*. Presentation at the Arizona Association for Bilingual Education Annual Meeting. Prescott, AZ. October 22-24, 1992.

1992 *Funds of Knowledge for Teaching: Developing Strategic Connections between Households and Classrooms*. Presentation at *Celebrating Opportunities for Multicultural Students: Strategies for Success in Southern Arizona Conference*. Tucson, AZ. August 22, 1992.

1991 *Social and Economic Networking in the Tucson, U.S. Mexican Community*. Tucson, AZ. Professional Training Seminar for U.S. West administrators.

1991 Invited Speaker. LULAC Youth Drop-Out Prevention Conference. May 1991. Tucson, AZ.

## **SERVICE EXTRAMURAL**

2021 George and Louise Spindler Award Committee. Council of Anthropology and Education.

2021 Center for Multicultural Education Guiding Circle Member. University of Nevada, Las Vegas.

2018 Chair, Council of Anthropology and Education Outstanding Book Award Committee

2017 AERA Early Childhood volume Review Board

2014-16 Advisory Board. SSTELLA (Secondary Science with English Language and Literacy Integration). NSF funded project UC Santa Cruz

2014 Chair, AERA Division G Henry Trueba Award Committee

2012 AERA Division G Henry Trueba Award Committee

2012 and RRQ Consulting Editor. Lam, W.S.E. & Warriner, D. Transnationalism Literacy: Investigating the Mobility of People, Languages, Texts and Practices in Contexts of Migration. *Reading Research Quarterly*, 47(2), 191-215.

2011 Council of Anthropology Spindler Award Committee

2011 Council of Anthropology and Education Presidential Fellows Mentor

2008-2009 Past President, Council of Anthropology and Education

2009-2012 American Educational Research Association (AERA) Research Advisory Committee

2007-2008 President, Council of Anthropology and Education

2007. President-Elect, Council of Anthropology and Education

2006-2007 Program Chair, Council of Anthropology and Education

2004-2006 Chair, American Anthropological Association Anthropology Education Committee (appointed by AAA president)

2004-2005 Treasurer, Association of Latina and Latino Anthropologists

2004, 1998 Council of Anthropology and Education Outstanding Dissertation Committee

2002-2005 American Anthropological Association Committee on Minority Issues in Anthropology (elected by AAA membership)

2000-2004 American Anthropological Association Commission on Anthropology and Education

2002-2003 OERI/CREDE Professional Development Synthesis Team member

2002 Nominations Committee, Council of Anthropology and Education

2001-2002 AERA Division G Newsletter Editor

2001 National Association of Bilingual Education, Outstanding Dissertation Committee

1999-2001 AERA Outstanding Book Award Committee

1998-2001 Treasurer and Executive Board, Council of Anthropology and Education.

2000-2002 Co-Chair, Committee on Spanish Speaking Concerns, Council of Anthropology and Education

1999 Editorial Board, *International Journal of Qualitative Studies in Education*

1995-1999 Associate Editor, *Human Organization*

1996 Co-Program Director, *Instruction in Context* for the U.S. Department of Education OERI Center for Research on Education Diversity and Excellence (CREDE)

1995-1996 Secretary/Treasurer, Association of Latino and Latina Anthropologists (ALLA)

1996 Fellow, Society for Applied Anthropology

## **INTRAMURAL**

2015 Departmental Academic Program Review Committee

2014 TLS Promotion and Tenure Committee

2014 University of Arizona Press Editorial Advisory Board

2014 Academic Program Review (APR) committee

2014 Early Childhood Search Committee

2013 College of Education Academic Program Committee

2013 University of Arizona Strategic Priorities Faculty Initiative Review Committee

2013- Chair, LRC Curriculum Committee

2013 Promotion and Tenure Committee, Educational Policy Studies and Practice

2013 Bilingual/Multicultural Education Search Committee

2012 Chair, LRC Annual Review Committee

2012 TLS Early Childhood Search Committee

2012 TLS Promotion and Tenure Committee

2011-12 Member, University of Arizona Distinguished Professor Award committee.

