

Doris S. Warriner

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Weinberg College of Arts & Sciences
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Education

PhD, Educational Linguistics, University of Pennsylvania, Philadelphia, PA
May 2003

Dissertation: "Here without English you are dead": Language ideologies and the experiences of women refugees in an adult ESL program. University of Pennsylvania (2003).

* *2004 Outstanding Dissertation Award*, Council on Anthropology and Education, American Anthropological Association.

MS, TESOL, University of Pennsylvania, Philadelphia, Pennsylvania, May 1999

BA, English, Dickinson College, Carlisle, Pennsylvania, May 1991

Academic Posts

Professor, Department of Anthropology, Northwestern University, 2023-present.

Professor, Department of English, Arizona State University, 2018-2023.

Associate Professor, Department of English, Arizona State University, 2012-2018.

Assistant Professor, Department of English, Arizona State University, 2010-2012.

Assistant Professor, Mary Lou Fulton Graduate School of Education, Arizona State University, 2008-2010.

Affiliate Assistant Professor, School of Education, University of Alaska Fairbanks, 2007-2008.

Assistant Professor, College of Education, University of Utah, 2003-2007.

Publications in Print

[* = current student at the time of writing; ** = former student at the time of writing]

Edited Volumes

3. Warriner, D. S. (Ed.) (2021). *Refugee Education across the Lifespan: Mapping experiences of language learning and language use*. Springer.
2. Warriner, D. S. & Miller, E. R. (Eds.) (2021). *Extending applied linguistics for social impact: Cross-disciplinary collaborations in diverse spaces of public inquiry*. Bloomsbury Publishing.
1. Warriner, D. S. & Bigelow, M. (Eds.) (2019). *Critical reflections on research methods: Power and equity in complex multilingual contexts*. Researching Multilingually Series. Multilingual Matters.

Guest-Edited Journal Issues

2. Warriner, D. S., & Wyman, L. (Guest Editors). (2013). Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. Theme Issue, *International Multilingual Research Journal*, 7(1).
1. Warriner, D. S. (Guest Editor). (2007). Transnational Literacies: Immigration, Language Learning, and Identity. Theme Issue, *Linguistics and Education*, 18 (3-4).

Refereed Articles in Journals, Print or Electronic

14. Warriner, D. S., **Fredricks, D., & **Duran, C. (2020). Valuing the Resources and Experiences of Refugee-Background Learners: A Principled Approach to Teaching and Learning Academic Language. *Theory into Practice*, 59(1). Special issue on equity and academic language in K-12 settings.
13. Warriner, D. S. (2017). Theorizing the spatial dimensions and pedagogical implications of transnationalism. *Curriculum Inquiry*, 47(1), 50-61. Special issue on the Curriculum of Global Migration and Transnationalism.
12. **Fredricks, D. E. & Warriner, D. S. (2016). We speak English in here and English only!” Teacher and ELL youth perspectives on restrictive language education. *Bilingual Research Journal*, 39 (3-4), 309-323. Special Issue on Richard Ruiz and Research on Language Planning – 30 years plus.
11. Warriner, D. S. (2015). “Here, without English, You are Dead”: Ideologies of language and discourses of neoliberalism in adult English language learning. *Journal of Multilingual and Multicultural Development*. Special Issue on Researching Language and Neoliberalism.
DOI: 10.1080/01434632.2015.1071827.

10. Warriner, D. S. & Wyman, L. T. (2013). Introduction: Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. *International Multilingual Research Journal*, 7(1), 1-14.
9. Warriner, D. S. (2013). "It's better life here than there": Elasticity and ambivalence in narratives of personal experience. *International Multilingual Research Journal*, 7(1), 15-32.
8. Warriner, D. S. (2012). When the macro facilitates the micro: A study of regimentation and emergence in spoken interaction. *Anthropology and Education Quarterly*, 43(2), 173-191.
7. Lam, W. S. E. & Warriner, D. S. (2012). Transnationalism and literacy: Investigating the mobility of people, languages, texts, and practices in contexts of migration. *Reading Research Quarterly*, 47(2), 191-215.
6. Warriner, D. S. (2010). Competent performances of situated identities: Adult learners of English accessing engaged participation. *Teaching and Teacher Education*, 26(1), 22-30.
5. Warriner, D. S. (2007). Language learning and the politics of belonging: Sudanese women refugees *becoming* and *being* 'American'. *Anthropology and Education Quarterly* 38(4), 343-361.
4. Warriner, D. S. (2007). Editor's Introduction: Transnational Literacies: Immigration, language learning, and identity. *Linguistics and Education*, 18(3-4), 201-214.
3. Warriner, D. S. (2007). "It's just the nature of the beast": Re-imagining the literacies of schooling. *Linguistics and Education*, 18(3-4), 305-324.
2. Warriner, D. S. (2004). "The days now is very hard for my family": The negotiation and construction of gendered work identities among newly arrived women refugees. *Journal of Language, Identity, and Education*, 3(4), 279-294.
1. Warriner, D. S. (2004). Multiple literacies and identities: The experiences of two women refugees. *Women's Studies Quarterly*, 32(1-2), 179-195.

Refereed Book chapters

20. Warriner, D. S. (2025). Literacy and literacy practices. In H. Nesi and P. Milin (Eds.), *International Encyclopedia of Language and Linguistics*, 3rd Edition. Elsevier.

19. Pomerantz, A. & Warriner, D. S. (2024). Narrative Inquiry and Second Language Research. In B. Paltridge and M. Prior (Eds.), *The Routledge Handbook of Second Language Acquisition and Discourse*. London & New York: Routledge.

18. Warriner, D. S., Griego, A.* & Rajapakse Lekamlage, A.* (2023). Multilingual Literacies. To appear in C. McKinney, V. Zavala, & P. Makoe (Eds.), *The Routledge Handbook of Multilingualism*, 2nd Edition. London & New York: Routledge.

