

## CURRICULUM VITAE

### GAIL MASUCHIKA BOLDT

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#### Professional History

- 2022 – present Distinguished Professor, The Pennsylvania State University, Curriculum and Instruction.  
Appointed to graduate faculties in Language, Culture and Society and Curriculum and Instruction and undergraduate faculties in Language and Literacy Education, Curriculum and Instruction, and Elementary and Early Childhood Education. Emphasis Area Chair: Language, Culture and Society. Affiliated Women's, Gender and Sexuality Studies. Head of Elementary and Early Childhood Literacy Block.
- 2014 – 2022 Professor, The Pennsylvania State University, Curriculum and Instruction.
- 2017 – present Senior Editor, *Bank Street Occasional Papers*.  
<http://educate.bankstreet.edu/occasional-paper-series/>
- 2014 – 2022 Clinical Mental Health Therapist, Cenclear Child Services, Mental Health Outpatient Division, Philipsburg, PA.
- 2019 – present Fellow, College of Research Fellows, American Psychoanalytic Association.
- 2007 – 2014 Associate Professor, The Pennsylvania State University.
- 2006 – 2007 Associate Professor, Department of Teaching and Learning, The University of Iowa. Appointed to Ph.D. faculties in Language, Literacy and Culture and in Elementary Education, MA faculties in Elementary Education and in Developmental Reading, and B.A. faculties in Elementary Education and in Reading.
- 2000 – 2006 Assistant Professor, The University of Iowa.
- 2003 – 2004 Visiting Scholar, The Chicago Institute for Psychoanalysis.
- 1999 – 2000 Instructor, The University of Hawai'i at Manoa, College of Education, Teacher Education and Curriculum Studies.

- 1997 – 1999 Program Supervisor and Instructor, The University of Hawai'i at Manoa Kauai Outreach Teacher Education Program.
- 1995 Lecturer and Site Supervisor, Territorial Teachers' Training Assistance Program, Pago Pago, American Samoa.
- 1991 – 1995 Adjunct lecturer, The University of Hawai'i at Manoa, College of Education, Teacher Education and Curriculum Studies.
- 1990 – 1997 3<sup>rd</sup> – 4<sup>th</sup> grade teacher, Epiphany School, Honolulu, Hawai'i.

### **Education**

- Post-graduate Infant and Child Program, Washington School for Psychiatry, 2014 – 2015.
- Post-graduate New Directions in Psychoanalysis. Washington D.C. Center for Psychoanalysis, 2008 - 2011.
- Ph.D. Teacher Education and Curriculum Studies, The University of Hawai'i at Manoa, 1999.
- M.Ed. Clinical Mental Health Counseling in Schools and Communities, The Pennsylvania State University, 2016.
- Teaching Credential California Clear K – 6 Multiple Subject Professional Teaching Credential, Mills College, 1990.
- M.T.S. Religion and Society, Harvard University, 1987.
- B.A. Psychology, Trinity College. Magna Cum Laude, 1983.

### **Awards and Distinctions**

- 2022 Distinguished Professor, Penn State University
- 2021 Outstanding Senior Faculty Researcher Award, College of Education, Penn State University.
- 2020 P. David Pearson Award for Scholarly Influence, Literacy Research Association
- 2019 Bloch Distinguished Career Award, International Reconceptualizing Early Childhood Education

- 2019 Fellow, College of Research Fellows, American Psychoanalytic Association.
- 2015 International Psychoanalytic Association Research Fellow, Anna Freud Center, Yale Child Study Center, Freud Institution of Berlin and Tavistock Clinic London.
- 2013 Educational Achievement Award Nominee. The Schools Committee of the American Psychoanalytic Association.
- 2012 Outstanding Teaching Award, College of Education, Penn State University.
- 2011 Student Marshall Representative, College of Education Pennsylvania State University.
- 2010 Climate Enhancement Award, College of Education, Penn State University.
- 2009 Teaching and Learning with Technology Award, Penn State University.
- 2007 Scholar, Obermann Center for Advanced Studies, University of Iowa.
- 2003 – 2004 Visiting Scholar, The Chicago Institute for Psychoanalysis.
- 2000 Co –winner, Alan C. Purves Award, *Research in the Teaching of English*.

### Publications

#### **Books**

McArdle, F. and Boldt, G. (Editors). (2013). *Young children, pedagogy, and the arts: Ways of seeing*. New York: Routledge (**Equal contributions by authors**).

Boldt, G. and Salvio, P. (Editors). (2006). *Love's return: Psychoanalytic essays on childhood, teaching and learning*. New York: Routledge (**Equal contributions by authors**).

Stone, L. (Editor) and Boldt, G (Assistant Editor). (1994). *The education feminism reader*. New York: Routledge (**Contributing author**).

#### **Edited Journals**

Boldt, G. and Farley, L. (2021). Welcoming Narratives in Education: A Tribute to the Life Work of Jonathan Silin. *Bank Street Occasional Papers*, 45.

Boldt, G. and Ayers, W. (Editors). (2012). Challenging the politics of the teacher accountability movement: Toward a more hopeful educational future. *Bank Street Occasional Papers*,

27. <http://bankstreet.edu/occasional-papers/issues/occasional-papers-27/> (**Principal author**).

Boldt, G., Salvio, P. and Taubman, P. (Editors). (2009) Classroom Life in the Age of Accountability. *Bank Street Occasional Papers*, 22 (**Equal contributions by authors**).

### **Refereed Journal Articles**

Boldt, G. (Accepted). Playing with sound in therapy. *Capacious: Journal for Emerging Affect Theory*. (**Invited**).

Boldt, G. (2021). Fernand Deligny and the immanence of infancy. In Tesar, M., Duhn, I., Nordstrom, S. N., Koro, M., Sparrman, A., Orrmalm, A., Boycott-Garnett, R., MacRae, C., Hackett, A., Kuntz, A. M., Trafí-Prats, L., Boldt, G., Rautio, P., Ulmer, J. B., Taguchi, H. L., Murriss, K., Kohan, W. O., Gibbons, A., Arndt, S., & Malone, K. (2021). Infantmethodologies. *Educational Philosophy and Theory*, 1–18. (**Invited**).

Boldt, G. and Valente, J. (2021). "A-signifying semiotics and deaf/nondeaf becomings." *Journal of Multilingualism* 18, no. 2 (2021): 303-319. Special issue title: Advances in the study of semiotic repertoires: Spatialities, technologies and moralities. (**Equal contributions by authors**).

Boldt, G., & Leander, K. M. (2020). Affect Theory in Reading Research: Imagining the Radical Difference. *Reading Psychology*, 41(6), 515-532. (**Equal contributions by authors**).

Boldt, G. (2020). Theorizing vitality in the literacy classroom. *Reading Research Quarterly*.

Leander, K and Boldt, G. (2018). Design, desire, difference. *Theory Into Practice* 57:29–37. (**Equal contributions by authors**).

Boldt, G. and Leander, K. (2017). Becoming through “the break”: A post-human account of a child’s play. *Journal of Early Childhood Literacy*, 17(3), 409-425. (**Equal contributions by authors**).

Valente, J. M., & Boldt, G. (2016). The curious case of the deaf and contested landscapes of bilingual education. *Equity & Excellence in Education*, 49(3), 336-349. (**Equal contributions by authors**).

Boldt, G. and Valente, J. (2016). L’école Gulliver and La Borde: A Ethnographic account of collectivist integration and institutional psychotherapy. *Curriculum Inquiry*, 46(3), 321-341. (**Equal contributions by authors**).