2011-12 Arizona Assurance Scholar Mentor

2012 Educational Leadership Search Committee

2012 ADVANCE seminar on Promotion to Full Professorship  
University of Arizona

2011- Advisory Board CREATE (Communities as Resources for  
Early Childhood Teacher Education)

2010-2012 Advisory Board “Beyond Bridging”

2011 TLS Early Childhood MA degree committee

2011 TLS Early Childhood Search Committee

2011 LRC Curriculum Committee

2010 Promotion and Tenure Committee. University of Arizona  
South. College of Education.

2010 3<sup>rd</sup> Year Review Committee. Department of Educational  
Policy Studies and Practice.

2010 Language, Reading and Culture Personnel Committee

2008 Steering Committee Heads Up: Department Heads Education Series

2008 Search Committee, Associate Dean for Professional Preparation

2008 Graduate College Review Committee for American Indian Graduate Endowment Scholarship

2008 Educational Leadership Promotion and Tenure Committee External Member

2007-2008 Educational Leadership Program Search Committee

2007-2008 Language, Reading and Culture Promotion and Tenure Committee

2007-present Second Language Acquisition and Teaching (SLAT) Executive Committee

2007 Language, Reading and Culture Personnel Committee

2008 Language, Reading and Culture Advisory Committee

2007-2008 Chair, Language, Reading and Culture Student Affairs Committee

2006-2007 Co-Chair, Student Affairs Committee, Department of Language, Reading and Culture

2006 University of Arizona Graduate Council

2006 Marshall Foundation Dissertation Awards Committee

2006 Language, Reading and Culture Peer Teaching Review Committee

2002-2006 Co-Chair, University/Neighborhood Partners Committee on Youth Education and Success, University of Utah

2002-ongoing University/Neighborhood Partners Board of Advisors

2002-ongoing University/Neighborhood Partners Executive Committee

2002-ongoing College of Education ESL Task Force, University of Utah

2003-2004	College of Education Awards Committee, University of Utah.
2003-2005	College of Education Retention, Promotion and Tenure Committee, University of Utah.
2003-2005	Chair, Education, Culture and Society (ECS) Retention, Promotion and Tenure Committee, University of Utah
2003-2004	Teaching and Learning Sociocultural Faculty Search Committee, University of Utah
2003-2004	ECS Faculty Search Committee, University of Utah
2002-2003	ECS faculty position search committee co-chair, University of Utah
2002-2003	Teaching and Learning Chair Search Committee, University of Utah.
2001-2002	College of Education Outstanding Teaching Award Committee, University of Utah
2001-2002	College of Education Research Award Committee, University of Utah
2002.	Department of Education, Culture and Society RPT committee, University of Utah
2002-present	Utah Mentor Program
1998-2001	Director, University of Arizona College of Social and Behavior Sciences, K-12 Teacher Education Committee (Dean's appointment)
1999.	University of Arizona and College of Education Professional Preparation Board
1998-1999	University of Arizona/School District Teacher Education Committee
1997	Department of Anthropology Linguistic Search Committee

1997	College of Social and Behavioral Sciences representative to University Teacher Models Committee
2000.	BARA (Bureau of Applied Research in Anthropology) merit pay committee
1993-1996	BARA Executive Committee
1995-96	BARA Faculty Search Committee
1995-2000	BARA /Department of Anthropology Committee on Applied Programs
1993, 95	BARA Performance Evaluation Committee
1995	BARA/Department of Anthropology Liaison Committee
1995	Upper Level Writing Proficiency Exam Grader
1993-95	Department of Anthropology Language Proficiency Examiner
1993-1994	Organizing Committee, <i>Latina Speaker Series</i>
1991-1993	University of Arizona-Universidad Autónoma de México Youth Exchange Steering Committee

## **PROFESSIONAL ASSOCIATIONS**

American Anthropological Association  
 Council of Anthropology and Education  
 American Educational Research Association  
 American Educational Studies Association  
 Association of Latino and Latina Anthropologists  
 Society for Applied Anthropology (Fellow)  
 American Ethnological Society  
 Society for Linguistic Anthropology  
 Utah Association of Bilingual Education  
 National Association of Bilingual Education