17. Warriner, D. S. (2023). Literacy. In L. Wei, Z. Hua, and J. Simpson (Eds.), *The Routledge Handbook of Applied Linguistics*, 2nd Edition. New York & London: Routledge.

16. Warriner, D. S. & Miller, E. R. (2021). Introduction: Extending applied linguistics for social impact. In Warriner, D. S. & Miller, E. R. (Eds.), *Extending applied linguistics for social impact: Cross-disciplinary collaborations in diverse spaces of public inquiry*. Bloomsbury Publishing.

15. **Morelli, K. & Warriner, D. S. (2021). (Re)Interpreting language, context and agency in spaces of health-care delivery. In Warriner, D. S. & Miller, E. R. (Eds.), *Extending applied linguistics for social impact: Cross-disciplinary collaborations in diverse spaces of public inquiry*. Bloomsbury.

14. Warriner, D. S. & Bigelow, M. (2019). Introduction. In Warriner, D. S. & Bigelow, M. (Eds.), *Critical reflections on research methods: Power and equity in complex multilingual contexts*. Researching Multilingually Series. Multilingual Matters.

13. **Morelli, K. E. & Warriner, D. S. (2019). The emotional dimensions of qualitative community-driven research: How interactions and relationships shape processes of knowledge production. In Warriner, D. S. & Bigelow, M. (Eds.), *Critical reflections on research methods: Power and equity in complex multilingual contexts*. Researching Multilingually Series. Multilingual Matters.

12. Warriner, D. S., *Morelli, K. & *Lee, K. (2018). Transnationalism and Shifting Ethnolinguistic Identities. In the *TESOL Encyclopedia of English Language Teaching*, Edited by J. Lontas & S. Nero. Wiley.

11. Warriner, D. S. (2017). The Politics of English Language Teaching. For the *Encyclopedia of Language and Education, Vol. 1: Language Policy and Political Issues in Education, 3rd Edition* (pp. 199-210). Edited by T. L. McCarty & S. May. Springer.
10. Warriner, D. S. & Anderson, K. (2017). Discourse Analysis and Educational Research. In K. King, Y-J. Lai & S. May (Eds.), *Encyclopedia of Language and Education, Vol. 10: Research Methods, 3rd Edition*. Springer. DOI 10.1007/978-3-319-02329-8_22-1
9. **Fredricks, D. & Warriner, D. S. (2015). "Talk English!" Refugee youth and policy shaping in restrictive language policy contexts. In V. Ramanathan & E. Feuerherm (Eds.), *Refugee Resettlement: Language, Policy, Pedagogy* (pp. 135-151). Multilingual Matters, Ltd.
8. **Noguerón-Liu, S. & Warriner, D. S. (2014). Heteroglossic practices in the online publishing process: Complexities in digital and geographical borderlands. In A. Blackledge & A. Creese (Eds.), *Heteroglossia as Practice and Pedagogy* (pp. 179-197). New York: Springer.
7. Warriner, D. S. (2012). Multilingual literacies. In M. Martin-Jones, A. Blackledge, & A. Creese (Eds.), *The Routledge Handbook on Multilingualism* (pp. 508-520). London & New York: Routledge.
6. Warriner, D. S. (2011). Literacy. In J. Simpson (Ed.), *The Routledge Handbook of Applied Linguistics* (pp. 529-540). London & New York: Routledge.
5. Bartlett, L., López, D., Vasudevan, L., & Warriner, D. S. (2011). The anthropology of literacy. In M. Pollock & B. Levinson (Eds.), *Blackwell Companion to Anthropology of Education* (pp. 154-176). Malden, MA: Blackwell.
4. Warriner, D. S. (2010). Communicative competence revisited: An ethnopoetic analysis of narrative performances of identity. In F. Hult (Ed.), *Directions and Prospects for Educational Linguistics* (pp. 63-77). New York: Springer.
3. Warriner, D. S. (2009). Transnational Literacies: Examining global flows through the lens of everyday practice. In M. Baynham & M. Prinsloo (Eds.), *The Future of Literacy Studies* (pp. 160-180). Palgrave Advances in Linguistics Series.

2. Warriner, D. S. (2009). Continued marginalization: The social cost of exceptionalism for African refugee learners of English. In J. Kleifgen & G. Bond (Eds.), *The Languages of Africa and the Diaspora: Educating for Language Awareness* (pp. 199-213). Buffalo: Multilingual Matters Ltd.

1. Warriner, D. S. (2007). Discourse analysis in educational research. In K. King & N. Hornberger (Eds.), *Encyclopedia of Language and Education, Volume 10: Research Methods in Language and Education* (2nd ed., pp. 203-215). New York: Springer.

Non-refereed Book Chapters

1. Warriner, D. S. (2021). An Educational Linguistics Perspective on Refugee Education: Bringing into Focus the Language and Literacy Dimensions of the Refugee Experience. In Warriner, D. S. (Ed.), *Refugee education across the lifespan: Mapping experiences of language learning and language use*. Educational Linguistics Series (Series Editor Francis Hult). Springer Publishing.

Book Reviews

2. Warriner, D. S. (2009). Language in late modernity: Interaction in an urban school. By Ben Rampton. *International Journal of Bilingual Education and Bilingualism*, 12(3): 353-357.
1. Warriner, D. S. (2007). Creating Access: Language and Academic Programs for Secondary School Newcomers. By Deborah J. Short and Beverly A. Boyson. *International Journal of Bilingual Education and Bilingualism*, 10(3): 356-358.

Publications in preparation, under review, or in press

Refereed Articles in Journals, Print or Electronic

Warriner, D. S. (in preparation). Shifting alignments and chronotopic constructions of moral stance in narrative accounts of personhood.

Warriner, D. S. & Sobko, V. (in preparation). "Right now we're just pending": Life making amidst displacement and precarity.