Boldt, G., Lewis, C. and Leander, K. (2015). Moving, feeling, desiring, teaching. *Research in the Teaching of English*, 49(4), 430-441. (**Principal author**).

- Valente, J. and Boldt, G. (2015). The rhizome of the deaf child. *Qualitative Inquiry*, 21 562-574. **(Equal contributions by authors)**.
- Leander, K., and Boldt, G. (2013). Rereading “A pedagogy of multiliteracies”: Bodies, texts, and emergence. *Journal of Literacy Research*, 45(1), 22-46. **(Equal contributions by authors)**.
- Masuchika, G., & Boldt, G. (2012). One-shot library instruction and Cambourne’s theory of learning. *Public Services Quarterly*, 8(4), 277-296 **(Equal contributions by authors)**.
- Boldt, G., Gilman, S., Kang, S., Olan, E., & Olcese, N. (2011). Having words: Contrasting perspectives on children’s writing through the history of *Language Arts*. *Language Arts*, 88(6), 439-448 **(Principal Author)**.
- Masuchika, G., & Boldt, G. (2010). Japanese manga in translation and American graphic novels: A preliminary investigation of collections in 44 academic libraries. *Journal of Academic Librarianship*, 36(6), 511-517 **(Equal contributions by authors)**.
- Boldt, G. (2009). Kyle and the basilisk: Understanding children’s writing as play. *Language Arts*, 87(1), 9-17.
- Boldt, G. (2009). Theorizing passionate love in reading: A social-psychoanalytic theory. *Pedagogies: An International Journal*, 4, 246-265.
- Salvio, P., & Boldt, G. (2009). ‘A democracy tempered by the rate of exchange’: Audit culture and the sell-out of progressive writing curriculum. *English in Education*, 43(2), 113-128 **(Equal contributions by authors)**.
- Boldt, G. (2006). Resistance, loss and love in learning to read: A psychoanalytic inquiry. *Research into the Teaching of English*, 40(3), 272-309.
- Boldt, G. (2004). Parenting and the narcissistic demands of whiteness. *International Journal of Equity and Innovation in Early Childhood*, 1(2), 45-60.
- Boldt, G. (2004). Performing gender in the elementary classroom. *Bank Street Occasional Papers*, 12, 6-22.
- Stephens, D., & Boldt, G. (2004). School/university partnerships: Rhetoric, reality and intimacy. *Phi Delta Kappan*, 85(9), 703-707 **(Second author)**.
- Boldt, G. (2003). Oedipal and other conflicts. *Contemporary Issues in Early Childhood*, 3(3), 356-382.
- Boldt, G. (2001). Failing bodies: Discipline and power in elementary classrooms. *Journal of Curriculum Theorizing*, 17(4), 91-104.

Boldt, G. (2002). Toward a reconceptualization of gender and power in an elementary classroom. *Current Issues in Comparative Education*, 5(1), 91-104.

Stephens, D., Boldt, G., et al (2000). Learning (about learning) from four teachers. *Research in the Teaching of English*, 34(4), 532-565 **(Second author). Winner of the Alan Purves Award.**

Boldt, G. (1996). Sexist and heterosexist responses to gender bending in an elementary classroom. *Curriculum Inquiry*, 26(2), 113-131.

### **Parts of Books**

Boldt, G. (in production). "Working with Deleuze and Guattari in early childhood research and education." In Cohen, L. and S. Waite-Stupiansky (Editors). *Theories of early childhood education: Developmental, behaviorist, and critical*. Routledge, 180 - 189. Updated and reprinted edition, originally published in 2017.

Boldt, G. and Valente, J. (2020). L'école Gulliver and La Borde: A Ethnographic account of collectivist integration and institutional psychotherapy. In Garlen, J., and Farley, L. (eds). *The Child in Question: Childhood Texts, Cultures, and Curriculum*. Routledge, n.p. Reprinted from *Curriculum Inquiry*, 46(3), 321-341. **(Reprint of 2016 article, equal contributions by authors.)**

Boldt, G. (2020). On Learning to Stay in the Room: Notes from the Classroom and Clinic. In Nicollini, A, N. Lesko, B. Dernikos and S. McCall (Eds). *Mapping the Affective Turn in Education: Theory, Research, and Pedagogy*. Routledge, 229 – 245.

Boldt, G. and Valente, J. (2019). The emotional work of inclusion: Living within Difference at L'Ecole Gulliver. In P. Smagorinsky, J. Tobin, & K. Lee (Eds.), *Dismantling the Disabling Environments of Education: Creating New Cultures and Contexts for Accommodating Difference*. Peter Lang, 321 - 341. **(Equal contributions by authors).**

Boldt, G. (2019). Affective flows in the clinic and classroom. In Leander, K. and C. Ehret (Eds.). *Affect in Literacy Learning and Teaching: Pedagogies, Politics, and Coming to Know*. Routledge, 25-42.

Boldt, G. (2017). Forward. In Ioria, J. and W. Parnell (Eds.) *Meaning Making in Early Childhood Research: Pedagogies and the Personal*. Routledge, xi-xv.

Boldt, G. (2017). "Working with Deleuze and Guattari in early childhood research and education." In Cohen, L. and S. Waite-Stupiansky (Editors). *Theories of early childhood education: Developmental, behaviorist, and critical*. Routledge, 180 - 189.

Boldt, G. and Valente, J. (2014). Bring back the asylum: Reimagining inclusion in the presence of others. In M. Bloch, M., B. Swadener, and G. Canella, G. (Editors), *Reconceptualizing early childhood care and education: Critical questions, new imaginaries and social*

- activism*. Peter Lang, 201–213. (**Equal contributions by authors**).
- Boldt, G. and McArdle, F. (2013). Young children, pedagogy, and the arts: Ways of seeing. In F. McArdle and G. Boldt (Editors), *Young children, pedagogy, and the arts: Ways of seeing*. Routledge, 3-18 (**Equal contributions by authors**).
- Sherbine, K. and Boldt, G. (2013). Becoming intense. In F. McArdle and G. Boldt, (Editors), *Young children, pedagogy, and the arts: Ways of seeing*. Routledge, 73-88. (**Equal contributions by authors**).
- Boldt, G. and Pivnick, B. (2013). Moments of meeting: Learning to play with reading resistance. In M. O’Loughlin (Editor). *The uses of psychoanalysis in working with children’s emotional lives*. Rowman and Littlefield, 245-263 (**Equal contributions by authors**).
- Boldt, G. (2010). One hundred hotdogs, or performing gender in the elementary classroom. In T. Jacobson (Editor), *Perspectives on gender in early childhood education*. Redleaf Press. Revised and reprinted from *Bank Street Occasional Papers*, 12, 6-22.
- Salvio P. and Boldt, G. (2010). Who let the dogs out? Unleashing an uncanny sense of audience in the writing workshop. In M. O’Loughlin and R. Johnson (Editors), *Working the space in between: Pedagogical possibilities in rethinking children’s subjectivity*. Teachers College Press, 179-206 (**Equal contributions by authors**).
- Boldt, G. and Salvio, P. (2006). Introduction; Introduction to the interludes; and Interludes I - V. In G. Boldt and P. Salvio (Editors), *Love's return: Psychoanalytic essays on childhood, teaching and learning*. Routledge (**Equal contributions by authors**).
- Boldt, G. (2006). Parenting and the narcissistic demands of whiteness. In G. Boldt and P. Salvio (Editors), *Love's return: Psychoanalytic essays on childhood, teaching and learning*. Routledge. Reprinted from *International Journal of Equity and Innovation in Early Childhood*, 1(2): 45- 60.
- Boldt, G. and Levine, A. (1999). Adventures in mathematics inquiry. In L. Stiff and F. Curcio (Editors), *Developing mathematical reasoning grades K – 12*. National Council of Teachers of Mathematics, 234- 246 (**Equal contributions by authors**).
- Boldt, G. (1996). Sexist and heterosexist responses to gender bending. In J. Tobin (Editor), *Making a place for pleasure in early childhood education*. Yale, 188 - 213. Revised and reprinted from *Curriculum Inquiry*, 26(2): 113-131, 1996.

## **Other**

- Boldt, G. (2022). *What is Learning? How Doing Psychotherapy with Children Changed My Mind*. Childhood Art: A CSCA Podcast.  
<https://www.centerforthestudyofchildhoodart.com/childhood-art-a-csca-podcast>

- Boldt, G., Baka, J., Duerr, L., Frankenberg, E., Henward, A., Lego, S. Teti, D., and Woods, M. (2021). Early Childhood Care and Education Faculty Advisory Group response to Mills Consulting Group environmental scan regarding Penn State's campus child care centers. Internal Penn State report: unpublished (Principle author).
- Boldt, G. (2021). The *Occasional Paper Series*: An open access journal transforming educational research and practice across the globe. White paper. Bank Street College of Education.
- Farley, L. and Boldt, G. (2021). Introduction to Welcoming narratives in education: A tribute to the life work of Jonathan Silin. *Bank Street Occasional Papers*, 45: 4-9.
- Boldt, G. and Farley, L. (2021). Relationships at the core: A story of Jonathan Silin. *Bank Street Occasional Papers*, 45: 10-14.
- Ruths, J. and Boldt, G. (2021, April 26). Jabbedu Podcast (No. 40), Getting students to understand that they matter with Dr. Gail Boldt", <https://jabbedu.com/show40/>.
- Roop, K. and Boldt, G. (2020). Literature review and interviews on campus-based early childhood care and education centers. Internal Penn State report: unpublished.
- Boldt, G. (2020). In the Floyd Archives: A Psycho-Bestiary and Mother May I? *Journal of the American Psychoanalytic Association*, 68(5), 1007–1010. (Invited).
- Boldt, G. (2020). The child in psychoanalysis. The SAGE Encyclopedia of Children and Childhood Studies. Daniel Cook, editor. Sage: Newbury Park, CA.
- Boldt, G. (2018). Update to Psychoanalysis. *Oxford Bibliography of Childhood Studies*, Oxford, UK: Oxford University Press (**Peer Reviewed, Invited**).
- Boldt, G. (2018) Note from the new editor-in-chief. Bank Street Occasional Paper Series, Issue 40.
- Boldt, G. (March 2013 – October 2017). New Directions in Psychoanalytic Thinking blog. <http://sites.psu.edu/newdirections/> (**Author and editor**).
- Boldt, G., & Badiali, B. (2016, March 25). Will the new education law allow for teachers with lower qualifications? <https://theconversation.com/will-the-new-education-law-allow-for-teachers-with-lower-qualifications-54999> (**Principal Author**).
- Boldt, G. (2015). Psychoanalysis. *Oxford Bibliography of Childhood Studies*, Oxford, UK: Oxford University Press (**Invited**).
- Boldt, G. (2012). Preface & Coda. In G. Boldt and W. Ayers (Editors), Challenging the politics of teacher accountability: Toward a more hopeful educational future. *Bank Street*



*Occasional Papers*, 27, <http://bankstreet.edu/occasional-papers/issues/occasional-papers-27/>

- Boldt, G. (2012). Review of B. Irby and G. Brown (Editors), *Gender and early learning environments*. *Teachers College Record*, <http://www.tcrecord.org/Content.asp?ContentID=16681>.
- Boldt, G and Cole, J. (August, 2010). Interviewed for Back to School broadcast. *Jonathon Cole: Bloomberg on the economy*, XMSeries Satellite Radio, [http://findarticles.com/p/news-articles/analyst\\_wire/mi\\_8077/is\\_20100830/jonathan-cole-bloombergeconomy/ai\\_n54991342/pg\\_9/](http://findarticles.com/p/news-articles/analyst_wire/mi_8077/is_20100830/jonathan-cole-bloombergeconomy/ai_n54991342/pg_9/).
- Boldt, G., Eppley, K., Murray, O., Nolan, J, and Zembal-Saul, C. (2010). *Exemplary digital teaching archive project*. [www.edtap.com](http://www.edtap.com) (**Principal producer**).
- Boldt, G. (2010) Review of M. O'Loughin, *The subject of childhood*. In *Contemporary Issues in Early Childhood*, 11:3, [www.worlds.co.uk/CIEC](http://www.worlds.co.uk/CIEC).
- Boldt, G. (2008). Performativity. In C. Kridel (Editor), *Encyclopedia of curriculum studies*, New York: Sage.
- Boldt, G., Whitmore, K. and Schmidt, R. (2007). *Exemplary literacy teaching archive project* [2 Disc DVD]. Iowa City, IA: University of Iowa Center for Media Production (**Equal contributions by producers**).
- Boldt, G. (2007). Introduction (invited), *Bank Street Occasional Papers*, 19, 3-6.
- Boldt, G. (2006). Child centered versus media centered perspectives. In J. Arnett (Editor). *Encyclopedia of children, adolescents, and the media*. Thousand Oaks, CA: Sage Publications.
- Boldt, G., Lewis, C. and Finders, P. (2005). Kids these days: An interview with Professors Gail Boldt and Cynthia Lewis. *Belles Lettres*, Dec. 2004 - Feb. 2005, 5(2), 8-11.
- Boldt, G. (2001). Review of H. Penn (Editor), *Early childhood services: Theory, research and practice*. *Contemporary Issues in Early Childhood Education*, 2(1), 123–126.
- Boldt, G. (1999). Review of C. Cherryholmes, *Reading pragmatism*. In *Educational Review*, <http://edrev.asu.edu/reviews/rev111.htm>.