Grants and Awards

Principal Investigator. Vitalyst Foundation Innovation Grant. To develop and educational programming that will increase refugee families' access to health and health care. Submitted October 2016: \$125,000. Not funded.

Principal Investigator. *Community-Centered Capacity Building: Drawing on Strengths and Resources to Support the Health of Refugee Children 0-5*, CLAS NS-SS-GRG Seed Funding. Funder: College of Liberal Arts & Sciences, Arizona

State University. This “community scan” project took stock of and evaluated the child development and health-related services available to refugee families with children ages 0-5 living in Arizona. Funded January-December 2014: \$41,062.

Principal Investigator. *Taking Stock: Evaluating the Refugee School Impact Grant*. Funder: Arizona Department of Economic Security Refugee Resettlement Program. In response to a request from the Arizona Department of Economic Services (AZ/DES), six graduate students and I investigated how funds from the Refugee School Impact Grant (RSIG) had been used to support refugee youth enrolled in Arizona schools. Funded January-June 2010: \$65,642.

Outstanding Dissertation Award, Council on Anthropology and Education, American Anthropological Association (2004).

Dean’s Fellow, Graduate School of Education, University of Pennsylvania (1996-1999).

Conference Presentations: International and national

Narratives of Migration, Work, and Opportunity in Greater Chicago. Individual Paper Presentation with undergraduate student co-author Volodymyr Sobko. American Association of Applied Linguistic, Chicago, March 2026.

Mobilizing the chronotope to invoke figures of personhood and establish a moral stance. Roundtable Presentation. American Association of Applied Linguistics, Denver, March 2025.

“Well, no, it wasn’t smooth”: Restorying spatiotemporal resources, uncertainty, and moral stance. Paper presented as a part of a panel sponsored by the Society of Linguistic Anthropology entitled *Narrating Memory*. American Anthropological Association, Toronto, November 2023.

Rethinking “dysfluency”: Shifting alignments in narrative accounts of displacement. Paper presented as part of a panel sponsored by the Society of Linguistic Anthropology entitled *Unsettling narratives: Chronotopic constructions and contestations of moral accountability*. American Anthropological Association, Seattle, November 2022.

“That’s a perfect question!”: The temporal, spatial and emotional dimensions of autobiographical narrative. Paper presentation. American Anthropological Association, Vancouver, British Columbia, November 2019.

Tracing identities of resilience and adaptation in narratives of displacement. Paper presentation. American Association of Applied Linguistics, Atlanta, March 2019.

Listening to Refugee Community Leaders: Narratives of Displacement, Resilience, Adaptation and Possibility. Paper presented as part of a colloquium on *Policies, Politics and Practices: Theorizing Volatility, Adaptation and Epistemology in Educational Research with Refugee Communities*. American Anthropological Association. San Jose, November 2018.

Language, literacy and health care: How applied linguists can be responsive and relevant. Paper presented (with Katherine Morelli) as part of a colloquium on *Transdisciplinary approaches in applied linguistics: Exploring language practices and tracing ideological effects to address real-world issues*. American Association of Applied Linguistics, Portland, March 2017.

How do ethnographic methods need to evolve in order to address new research challenges? Paper presented as part of a session on *Methods for New Research Challenges*. American Anthropological Association, Minneapolis, November 2016.

Fostering sustainable access to health care: The role of applied linguistics in collaboratively applied research projects. Roundtable presentation (with Katherine Morelli). American Association of Applied Linguistics, Toronto, March 2015.

Increasing refugees' access to and participation in healthcare. Paper presentation in session on *Theorizing Discitizenship: The Reproduction of Illegitimate Hierarchies*. American Association of Applied Linguistics, Toronto, March 2015.

Growth requires a change in program culture. Roundtable presentation in colloquium on *Mapping the Future of Doctoral Programs in Rhetoric and Composition*, sponsored by the Consortium of Doctoral Programs in Rhetoric and Composition. Conference on College Composition and Communication, Tampa, March 2015.

Fostering sustainable access to health care: The role of anthropology in collaboratively applied research projects. Paper presentation in session on *Producing anthropological knowledge about/with/for/in refugee communities: Collaborations, constraints, tensions, and possibilities*. American Anthropological Association, Washington, DC, December 2014.

"Here without English you are dead": Ideologies of language and discourses of neoliberalism in everyday talk. Paper presentation in colloquium on *Applied Linguistics and Political Economy: Ideologies of Language and Identity in the Neoliberal Era*. American Association of Applied Linguistics, Dallas, March 2013.

Language Policing through Social Interaction: The role of metadiscursive practice in the language learning experiences of multilingual students. Paper presented (with Daisy Fredricks) as part of a colloquium on *Constituting social life in and through narrative discourse: Everyday storytelling as a complex social practice*. American Association of Applied Linguistics, Boston, March 2012.

“It’s about language proficiency, that’s how I see it”: The interactional legacies of pathological social categories. Paper presented as part of a colloquium on *The Legacies of Pathological Language Ideologies in Contemporary Ethnographies of Language & Identity*. American Anthropological Association, Montreal, November 2011.

The small stories of displaced students: Discourse as practice in a multilingual multinational classroom. Paper presented (with Daisy Fredricks) as part of a colloquium on *Constituting Social Life in and Through Narrative Discourse: Everyday Storytelling as a Complex Social Practice*. American Anthropological Association, Montreal, November 2011.

Local stories of movement and membership: Narrating the self in a time of transnationalism and globalization. Paper presented as part of a colloquium on *Literacies across Contexts*. International Association of Applied Linguistics (AILA), Beijing, China, August 2011.

Symbolic competence as strategic performance: Narratives of displacement, contested identities, and transformative practices. Paper presented at the Mobility, Language, Literacy Conference. International Association of Applied Linguistics, Cape Town, South Africa, January 2011.

Symbolic competence in educational contexts: Re-assessing how refugee learners narrate the self. Paper presented as part of a colloquium on *Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice*. American Educational Research Association, Denver, May 2010.