### **Grants and Funding**

- Boldt, G. and McCloskey, A. (Co-PIs). (2021). Early Childhood Education Professional Development Organization at PASSHE Planning Grant. Pennsylvania Department of Education. \$30,000. Funded.
- McCloskey, A., Tanner, S., and Boldt, G (Co-PIs). (2018). *Improv Theater: An Innovative Approach to Developing Classroom Civility in Uncivil Times*. American Educational Research Association Education Research Conference Grant. \$44,613. Unfunded.
- Valente, J. and Boldt, G. (Co-PIs). (2013). *Cultural Understandings of the Competent Disabled Child: A Comparative Ethnographic Case Study of Inclusive Preschools in France and the United States*. Penn State College of Education, \$10,000.
- Valente, J. (PI), with Boldt, G., C. Thompson, K. Sunday, and G. Sullivan (2012). *Implementing and Evaluating the Transdisciplinary Inclusive Early Childhood Education Project*. Social Sciences Research Initiative Grant, Penn State University, \$20,000.
- Boldt G. (Primary Producer), with Karen Eppley, Oren Murray, James Nolan, and Carla Zembal-Saul. (2009). *Exemplary Digital Teaching Archive Project*, Schreyer Institute and Penn State College of Education, \$40,205.
- Boldt, G. *Ida Beam Distinguished Visiting Professorship of Dr. Shirley Brice Heath*. Ida Beam Committee and eleven co-sponsoring University of Iowa programs and departments, \$9000.
- Boldt, G. (Primary Contributor) with Linda Fielding, Anne Dipardo, Cynthia Lewis, and Kathryn Whitmore. *Iowa Reading Initiative*. Dean's Office, College of Education, The University of Iowa, \$11,379.
- Boldt, G. and Whitmore, K. (Co-Producers). (2004). *Exemplary Literacy Research Project*. Innovations in Instructional Computing Award, Academic Technologies Advisory Committee, The University of Iowa, \$5117.
- Boldt, G. and Whitmore, K. (Co-Producers.) (2004). *Exemplary Literacy Teaching Archive Project*. Innovations in Instructional Computing Award, The University of Iowa Video Center, \$7500.
- Boldt, G. and Whitmore, K. (Co-Producers.) (2004). *Exemplary Literacy Teaching Archive Project*. Arts and Humanities Initiative, The University of Iowa, \$38,085.
- Boldt, G. and Whitmore, K. (Co-Producers.) (2003). *Exemplary Literacy Research Project*. Dean's Office, The College of Education, The University of Iowa, \$12,800.
- Boldt, G. and Whitmore, K. (Co-Producers.) (2003). *Exemplary Literacy Research Project*. Co-funded by Innovations in Instructional Computing Award, Instructional Improvement Grant and The University of Iowa Video Center, \$29,377.

## Conference Papers and Symposia

### **Invited**

- Boldt, G. (2022). *Exploring the Relational Soundscape of Therapy with Children*. Center for Creative Relational Inquiry. University of Edinburgh, Scotland.
- Boldt, G. (2022). Implications for Education of Children's Using of Sound in a Clinical Setting. Child Seminar. Manchester Metropolitan University, England.
- Boldt, G. & Leander, K. *Thinking Time in Research through Deleuze's Cinema 2*. Vulnerable Research in Precarious Times Conference. Manchester Metropolitan University, England.
- Boldt, G. (2022). *What is Learning? How Doing Psychotherapy with Children Changed My Mind*. Childhood Art Speaker Series. University of Arkansas Center for the Study of Childhood Art. Zoom.
- Boldt, G. (2021). *Mapping the Affective Turn in Education*. Virtual Symposium. AERA Book Study Series. Zoom.
- Boldt, G. (2021). Invited Moderator, Reconceptualizing Reconceptualizing. Reconceptualizing Early Childhood Education Turns 30! Virtual Symposium.
- Pyscher, T., Crampton, A., and Boldt, G. (2020). *Trauma, Educational Theory, & Literacy Studies*. Three-day Study Group. **Conference Chair invited**. Literacy Research Association Annual Meeting, online conference.
- Boldt, G. (2020). Invited. Literacy as mattering. Literacy and Language Research Group Seminar. Manchester Metropolitan University UK. Zoom.
- Boldt, G. and Valente, J. (April, 2018). *L'école Gulliver and La Borde: An Ethnographic Study of Collectivist Integration and Institutional Psychotherapy*. Inaugural Danial Palumbo Memorial Symposium in Disability Studies. Penn State University, University Park, PA.
- Boldt, G. and Valente, J. (June, 2016). *The child in question: Culture, text, curricula*. Curriculum Studies Summer Collaborative Project. Savannah, Georgia.
- Boldt, G. and Valente, J. (April, 2016). *Anxiety and aggression in an inclusive preschool in Paris*. American Association for the Advancement of Curriculum Studies. Washington, D.C.
- Boldt, G. (March, 2015). *Return to the asylum: Video-ethnographic research in a Deleuzo-Guattarian inspired inclusion preschool*. University of Georgia.
- Boldt, G. (Oct. 2013). *Guattari, schizoanalysis and disabilities studies*. Post-disability seminar.

University of Georgia.

Boldt, G. (Oct. 2013). *The child as object of research and teaching*. Bodies at Play: Sexuality, Childhood and Classroom Life Symposium, University of Toronto.

Boldt, G. (2011). *Rereading multiliteracies: A Deleuzo-Guattarian analysis*. Elizabeth Garrard Hall Endowed Lecture, University of Georgia.

Boldt, G. (2009). *Classroom lives in the age of accountability*. Bank Street College of Education.

Boldt, G. (2008). *In memory of Harold Rosen*. Center for the Expansion of Language in Thinking Annual Meeting, San Antonio, TX.

Boldt, G. (2007). *Embodied literacy and a boy in love*. Featured researcher. National Council of Teachers of English Midwinter Assembly for Research, Nashville, TN.

Boldt, G. and Lewis, C. (2005). *What is childhood studies?* Childhood Studies Program Launch, Washington University, St. Louis, MO.

Boldt, G. (2004). *Troubling identities: Perspectives from academia on the limits of the self, Or the fall and rebirth of academic psychoanalysis*. Professional Lecture Series, The Chicago Institute for Psychoanalysis, IL.

Boldt, G. (2004). *Psychoanalysis, education, and Judith Butler's Psychic Life of Power*. University of Wisconsin Madison, WI.

Boldt, G. (2004). *Reading shame: Psychoanalysis and the demand for literacy*. Arizona State University, Tempe, AZ.

Kristeva, J., Anderson, J. and Boldt, G. (2004). *A dialogue with Dr. Julia Kristeva*. The Chicago Institute for Psychoanalysis, Conversations with Psychoanalytic Authors Series, Chicago, IL.

Boldt, G. (2002). *Toward a reconceptualization of gendered identity in an elementary classroom*. Teachers College, Columbia University, NY.

Boldt, G. (2001). *Oedipal and other conflicts*. Invited Conference Plenary. Reconceptualizing Early Childhood Research, Theory, and Practice. New York, NY.

Stephens, D. and Boldt, G. (2000). *Alan C. Purvis Award talk*, National Council of Teachers of English, Milwaukee, WI.

### **International and National**

Boldt, G., Sherbine, K., and Wargo, J. (2021). *Mattering, Movement, and Being Moved in Early Literacy: Widening the Angle*. Literacy Research Association Annual Meeting, Atlanta

GA.

Boldt, G., Carter-Stone, L., Leander, K., and Tanner, S., Improvisational Performance as Affective Pedagogy. Literacy Research Association Annual Meeting, Atlanta GA.

Leander, K., Tanner, S., Boldt, G., and Carter-Stone, L. (2020). *Exploring Affective Relations through Improvisational Performance*. Literacy Research Association Annual Meeting, online.

Boldt, G. (2019). **Conference Plenary**. The vitality of children and childhoods: Re-visiting Daniel Stern's vitality and the child as always in-relation. 27<sup>th</sup> International Reconceptualizing Early Childhood Education Conference, Las Cruces, NM.

Boldt, G. (2019). Relating without words. Literacy Research Association Annual Meeting. Tampa, FL.

Boldt, G. Thinking through the refrain in the clinic and the classroom. Accepted as part of a plenary panel (Jonathan Wyatt, Kimberly Powell, Brownyn Davies), International Congress of Qualitative Inquiry, Champaign-Urbana, IL, May 2019.

Boldt, G. (2018). *Envisioning Life*. New Directions in Psychoanalytic Thinking. Washington, D.C.

Valente, J. and Boldt, G. (2018). Toward a schizoanalytic approach to educating the disabled inhuman. American Educational Research Association, New York, New York.

Boldt, G. (2018). Staying in the room: Affective flows in the classroom and clinic. American Educational Research Association, New York, New York.

Boldt, G. (2018). Beyond memory and desire. 26<sup>th</sup> International Reconceptualizing Early Childhood Education Conference, Copenhagen, Denmark.

Boldt, G. (2017). Affect and improvisation in relational psychoanalysis: Implications for literacy practice. Literacy Research Association, Tampa, Florida.

Boldt, G. (2017) Change beyond words. 25<sup>th</sup> International Reconceptualizing Early Childhood Education Conference, Toronto, Canada.

Leander, K. and Boldt, G. (2017). De-centering Common Held Assumptions in Writing Research and Teaching: Thinking With Posthumanist Perspectives. American Educational Research Association, San Antonio, TX. (Paper presented by Leander, did not attend.)

Leander, K. and Boldt, G. (2017). Assembling the Assemblage in Literacy Studies. American Educational Research Association, San Antonio, TX. (Paper presented by Leander, did not attend.)

- Boldt, G. (2016). Affective flows in the classroom and clinic. Association for the Psychoanalysis of Culture and Society Conference, Rutgers, NJ.
- Boldt, G. (2016). Guattari's schizoanalysis. Association for the Psychoanalysis of Culture and Society Conference, Rutgers, NJ.
- Boldt, G. and Valente, J. (2016). Anxiety and aggression in an inclusive preschool in Paris. Equity and Social Justice Conference, University Park, PA.
- Boldt, G. and Valente, J. (2015). **Conference Plenary**, Anxiety and Aggression in an Inclusive Preschool in Paris. International Reconceptualizing Early Childhood Research, Theory and Practice Conference, Dublin, Ireland.
- Boldt, G., Leander, K., Ehret, C., and Hollet, T. (December, 2015). Studies of affect and emotion in literacy practice: Reshaping the textures of experience and learning. Literacy Research Association Conference, San Diego, CA.
- Boldt, G. and Valente, J. (2014). *Becoming-Disability*. International Conference of Qualitative Inquiry, Champaign, IL.
- Boldt, G. (2014). Returning to the Asylum: The Relevance of Schizoanalysis for Thinking about Pedagogy in Early Childhood Education. Early Childhood Research Theory and Practice Conference, Kent, Ohio.
- Valente, J. and Boldt, G. (2014). *From a Politics of Identity to an Affective Politics*. International Conference of Qualitative Inquiry, Champaign, IL.
- Valente, J. and Boldt, G. (2014). *An affective turn in inclusive education research*. American Educational Research Association, Philadelphia, PA.
- Boldt, G. and Valente, J. (2014). *Bring back the asylum: Reimagining inclusion in the presence of others*. American Educational Research Association, Philadelphia, PA.
- Boldt, G., Duncan, A., Ehret, C., Iddings, C., and Leander, K. (Dec, 2013). *Studies of affect and emotion in literacy practice: Reshaping the textures of experience and learning*. Literacy Research Association, Dallas.
- Valente, J. and Boldt, G. (2013). *The rhizome of the cochlear child: A Deleuzoguattarian analysis of cochlear implantation*. American Educational Research Association, San Francisco (**co-authored, but not in attendance**)
- Boldt, G. and Valente, J. (2012). **Conference Plenary**. *Collective memory, social amnesia: The politics of social change movements*. 20<sup>th</sup> International Reconceptualizing Early Childhood Research Theory and Practice Conference, University Park, PA.

- Boldt, G. (2012). *Queering the couch*. Queering the Couch. New Directions in Psychoanalytic Thinking. Washington, D.C.
- Boldt, G. and Pivnick, B. (2011). *Playing with textuality: Learning to love resistances to reading*. Association for the Psychoanalysis of Culture and Society, Rutgers University.
- Boldt, G. (2011). *Loving Lego*. 19<sup>th</sup> International Reconceptualizing Early Childhood Research Theory and Practice Conference, London, UK.
- Boldt, G. and Leander, K. (April, 2011). *Manga vs. curriculum: Bodies, energies and education for the social good*. American Educational Research Association, New Orleans.
- Boldt, G. (2010). **Conference Plenary**. *Reconceptualizing embodied literacies*. 18<sup>th</sup> International Reconceptualizing Early Childhood Research Theory and Practice Conference, Dalton, GA.
- Boldt, G. (2009). *Arguing with compliance in the age of accountability*. National Reading Conference Annual Meeting, Albuquerque, NM.
- Boldt, G. (2009). *Once and future classics: Reading between the lines*. National Council of Teachers of English Annual Meeting, Philadelphia, PA.
- Boldt, G. (2008). *Shifts, fault Lines, and quakes: Friction as a positive force in English language arts*. National Council of Teachers of English Annual Meeting, San Antonio, TX.
- Boldt, G. and Leander, K. (2008). *Post-structuralist directions in language and literacy research*. National Reading Conference Annual Meeting, Orlando, FL.
- Boldt, G. and Leander, K. (2008). *New literacies in old literacy skins*. American Educational Research Association Annual Meeting, New York.
- Boldt, G. and Salvio, S. (2008). *Who let the dogs out?* American Educational Research Association Annual Meeting, New York.
- Boldt, G. and Mapes, A. (2007). *Race, desire, and the myth of academic objectivity*. American Educational Research Association Annual Meeting, Chicago.
- Boldt, G. (2006). *Love's return: Psychoanalysis, curriculum and learning*. American Educational Research Association Annual Meeting, San Francisco.
- Boldt, G. (2005). *Upsetting the applecart – Critical narratives of subject formation within education*. Reconceptualizing Early Childhood Research, Theory, and Practice Conference, Madison, WI.
- Boldt, G. (2005). *Everyday practices in a deconstructed world or our secret lives as practitioners*. **Chosen for Critical Issues in Early Childhood Special Interest Group Annual Business Meeting**. American Educational Research Association Annual

Meeting, Montreal, Canada.

- Boldt, G et al. (2004). **Conference Plenary**. *What is reconceptualizing?* Reconceptualizing Early Childhood Research, Theory, and Practice, Oslo, Norway.
- Boldt, G. (2004). *The role of shame in identity and learning*. Reconceptualizing Early Childhood Research, Theory, and Practice Conference, Oslo, Norway.
- Boldt, G. (2003). *Race, desire, and parenting*. American Educational Research Association Annual Meeting, Chicago.
- Boldt, G. (2003). *Is love enough? Exploring the meanings of love in early childhood education*. American Educational Research Association Annual Meeting, Chicago.
- Boldt, G. (2003). *Psychoanalysis, race, and desire*. National Council of Teachers of English Mid-Winter Research Conference, Minneapolis.
- Boldt, G. (2003). *Reconstructing developmental models of novice teacher socialization*. Reconceptualizing Early Childhood Research, Theory, and Practice, Tempe, AZ.
- Boldt, G. (2002). *When the subject meets the psyche*. American Educational Research Association, New Orleans, LA.
- Boldt, G. (2002). *Parents' desires in children's sexual subjectification*. American Educational Research Association, New Orleans.
- Boldt, G. (2001). *What is this thing called childhood? A Cultural Studies Inquiry*. American Educational Research Association Annual Meeting, Seattle.
- Boldt, G. (1999). *When accountability becomes responsibility: Stories from empowered teachers who are making a difference*. National Council of Teachers of English, Denver.
- Boldt, G. and Levine, A. (1999). *Adventures in mathematics inquiry*. National Council of Teachers of Mathematics West Coast Conference, Honolulu.
- Boldt, G. (1999). *Failing bodies: Power and identity in elementary classrooms*. American Educational Research Association Annual Meeting, New Orleans.
- Boldt, G. (1998). *Weighty matters: Obesity and the construction of privileged identities*. Reconceptualizing Early Childhood Theory, Research, and Practice Meeting, Honolulu.
- Boldt, G. (1998). *An Introduction to colonialism in contemporary Hawai'i and how we work together anyway*. Reconceptualizing Early Childhood Theory, Research, and Practice Meeting, Honolulu.
- Boldt, G. (1996). *Gender and power*. Reconceptualizing Early Childhood Theory, Research, and



Practice Meeting, Madison, WI.