The symbolic competence of refugees: Narratives of displacement, performances of identity, and transformative practice. Paper presented as part of a colloquium on *Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice*. American Association of Applied Linguistics, Atlanta, March 2010.

Creative contestations of “refugeeness”: Regimentation and emergence in autobiographical narrative. Paper presented at an Invited Session (co-sponsored by the Society for Linguistic Anthropology and the Council on

Anthropology and Education). American Anthropological Association, Washington, DC, December 2009.

Re-imagining community: When shared practices do not translate into shared experiences. American Anthropological Association, San Francisco, November 2008.

(Re)producing ideologies: Imagined communities, oscillating investments, and transformed identities. International Association of Applied Linguistics (AILA), Essen, Germany, August 2008.

“This school reminds me of Ellis Island”: The discursive construction of race and class in English language teaching. American Association of Applied Linguistics, Washington, DC, March 2008.

“This school reminds me of Ellis Island”: The discursive construction of race, class and learner identities. Paper presented as part of colloquium on *Analyzing Race Talk*. American Anthropological Association, Washington, DC, December 2007.

At the intersection: The ethnopoetics of identity construction, situated learning, and structured creativity in storytelling and narrative. Paper presented as part of a colloquium on *Educational Linguistics: Directions and Prospects*. American Association of Applied Linguistics, Costa Mesa, April 2007.

Moving across and between communities of difference: The situated learning experiences of women refugees in and out of school. Paper presented as part of an invited session (co-sponsored by the Council on Anthropology and Education and the Society for Linguistic Anthropology). American Anthropological Association, San Jose, November 2006.

Membership and belonging: The gendered, raced, and classed experiences of Sudanese refugees. American Educational Studies Association, Spokane, November 2006.

“I looking for better job”: An analysis of gender, positioning and power in conversations with refugee women. American Association of Applied Linguistics, Montreal, June 2006.

The material and ideological aspects of literacy: Contradictions between the in-school and out-of-school experiences of women refugees from the Sudan. National Council of Teachers of English Assembly for Research, Chicago, February 2006.

Between places and spaces: Transnational literacies and identities among Sudanese refugees. American Anthropological Association, Washington, DC, December 2005.

How do women refugees *become* and *be* 'American'? A call for an expanded notion of citizenship. American Educational Research Association, Montreal, April 2005.

The role of literacy and capital in new conceptions of space, place and time. National Council of Teachers of English Assembly for Research, Columbus, February 2005.

Ideologies of language, learning and immigration among women refugees from Bosnia, Iran and Sudan. Invited poster session sponsored by the Council on Anthropology and Education. American Anthropological Association Meetings, San Francisco, November 2004.

The design and production of an original telenovela by eighth-graders (with Marjorie Soto, 7th-grade classroom teacher, Julia de Burgos Bilingual Middle School, Philadelphia). Ethnography in Education Forum, Philadelphia, March 1998.

Presentations: Invited

"English Saved me in a Way": Ideological Work in Narratives of Displacement. Invited Talk for the SLAT (Second Language Acquisition & Teaching) Colloquium monthly speaker series. University of Arizona. November 2024.

Reflections on relationship-building and reciprocity: Theorizing the ethical dimensions of research on transnationalism. Paper presented as part of an invited colloquium (organized by P. Duff & A. Creese) on *Ethnographic Research in Applied Linguistics: Transdisciplinarity, Transnationalism, Transformation*. American Association of Applied Linguistics, Portland, March 2017.

What participatory approaches to learning and inquiry can contribute to theory building and research practice. Paper presented as part of an invited colloquium (organized by M. Bigelow) on *Blind Spots and Theory Building: How Can the Study of Language Learners Marginalized in the Field Help Us Grow?* American Association of Applied Linguistics, Orlando, April 2016.

Examining agency and positioning in microinteractions and macrosociopolitical ideologies. Discussant Comments, American Anthropological Association. Denver, November 2015.

Exploring technology-mediated transnational language and literacy engagements. Discussant Comments, American Educational Research Association. Chicago, April 2015.

“It’s about language proficiency, that’s how I see it”: What English is and does for the American Dream. Keynote Presentation, AZ-TESOL Conference. Pima Community College, Tucson, October 2013.

Symbolic competence as strategic performance: Narratives of displacement, contested identities, and transformative practices. Applied Linguistics Speaker Series, Arizona State University, Tempe, February 2011.

Transnational literacies: Unpacking local-global connections through the lens of everyday practice. Plenary talk presented at the Graduate Student Colloquy, University of Arizona, Tucson, February 2007.

Continued marginalization: The consequences of language education policies and practices for African refugees in U.S. schools. International Symposium on African and Diasporic Languages and Education, Teachers College at Columbia University, New York, October 2006.

Rights and Responsibilities: Politics and Ethics in English Language Teaching and Refugee Research. Bates College, Lewiston, Maine, April 2005.

Panel/Session Organizer

Language, ideology and identity in the research interview: Negotiating roles and reciprocity in dynamic multilingual contexts. American Anthropological Association, Vancouver, British Columbia, November 2019.

Policies, politics and practices: Theorizing volatility, adaptation and epistemology in educational research with refugee communities. American Anthropological Association, San Jose, November 2018.

Transdisciplinary approaches in applied linguistics: Exploring language practices and tracing ideological effects to address real-world issues. Co-organized with Elizabeth Miller. American Association of Applied Linguistics, Portland, March 2017.

Producing anthropological knowledge about/with/for/in refugee communities: Collaborations, constraints, tensions, and possibilities. American Anthropological Association Meetings, Washington, DC, December 2014.

Constituting social life in and through narrative discourse: Everyday storytelling as a complex social practice. American Association of Applied Linguistics, Boston, March 2012.

Constituting social life in and through narrative discourse: Interactional narrative and everyday storytelling as complex social practices. American Anthropological Association, Montreal, November 2011.

Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. American Educational Research Association, Denver, May 2010.

Experiences of simultaneity in complex contemporary linguistic ecologies: Implications for theory, method and practice. American Association of Applied Linguistics, Atlanta, March 2010.

The Problem with 'Community': Rethinking participation, contestation, and imagination in spaces of teaching and learning. American Anthropological Association, San Francisco, November 2008.

Analyzing Race Talk. American Anthropological Association, Washington, DC, December 2007.

Language, Situated Learning, and Transnational Populations. American Anthropological Association, San Jose, November 2006.

Workshops

Taking Stock: Evaluating the Refugee School Impact Grant. Arizona Department of Education, Phoenix, September 2010.

Beyond labels and limitations: Refugee students in Arizona Schools. Invited workshop for ACCESS Institute, Arizona State University, Tempe, April 17, 2010.

Refugee students in public schools: Opportunities, challenges, and successes (with Yda Smith, Kim Schmidt, and Roberto Maturana). 6th Annual Educators for Diversity Conference, *The Power to Name*. Salt Lake City School District, Utah, April 2006.

SLA theory & mainstream classrooms with language minority students. 1st Annual Educators for Diversity Conference: Landscapes of literacy, Salt Lake City School District, Salt Lake City, Utah, March 2001.

TEACHING/MENTORING

Courses Taught—Northwestern University

1. ANTH 101/College Seminar Narratives of Migration (Fall 2024)
2. ANTH 215/Language & Culture (Fall 2025, Fall 2026)
3. ANTH 390/SESP 351 Anthropology of Literacy (Fall 2024)
4. ANTH 390/SESP 351 Anthropology of Education (Spring 2024)
5. ANTH 390 Semiotics of the MCU (Spring 2026)
6. ANTH 490 Ethnographic & Applied Research Issues (Spring 2024)
7. ANTH 483 Contemporary Theory in Linguistic Anthropology (Winter 2025)
8. ANTH 484 Language & Migration (Fall 2025)

Mentoring (Northwestern University)—Graduate

1. Advisor, Khant Yan, PhD, cultural anthropology, September 2025-present.
2. Member of supervisory committee: Clayton Shuttleworth, linguistic anthropology, September 2024-present.
3. Member of supervisory committee: He (Irene) Zhu, PhD, cultural anthropology, September 2024-present.
4. Member of dissertation committee: Aseel Abulhab, PhD, linguistic anthropology, October 2023-present.
5. Member of dissertation committee: Gautam Bisht, PhD, Learning Sciences/SESP, March 2024-present.
6. Advisor, Xinyi (Mackenzie) Wu, PhD, linguistic anthropology, September 2024-December 2025.
7. Member of supervisory committee: Hamideh Dorzadeh, PhD, cultural anthropology, September 2024-December 2025.

Mentoring (Northwestern University)—Undergraduate

1. Thesis advisor, Lea Levine, anthropology/journalism, February 2025-present. Met weekly to provide guidance on analyzing interviews and outlining thesis.
2. Faculty mentor, Volodymyr Sobko, economics, January 2025-present. Met weekly to collaboratively plan interviews with Ukrainian migrants living in the greater Chicago area and to analyze findings from interview data. Received URAP from the Office of Undergraduate Research for Winter-Spring 2026.
3. Faculty mentor, Melanie Browdy, Winter 2025. Met weekly to prepare application for a summer undergraduate research grant (SURG) for submission to the Office of Undergraduate Research by March 14 (on prison literacy and abolitionist organizing). Not funded.

Courses Taught—Arizona State University

1. ENG 501 Research Methods (WRL) Fall 2021
2. ENG 556 Theories of Literacy (WRL), Summer 2020, Fall 2020, Fall 2022. For the online MA in English Studies.
3. ENG 691 Qualitative Research Methods (English), Fall 2019.
4. ENG 556 Theories of Literacy (WRL), Fall 2018, Summer 2020, Fall 2020.
5. ENG 691 Qualitative Research Methods (English), Fall 2017.
6. ENG 205 Introduction to Writing, Rhetorics & Literacies (WRL), Fall 2016.

7. ENG 656 Transnational Literacies (English), Spring 2015.
8. ENG 500 Research Methods: Rhetoric & Composition (WRL), Fall 2014.
9. ENG 591 Narrative Analysis (English) Fall 2012, Spring 2014.
10. ENG 494 Immigration, literacy & identity (English), Spring 2013.
11. ENG 312 English in its Social Setting (English) Spring 2013.
12. APL 691 Immigration, Language, and Identity (Education) Fall 2010.
13. APL 601 Introduction to Applied Linguistics (Education) Fall 2009.
14. BLE 522 Literacy/Biliteracy Development (Education), in person and online, Fall 2009-Spring 2012.
15. RDG 512 Foundational Theories of Language and Literacy (Education).

Courses Taught—University of Utah (2003-2007)

1. ECS 5634 Bilingual/Bicultural Education
2. ECS 6636 Literacy as Cultural Practice
3. ECS 6637 Critical Issues in English Language Teaching
4. ECS 6653 Linguistic Anthropology of Education
5. ECS 6711 Heritage Languages & Education
6. ECS 6654 Language and Power
7. ECS 6950 Language and Gender

Mentoring (Arizona State University)

Dissertations and Theses (in process)

1. Member, PhD Dissertation, Eva Jin (WRL, English), Fall 2023-present.
2. Co-chair, PhD Dissertation, Eva Jin (WRL, English), 2020-2023.