Boldt, G. (1995). *Sexist and heterosexist responses to gender bending in an elementary classroom*. American Educational Research Association Annual Meeting, San Francisco.

Boldt, G. (1994). **Conference Plenary**. *Responses to gender bending in an elementary classroom*. Reconceptualizing Early Childhood Theory, Research, and Practice Meeting, Durham, NH.

Boldt, G., Duff, M. and Harris, C. (1993). *Technoliteracy: Expanding literacy through technology*. International Reading Congress, Melbourne, Australia.

### **Local Conferences and Workshops**

Boldt, G. (2014). **Invited**, *From anxiety to intersubjectivity: Toward a schizo-pedagogy of inclusion education*. Applied Literacy Roundtable, Penn State University.

Boldt, G. and Valente, J. (2013). *Deleuze, Deligny, and cultural understandings of the competent disabled child: A comparative ethnographic case study of inclusive preschools in France and the United States*. Faculty Research in Progress, Penn State University.

Boldt, G. (2011) *Embodiment in literacy research*. Faculty Research in Progress, Penn State University.

Boldt, G. (October, 2010). *The wayward body*. Diverse Literacies Conference, Penn State Lehigh Valley.

Boldt, G. (2009) Invited faculty respondent. Holmes Scholars Workshop for increasing awareness of diversity among First Year Seminar students, Penn State University.

Boldt, G. (2008). *Habitus in graduate studies*. Invited Faculty Panel, Social Scientists for Increased Diversity New Student Orientation Workshop. Penn State University.

Boldt, G. (2007). *The call of the wild*. College of Education Brown Bag Series, Penn State University.

Boldt, G. and Mapes, A. (2005). *The myth of objectivity*. Presented with Aimee Mapes. Yeager Diversity Research Conference, Iowa City, IA.

Bailey, C., Salvio, P., and Boldt, G. (2003). *Pedagogy as a practice of self-deception*. College of Education Workshop. The University of Iowa.

Boldt, G. (2003). *Parenting, race, and desire*. Project on the Rhetoric of Inquiry Empathy Conference, Iowa City, IA.

Boldt, G. and Duff, M. (1996). *Creating worldwide audiences: Student web pages*. Ka Hui Helu Helu (Hawai'i Reading Association) Teachers' Conference, Honolulu.

Boldt, G. and Levine, A. (1996). *Adventures in mathematics inquiry*. Ka Hui Helu Helu (Hawai'i Reading Association) Teachers' Conference, Honolulu.

Boldt, G. and Duff, M. (1995). *Constructivist approaches to spelling*. Hawai'i Association of Independent Schools Statewide Teachers' Conference, Honolulu.

Boldt, G and Harris, C. (1995). *Mathematics as inquiry*. Hawai'i Council of Teachers of Mathematics Teachers' Conference, Honolulu.

### **Description of Courses Taught**

*LLED400 Teaching Reading in the Elementary School* The primary goals of this course are to help preservice teachers develop a strong, professional knowledge of: uses of literacies as social practice; young children's acquisitions of language and literacies; the role of play in literacy learning; methods for introducing, supporting and teaching literacies in pre-k – 4<sup>th</sup> grade classrooms; uses of multiple sources of information to think through instructional problems thoroughly and experiment with alternative solutions; reading assessment including miscue analysis; and curriculum planning. Course instructors recognize that text expands from print texts to multimodal texts, including visual, auditory, digital, movement, and artifact, and that children's engagement with texts requires understanding and respecting home and community cultures, children's popular cultures, and the creation of permeable curriculum.

*LLED401 Teaching Language Arts in Elementary Schools* The primary goals of this course are to help preservice teachers develop a strong, professional knowledge of theories and practices of teaching writing from preschool through grade 4. Candidates are immersed in the study and experience of workshop and strategic models of writing instruction. Basic goals of this course are to help candidates to use language well and thoughtfully concerning writing instruction, literacy, literature and culture; to understand young children's acquisitions of language and literacies; to understand the role of play and social practices in literacy learning; and to think through instructional problems thoroughly, using multiple sources of information to experiment with alternative solutions. We also expect candidates to understand the roles that home, school, community, and children's popular cultures play in literacy practices, literature, identifications of "ability," and schooling; to learn how people function effectively in groups; and to develop a repertoire of organizational, instructional, and evaluative strategies that include a recognition of multimodal and digital texts.

*LLED501 Teaching Writing in Elementary and Secondary Schools* The primary goals of this course are to help graduate students and in-service teachers develop a strong, professional knowledge of theories and practices of teaching writing from preschool through high school. Candidates are immersed in the study and experience of workshop and strategic models of writing instruction. Basic goals of this course are to help candidates to use language well and thoughtfully concerning writing instruction, literacy, literature and culture; to understand young children's acquisitions of language and literacies; to understand the role of play and social practices in literacy learning; and to think through instructional problems thoroughly, using

multiple sources of information to experiment with alternative solutions. We also explore the roles that home, school, community, and child/youth popular cultures plays in literacy practices, literature, identifications of “ability,” and schooling; learn how people function effectively in groups; and work to develop a repertoire of organizational, instructional, and evaluative strategies that include a recognition of multimodal and digital texts.

*LLED590 Colloquium* This introductory colloquium is required for all first semester doctoral students in the Ph.D. option area in Language, Culture and Society. The purpose of the course is to acquaint participants with ideas, principles, thinkers, seminal research and intellectual traditions that have shaped and continue to inform LCS-related research broadly defined, while simultaneously helping students begin to deepen their understanding of how these ideas and traditions have been taken on by scholars most closely related to their particular area of study. By the end of the course, students will have completed a first draft of what will become their candidacy paper.

*CI528 Theories of Identity* In this seminar, participants study the historical and theoretical developments that brought conceptions of identity to the fore in contemporary social theories. We trace conceptualizations and uses of identity in post-colonial, critical race, psychoanalytic, Marxist, and post-structural feminist and queer theories and examine some of the ways these are applied in education today. Readings will include pieces from major thinkers in each school of thought, as well as researchers and theorists who apply these perspectives to analyses of education (**Course designer**).

*CI529 Foucault in Education* In this seminar, participants read and discuss several key texts from the middle and late work of Michel Foucault as well as applications of Foucault's theories in education. In particular, we study Foucault's conceptualizations of power, discipline, subjectivity, and ethics or care of the self in relation to the field of education, schools, classroom life, and literacy issues (**Course designer**).

*CI597 History of Childhood* In this course, participants explore the highly variable ways that childhood has been constructed and enacted across multiple cultures and throughout history. We begin by considering how notions of the nature of childhood - for example, children as innocent, as primitive, or as blank slates - have functioned across history and in our own memories and sense of nostalgia about childhood. We expand our understanding of historic and contemporary childhoods through comparative studies of children. We examine and critique normative theories of child development and finish with an examination of contemporary child culture, including play and how changes in global culture affect children's lives (**Course designer**).

*CI560WC History of Childhood* This online version of *History of Childhood* engages students through a weekly shared construction of a virtual museum of childhood, online discussion, and projects involving child informants (**Course designer**).

*CI596 Individual Readings. Psychoanalysis.* Taught at student request, we read and discuss foundational and thematic texts in psychoanalysis.

*CI597 Media, Literacy, and Child/Youth Popular Culture*: This course is designed to offer a introduction to the field of cultural studies; a representative set of readings in research about child/youth interactions with various media and popular culture; an overview of research on the interactions between youth digital lives and school settings; and an array of practical production experiences along with discussions of the affordances of various media (**Course designer**).

*CI597 Judith Butler, Gender and Education*. The purposes of this course are twofold: 1) to read and discuss in depth the work of Judith Butler and 2) to consider how Butler's ideas about gender may inform and be informed by theories and practices in education (**Course designer**).

## **Professional Service**

### **Editorial Boards**

*Children: Global Posthumanist Perspectives and Materialist Theories*, Springer.

*Critical Childhood & Youth Studies: Theoretical Explorations and Interventions in Clinical, Educational, Social and Cultural Settings*, Rowan Littlefield.

*Bank Street Occasional Papers*, New York: Bank Street College of Education.

International Critical Childhood Policy Studies Journal, San Francisco: Caddo Gap Press.

*Critical Cultural Studies of Childhood*. New York: Palgrave Macmillian Press.

*International Journal of Education & the Arts*. Newcastle: Cambridge Scholars. (No longer on board)

### **Editorial Review Boards**

*Journal of Literacy Research* 2016 - present

*Language Arts* 2021 - present

*National Reading Council 2008 Yearbook*

### **Promotion and Tenure Review**

Outside promotion review, Rutgers

Outside promotion review, Auckland University of Technology (New Zealand)

Outside promotion review, Virginia Tech

Outside tenure and promotion review, Arizona State

Outside tenure and promotion review, University of Nevada -Reno

Outside promotion review, University of Georgia

Outside promotion review, University of Georgia

Outside promotion review, University of Georgia

Outside promotion review, University of Texas Rio Grande Valley

Outside tenure review, University of Wisconsin Madison

Outside tenure review, Erickson Institution Chicago

Outside promotion review, University of Massachusetts-Amherst

Outside promotion review, University of Illinois-Chicago

Outside tenure review, University of Minnesota

Outside tenure review, University of Georgia

Outside tenure review, University of Texas-Austin  
Outside tenure review, York University  
Outside tenure review, University of South Carolina, Columbia  
Outside tenure review, University of Hawai'i  
Outside tenure review, University of Hawai'i  
Outside tenure review, University of Rochester

### **Manuscript Reviewer**

Routledge (books)  
Peter Lang Publisher (books)  
Journal of Early Childhood Literacy  
Journal of Literacy Research  
Pedagogies: An International Journal  
Curriculum Inquiry  
Contemporary Issues in Early Childhood  
Bank Street Occasional Papers  
International Journal of Education & the Arts  
Language Arts  
Journal of Qualitative Studies in Education  
Discourse: Studies in the Cultural Politics of Education  
Education and Anthropology Quarterly  
Journal of Curriculum Theory  
Research in the Teaching of English  
The McGill Journal of Education  
Early Education and Development  
Equity and Excellence in Education  
American Journal of Education  
International Journal of Qualitative Studies in Education  
Oxford Research Encyclopedia of Education

### **Penn State Committee and Service Work**

#### University

2020 – present      Campus Childcare Advisory Committee  
2010 – present      Organizer and Facilitator, University-wide reading group

#### College of Education

2020 – present      Co- Chair, College Promotion and Tenure Committee  
2019-2020          Co-Chair, Multiliteracies and Learning Sciences Faculty Search  
                                 Committee  
2017 – 2018          Sabbatical Committee (member)  
2016                    Search Committee, Penn State Behrends, Language and Literacy  
                                 (member)

2007 – 2014 College of Education Diversity and Community Enhancement  
Committee (faculty chair)

2013 – 2014 Search Committee, School Psychology (outside member)

2009 – 2010 Diversity Framework Steering Committee (member)

2010 – 2011 Search Committee, Penn State Abington Literacy (member)

2009 *Children Crossing Borders – a Symposium with Dr. Joseph Tobin*  
(organizer and chair)

2009 *Out in the Classroom – a Symposium with Dr. Jonathan Silin*  
(organizer and chair)

2007 – 2008 Faculty Advisory Council (member)

2007 - 2008 Study Team Leader, Literacy and the Arts Team, College of Education  
Rapid Strategic Planning (lead)

Department

Fall, 2021 Interim Program Coordinator, Literature and English Language Arts  
Emphasis Area

2016 – present Program Coordinator, Language, Culture and Society Graduate Emphasis  
Area

2019 – present Head, Undergraduate Arts and Literacies Block

2019 - 2020 Curriculum and Instruction Tenure and Promotion Committee

2016 - 2019 Chair, Curriculum and Instruction Tenure and Promotion Committee

2016 – 2019 Faculty advisor, Curriculum and Instruction Graduate Student Association

2015 – 2016 Curriculum and Instruction Tenure and Promotion Committee

2011 – 2014 Curriculum and Instruction Tenure and Promotion Committee

2013 – 2014 Coordinator, Undergraduate Arts and Literacies Block

2011 – 2014 Program Coordinator, Language, Culture and Society Graduate Emphasis  
Area

2007 – 2014 Language, Culture and Society (PhD emphasis area) web site listserv  
(created, manage, maintain)

2008 – 2009 Early Childhood Steering Committee (member)

2007 – 2011 Language and Literacy Education, for EDUCATE One-to-One  
Laptop Initiative (coordinator)

2009 – 2010 Early Childhood faculty search committee (chair)

2007 – 2008 Language Arts faculty search committee (member)

2007 – 2008 Children’s Literature faculty search committee (member)

2007 – 2008 Lead Staff Assistant search committee (member)

Women’s, Gender and Sexuality Studies

2009 – 2010 Tenure and Promotion Committee (member)

2008 – 2009 Graduate Matters Committee (member)

**University of Iowa Committee and Service Work**

University

2001 – 2002 University Affiliated Child Care Planning Committee (member)

College

2005 – 2007 Diversity Committee, College of Education (member)  
 2006 *Troubling Notions of the Immigrant Child – A Symposium with Dr. Gilles Brogere, Dr. Joseph Tobin and Dr. Angela Arzubiaga* (organizer and chair)  
 2004 – 2006 Iowa Reading Initiative, Language, Literacy and Culture Program (co-chair)  
 2005 – 2006 Ida Beam Distinguished Lecture Visit of Dr. Shirley Brice Heath (organizer and chair)  
 2003 *On Love and Hate in Teaching: A Symposium with Dr. Paula Salvio, Dr. Peter Taubman and Dr. Chelsea Bailey* (organizer and chair)  
 2003 Pedagogy as a Practice of Self-Deception Workshop (organizer and chair)  
 2001 – 2002 Obermann Center/Laura Spelman Rockefeller Symposium (organizer and chair)  
 2000 – 2001 College of Education Web Site Design Committee (member)