Dissertations and Theses (completed)

1. Member, Narin Loa, PhD Dissertation Committee (LAL, English, ASU), 2018-2014. *From Displacement to Deportation: Narratives of Former Cambodian Refugees in the United States*. November 2024.
2. Member, Koeun Park, PhD Dissertation Committee (ECS, University of Utah). *Youth Counter-Storytelling: The Educational Experiences of Refugee-Background K'Nyaw Youth in Korean Dual Language Bilingual Education*. February 2024.
3. Member, Kevin Eyraud, PhD Dissertation Committee (ECS, University of Utah). *Dwelling Pedagogically: A Place-Based Ecopedagogy in an English for Academic Purposes Program*. May 2021.
4. Director, PhD Dissertation, Doris Torres (LAL, English), 2016-2023. *Chronotopes of (Im)mobility and Imagination: Undocumented migrant mothers' narrative constructions of identity and experience*.
5. Member, PhD Dissertation, Saida Mohamed (MLFTC), 2019-2023. *Literacy across learning contexts and languages: A study of three Somali families living in Nairobi, Kenya*. May 2023.
6. Director, MA Applied Project, Lauren Piette (WRL 4+1, English), 2022-2023.
7. Co-Director, PhD Dissertation, Agra Rajapakse Lekamlage (LAL, English), 2019-2022. *A Language Ideology-Based Exploration of Ethnicity, Nationhood, and Power in Sri Lanka*.

8. Director, PhD Dissertation, Anjanette Griego (WRL, English), 2020-2022. *“Let's Talk About It”: Interrogating Theories of Language and Race During First Year Composition Teacher Training.*
9. Member, PhD Dissertation, Michelle Glerum (English Education, English), 2020-2022. *Transitions, Tensions, and Retention Factors: The Value of Community and Support for Early Career English Educators.*
10. Member, PhD Dissertation, Heather O'Loughlin (English Education, English), 2020-2022. *A Multiliteracies Approach to Teaching YA Graphic Novels in Memoirs in a Secondary English Language Arts Classroom.*
11. Member, PhD Dissertation, Danielle Rylak (MLFTC), 2020-2022. *Profiles of White Teachers Doing the Work: The Pedagogy of Shifting from Colorblindness to Addressing One's Role in Structural Racism.*
12. Member, PhD Dissertation, Alex Arreguin (WRL, English), 2016-2022. *Dwelling in Pre-discursive Moments: Towards a Relational Model of Ethos.*
13. Member, PhD Dissertation, Eric Ambroso (MLFTC), 2016-2021. *Language Ideologies, Identity Construction, and Educational Barriers: Teaching and Being Students from Refugee Backgrounds in Arizona.*
14. PhD Advisor, Amy Dallenbach (RWL, English), 2018-2021.
15. Director, PhD Dissertation, Julieta Paulesc (LAL, English), 2014-2019. *Government, God and Family: A Multi-Modal Analysis of Stories and Storytelling in an Online Social Movement.*
16. Director, PhD Dissertation, Katherine Morelli (WRL, English), 2014-2018. *Experience, Communication and Trust: The Role of Cultural Health Navigators in Mediating Refugee Families' Access to Health Literacy and Pediatrics Care.*
17. Member, MA Thesis, Blanca Romero Pino, 2017-2018. *Doralzuelan: An Emerging Identity of the Venezuelan Immigrant in the South of Florida.*
18. Director, PhD Dissertation, Fernando Hurtado (C&I, MLFTC), 2015-2017. *Participation and Experiences of English Language Learners in a Learning Management System.*
19. Director, PhD Dissertation, Felipe Baez (C&I, MLFTC), 2015-2016. *Making Meaning Out of Canonical Texts in Freshman English.*
20. Director, PhD Dissertation, Ayfer Gokalp (C&I, MLFTC), 2011-2015. *Language and Literacy Practices of Kurdish Children Across their Home and School Spaces in Turkey: An Ethnography of Language Policy.*
21. Director, PhD Dissertation, Daisy Fredricks (APL), 2013-2017. *Policy as Practice: The Experiences and Views of Teachers and Learners in Mainstream Classrooms.* May 2013. Formerly Clinical Professor at University of Maryland (2017); then Assistant Professor at Grand Valley State University (2017-2023); currently Associate Professor (with tenure) at Grand Valley State University (2023-present).
22. Director, PhD Dissertation, Chatwara Suwannamai (C&I, MLFTC), *A Study of Accumulated Literacies and Multilingual Repertoires: Three Karenni Families Living in Arizona.* August 2012. Currently Associate Professor (with tenure) at University of Houston.
23. Director, PhD Dissertation, Silvia Nogueron (C&I, MLFTC), *Bridging Digital and National Divides: Transnationalism and Digital Literacy Socialization of Adult Spanish-Speaking Immigrants.* May 2011. Formerly Assistant Professor at the University of Georgia (2011-2015) and Assistant Professor at University of Colorado Boulder (2015-2021); currently Associate Professor (with tenure) at the University of

- Colorado Boulder (2021-present).
24. Member, PhD Dissertation, Bonnie Mazza (MLFTC), 2014-2016. *A Public Education: The Lived Experiences of One Educator*.
 25. Member, PhD Dissertation, Karen Carter (RCL), 2014-2016. *Performing Ethos in Administrative Hearings: Constructing a Credible Persona under the Chinese Exclusion Act Over Time*. Awarded Outstanding Graduate Student in the Humanities (2016) and a USAID Global Research and Innovation Fellowship to work on a research project called, "Exploring a theory of engaged collaboration across borders among transnational advocacy networks" at the University of the Philippines, Los Banos, School of Social Forestry and Forest Governance.
 26. Member, PhD Dissertation, Kathleen Corley (MLFTC), 2014-2016. *Voices of Refugee Youth in a Restrictive Educational Language Policy Context in Arizona: Narratives of Language, Identity and Belonging*.
 27. Member, PhD Dissertation, Jennifer Brinkerhoff (Ed Pysch), 2010-2011.
 28. Member, MA Committee, Rebecca Hoffman (RCL). May 2015.
 29. Member, Comprehensive Exam, Siaxing Xie, MEd (C&I/ESL), 2010-2011.
 30. Member, Comprehensive Exam, Chiu-Hui Fan, MEd (C&I/ESL), 2010-2011.
 31. Member, Comprehensive Exam, Ying Gong, MEd (C&I/ESL), 2010-2011.
 32. Member, Comprehensive Exam, Maria Tynan, MEd (C&I/L&L), 2010-2011.
 33. Advisor, Comprehensive Exam, Ayfer Kerkutluoglu, MA (C&I/ESL), 2009-2010.
 34. Advisor, Comprehensive Exam, Chelsea Dake, MEd (C&I/L&L), 2009-2010.
 35. Advisor, Comprehensive Exam, Nafang Chu, MEd (C&I/ESL), 2008-2010.
 36. Advisor, Comprehensive Exam, Yuhang Zhang, MEd (C&I/ESL), 2008-2010.
 37. Advisor, Comprehensive Exam, Jung Im Han, MEd (C&I/ESL), 2009-2010.
 38. Advisor, Comprehensive Exam, Jill Rode, MEd (C&I/ESL), 2008-2009.

Undergraduate Mentoring (Arizona State University)

1. Barrett Honors College Thesis Advisor, Lindsay Dusard. *Supporting Resettled Refugee Children's Social and Emotional Development Through Community-Based Programs: What Works and Why It's Necessary*. Spring 2017.
2. Barrett Honors College Thesis Advisor, Jorge Garcia, *Negotiating Bilingualism: Reflections on Lived Experiences*. Spring 2015. [Upon graduation, Jorge received a paid internship at Democracy Now! in Washington, DC]

Mentoring (University of Utah)

1. Director, Deborah Marrott, PhD Dissertation, *Defining Literacy: How Basic Writers Define and Are Defined by Literacy*, May 2008.
2. Director, Kristin Searle, MA Thesis, *"That's My Experience": Negotiating What it Means to be "Indian" in a School Counseling Program*, May 2008.
3. Director, Mindy Layton, MA Thesis, *Spheres of Learning: A Study of Immigrant Parents' Decisions about a Public Dual Immersion Language Program*, May 2008.
4. Director, Belinda Saltiban, PhD Preliminary Exam Committee, 2006-2008.
5. Director, Sundy Watanabe, PhD Preliminary Exam Committee, 2006-2007.
6. Director, Emma Maughan, PhD Preliminary Exam Committee, 2004-2005.
7. Member, PhD Dissertation, Belinda Saltiban, *Tongan Educational Experiences: Reflections, Narratives, and Interpretations*, May 2012.
8. Member, PhD Dissertation, Sundy Watanabe, *Tensions in Rhetorics of Presence and*

Performance, 2006-2011.

9. Member, PhD Dissertation, Yda Smith, *They Bring Their Memories with Them: Somali Bantu Resettlement in a Globalized World*, Dec. 2010.
10. Member, PhD Dissertation, Emma Lynn Maughan, *Working out rhetorical sovereignty in challenging rhetorical situations: The importance of epistemologies in the writing of American Indian university students*, May 2007.
11. Member, MA Thesis, Sarah Stone Lovell, *Activities that Build Academic Achievement in a 21st Century Community Learning Center Program*, May 2004.

SERVICE: Professional/National

External Reviewer

1. Promotion to Full Case, Rutgers University, 2025.
2. Promotion & Tenure Case, University of New Mexico, 2025.
3. Promotion & Tenure Case, University of Pennsylvania, 2024.
4. Promotion & Tenure Case, Brown University, 2024.
5. Promotion & Tenure Case, Rutgers University, 2024.
6. Promotion & Tenure Case, University of Minnesota, 2023.
7. Promotion & Tenure Case, University of Pennsylvania, 2022.
8. Dissertation, The University of British Columbia, Vancouver, B.C., Canada, 2019.
9. Funding Proposal, Hertha Firnberg-Programme, The Austrian Science Fund, 2019.
10. Fellowship, The Royal Society of New Zealand's Academy for Science, Technology and the Humanities, 2016.
11. Probationary Review, Transborder Studies, Arizona State University, 2016.
12. Promotion & Tenure Case, University of Texas El Paso, 2013.
13. Promotion & Tenure Case, University of New Mexico, 2013.

Reviewer, Conferences

1. American Association of Applied Linguistics Conference, 2007-2025.
 - Reviewed proposals for the annual conference all years except 2015 and 2020.
 - Strand Coordinator for the 2015 conference and the 2020 conference.
2. American Anthropological Association, Council on Anthropology and Education, 2006-2019. Proposal reviewer.
3. American Educational Research Association Conference, Division G—Section 2: Education in Multicultural Contexts Within and Across Subject Areas), 2009-2010. Proposal reviewer.

Reviewer, Book Proposals & Manuscripts

1. Book Proposal, Springer, 2025
2. Book Proposal, Routledge, 2025.
3. Book Proposal, Springer, 2024
4. Book Series Proposal, Bloomsbury, 2020.

5. Book Proposal, Palgrave, 2020.
6. Book Proposal, Bloomsbury, 2019.
7. Book Proposal, Multilingual Matters, 2018.
8. Book Proposal, Routledge, 2015.

Reviewer, Journals

1. *Bilingual Research Journal* (2020 x 2, 2021 x 2)
2. *TESOL Quarterly* (2020, 2022, 2023 x2)
3. *Multilingua* (2019)
4. *Reading Research Quarterly* (2011, 2019, 2020)
5. *Journal of Multilingual and Multicultural Development* (2017)
6. *Journal of Language, Identity, and Education* (2013, 2017)
7. *L2 Journal* (2016)
8. *Linguistics and Education* (2016)
9. *American Educational Research Journal* (2014, 2021)
10. *Anthropology and Education Quarterly* (2010, 2013)
11. *Language Policy* (2013)
12. *Research in the Teaching of English* (2012)
13. *Curriculum Inquiry* (2012)
14. *Journal of Refugee Studies* (2011)
15. *Learning, Culture and Social Interaction* (2011)

Leadership, Professional Affiliations

1. Member-at-Large, American Association of Applied Linguistics (2025-2028).
2. Chair, Distinguished Scholarship and Service Award Committee, American Association of Applied Linguistics, 2024-2025.
3. Invited to serve as Associate Editor for *Anthropology and Education Quarterly* (flagship journal for the Council on Anthropology and Education, American Anthropological Association). Declined, Fall 2017.
4. Member, Fredrick Erickson Outstanding Dissertation Award Committee, Council on Anthropology and Education, American Anthropological Association, 2015-2016.
5. Editorial Board, *Anthropology and Education Quarterly*, 2009-2014. 2020-2022.
6. Chair, Committee 2 (Social, cultural contexts of language & literacy), Council on Anthropology and Education, American Anthropological Association, 2008-2011.
7. Chair, Nominations Committee, Council on Anthropology and Education, American Anthropological Association, 2007-2008.
8. Member, Spindler Award Committee, Council on Anthropology and Education, American Anthropological Association, 2004-2005.

University/Department Service (Northwestern University)

1. Chair, Third-Year Review Committee (Diego Arispe-Bazán) 2025-2026
2. Facilitator, Fall Retreat, Cultural & Linguistic Area faculty, Sept. 2025.
[Discussion of Field Statements procedures followed by drafting and revision of student-facing Procedures document.]
3. Member, Undergraduate Affairs Committee, October 2025-present.
4. Member, Undergraduate Program Review Committee, 2024-2025.
5. Co-coordinator (with Jessica Winegar), PhD Admissions, 2023-24.

Leadership Role (Arizona State University)

Associate Chair of Personnel, Department of English, Arizona State University, 2016-2022. Worked with Department Chair to manage personnel processes.

- With other members of Department Leadership, met weekly with the Department Chair to provide guidance and share updates. Also met 1:1 with the Department Chair to provide input and support as requested.
- Served as ex-officio member of the Budget & Personnel Committee. During the fall, the BPC meets weekly to review dossiers for promotion & tenure, promotion to full, probationary review, progress-toward-tenure review and promotion of lecturers. During the spring, the BPC meets weekly to conduct the annual review of tenure-eligible faculty, teaching faculty, and academic professionals. The BPC interviews faculty candidates visiting during the campus interview and provides feedback to the Department Chair and Dean of Humanities.
- During Spring 2021, while the Department Chair was on research leave, wrote the Chair's letter for one expedited promotion-to-full case and the Chair's letter for one expedited tenure and promotion case.
- Served as the Department Contact person/arbitrator for student grade grievances. Made determinations based on evidence provided by student and faculty. Consulted and communicated as needed with the Senior Director for Curriculum and Student Affairs in The College of Liberal Arts & Sciences.
- Coordinated the Department's Mentoring Program. Assigned mentors to junior faculty, meets with and advises junior faculty, and hosts annual workshops on tenure and promotion. Advises track faculty and lecturers eligible for promotion on the preparation of materials for review.
- Managed logistics, planning and communication related to use of space and offices in Ross-Blakley Hall. Coordinated office assignments for new hires, supervised internal moves, and provided updates to faculty and staff about new construction. From Fall 2015 through Spring 2018, served as liaison between the Department and the Office of Facilities and Space Planning for The College of Liberal Arts & Sciences; planned for and helped execute the move of 300+ faculty and staff offices from the Language and Literature Building to Ross-Blakley Hall (renovated 2014-2016).

University/Department Service (Arizona State University)

1. Member, Advisory Council. 2017-2022.
2. Chair, Reading Room Committee (2021-2023)
3. Co-Chair, DEN/Bylaws Committee, Department of English, College of Liberal Arts & Sciences, Fall 2017-Spring 2019.
4. Member, Search Committee, ASU Dean of Humanities. Fall 2017.
5. Member (ex-officio), Budget & Personnel Committee, Department of English, College of Liberal Arts & Sciences, 2016-present.
6. Member, Academic Standards Committee, College of Liberal Arts & Sciences, 2016-2019.
7. Program Director, Writing, Rhetoric & Literacies, Department of English, College of Liberal Arts & Sciences, Fall 2013-Spring 2015.
8. Member, Graduate Committee, Department of English, Fall 2013-Spring 2015.
9. Chair, Assessment Committee, Department of English, Fall 2012-Spring 2013.
10. Member, Ad-hoc By-Laws Committee, Department of English, Fall 2012-Spring 2013.
11. Member, Rhetoric & Composition Area Group, Department of English, Fall 2010-present.
12. Member, Search Committee, Rhetoric/Composition Advanced Assistant Professor, Department of English, Fall 2010.
13. Member, Curriculum Committee, Department of English, 2010-2011; 2012-2013.
14. Member, Assessment Committee, Department of English, 2010-2011.
15. Member/Endorsed to Chair, Applied Linguistics PhD Program, Department of English, 2008-present.
16. Member/Endorsed to Chair, Curriculum & Instruction PhD Program (Language & Literacy), Mary Lou Fulton Graduate School of Education, 2008-2010.
17. Instructor, ASU 101, Fall 2008.

Service: University/Department (University of Utah)

1. Member, Employment and Discrimination Grievance Committee, 2004-2007.
2. Member, Admissions Committee, Department of ECS, 2005-2007.
3. Member, Search Committee, Department of ECS, 2005-2006.
4. Member, Search Committee, Department of ECS, 2004-2005.
5. Member, Central Committee, Department of ECS, 2004-2005.
6. Member, Search Committee, Department of ECS, 2003-2004.

PROFESSIONAL AFFILIATIONS

American Anthropological Association (AAA)

- Council on Anthropology and Education (CAE)
- Society for Linguistic Anthropology (SLA)

American Association of Applied Linguistics (AAAL)

International Association of Applied Linguistics (AILA)