Department

2005 – 2006 Department of Teaching and Learning Distance Learning Committee (member)  
 2003 – 2004 Elementary Education Diversity Subcommittee (member)  
 2003 – 2004 Elementary Education Comprehensive Exam Committee (chair)  
 2002 – 2003 Mid-level Practicum Advisory Committee (member)  
 2001 – 2004 Elementary Education Comprehensive Exam Committee (member)

**Ph.D. Committees**

**SUPERVISION OF DISSERTATIONS/THESES, AND MEMBERSHIP ON GRADUATE COMMITTEES**

Student	Degree	Major	ROLE			Graduated
			Committee Chair	Thesis Advisor	Committee Member	
Ian Romero	Ph.D.	LCS	x	x		
Arpita Sarker	Ph.D.	LELA	x	x		
Xiru Du	Ph.D.	LCS	x	x		
Laura Carter-Stone Vanderbilt University	Ph.D.	English Ed			x	
Maria Santiago Rivera	Ph.D.	LCS			x	
Nicolas Natchoo (University of Kansas)	Ph.D.	C&I			x	

Student	Degree	Major	ROLE			Graduated
			Committee Chair	Thesis Advisor	Committee Member	
Ashwin Mohan	Ph.D.	Science Education			x	
Kiyomi Masamune	Ph.D.	ECE			x	
Kara Miheretu	Ph.D.	ECE			x	
Alison Coombs	Ph.D.	Art Education			x	
Leslie Cano	Ph.D.	Adult Ed			x	
Hehyoun Shin	Ph.D.	Adult Ed			x	
Seongryeong Yu	Ph.D.	LELA			x	
Hilario Lomeli	Ph.D.	LCS			x	Aug, 2022
Colette Slagle	Ph.D.	LCS			x	May, 2022
Jue Wang	Ph.D.	LCS	x	x		Aug 2021
Muge Olgan	Ph.D.	LCS	x	x		Aug 2021
Isaac Bretz	Ph.D.	LCS	x	x		Aug2021
Paulina Rodis	Ph.D.	Sociology			x	Aug 2021
Nakisha Whittington	Ph.D.	LCS			x	Aug 2021
Jacob Gates	Ph.D.	SSED			x	May 2021
Sridevi Rao	Ph.D.	Higher Education & CIED			x	Aug 2020
Carol Rogers-Shaw	Ph.D.	Adult Education			x	Aug 2020
Gabriel Acevedo	Ph.D.	LCS			x	May, 2020
Frances Bose	Ph.D.	LCS			x	May, 2020
Katie Masters	Ph.D.	Applied Linguistics			x	May, 2020
Brandon Elmore	Ph.D.	Adult Education			x	May, 2019
Ana Beltran-Diaz	Ph.D.	LCS			x	May, 2019
Alex Collopy	Ph.D.	ECE			x	Aug, 2019
Xiunan Kim	M.S.	LCS	x	x		May, 2019
Heather Clagett	M.S.	World Campus	x	x		Aug, 2019
Maimuna Hamid Merican (University of Malaya)	Ph.D.	Arts and Social Sciences			x	unknown
Corey Simmons	Ph.D.	LCS			x	Dec 2018
Pauli Badenhorst	Ph.D.	LCS			x	May 2018
Lochran Fallon	Ph.D.	LCS				Dec 2017
Michael Chesnut	Ph.D.	LCS			x	May, 2016
Courtney Hanney (Univ of Rochester)	Ph.D.	Literacy			x	May, 2016
MinSoo Kim	Ph.D.	ECE			x	Aug, 2016
Kaushalya Perera	Ph.D.	Applied Linguistics			x	May, 2015
Kortney Sherbine	Ph.D.	LCS	x	x		May, 2014
Jarod Rosello	Ph.D.	LCS			x	May, 2014



Student	Degree	Major	ROLE			Graduated
			Committee Chair	Thesis Advisor	Committee Member	
Brian McAuley	Ph.D.	Communications			x	Aug, 2014
Julie Slivka	Ph.D.	LCS	x	x		Aug, 2013
Kevin Slivka	Ph.D.	Art Education			x	Aug, 2013
Lenore Maybaum (Univ of Iowa)	Ph.D.	LLC	Co-	Co-		December, 2013
Xu Xu	Ph.D.	LCS	x	x		May, 2013
Alex Schott (Univ of Iowa)	Ph.D.	LLC			x	May, 2013
Jennifer Teitle (Univ of Iowa)	Ph.D.	LLC	Co-	Co-		May, 2012
Michael Ayers (Univ of Iowa)	Ph.D.	LLC			x	May, 2012
Chris Schulte	Ph.D.	Art Education			x	2012
Brendaly Drayton	Ph.D.	Adult Education			x	2012
David Fuentes	Ph.D.	LCS			x (comps only)	2012
Stephanie Troutman	Ph.D.	LCS	Co-	Co-		Aug, 2011
Julliane Guillard	Ph.D.	LCS	Co-	Co-		2011
Sharlene Gilman	Ph.D.	LCS			x	2011
Alex D'Urso	Ph.D.	LCS			x	2011
Curt Porter	Ph.D.	LCS			x	2011
Kristine Sunday	Ph.D.	Art Education			x	2011
Blaire Toso	Ph.D.	Adult Education			x	2011
Vince Youngbauer	Ph.D.	LCS			x (comps only)	2011
Bridget Bunten	Ph.D.	LCS			x	2010
Amy Pfeiler-Wunder (Univ of Iowa)	Ph.D.	Art Education			x	2009
Li Xio (Univ of Iowa)	Ph.D.	Journalism			x	2008
Kim Ngyuen (Univ of Iowa)	Ph.D.	Rhetoric			x	2008
SoonYoung Lee (Univ of Iowa)	Ph.D.	LLC			x	2007
Michelle Holschuh Simmons (Univ of Iowa)	Ph.D.	LLC			x	2007
Karen Wohlwend (Univ of Iowa)	Ph.D.	LLC			x	2007

Student	Degree	Major	ROLE			Graduated
			Committee Chair	Thesis Advisor	Committee Member	
Priscilla McKinley (Univ of Iowa)	Ph.D.	LLC			x	2006
Tammy Everett (Univ of Iowa)	Ph.D.	LLC			x	2006
Sheila Benson (Univ of Iowa)	Ph.D.	LLC			x	2006
Dora Buandoh-Edu (Univ of Iowa)	Ph.D.	LLC			x	2006
Cynthia Miller (Univ of Iowa)	Ph.D.	LLC			x	2006
Chinatsu Sazawa (Univ of Iowa)	Ph.D.	LLC			x	2006
Rahila Weed (Univ of Iowa)	Ph.D.	Art Education			x	2005
Christine Potter (Univ of Iowa)	Ph.D.	LLC			x	2005
Renita Schmidt (Univ of Iowa)	Ph.D.	LLC			x	2005
Jason Ranker (Univ of Iowa)	Ph.D.	LLC	x	x		2004
Jeonghee Choi (Univ of Iowa)	Ph.D.	LLC			x	2004
Mona Hayes (Univ of Iowa)	Ph.D.	LLC			x	2004
Linda Armstrong (Univ of Iowa)	Ph.D.	LLC			x	2006
Bonnie Sonnek (Univ of Iowa)	Ph.D.	LLC			x	2003
Kara Schmadeke (Univ of Iowa)	Ph.D.	LLC			x	2003
Yasuko Akiyama (Univ of Iowa)	Ph.D.	LLC			x	2003

### **Professional Organizations: Leadership and Service**

#### Program Committees

2020 \_\_\_\_\_ Emerging Scholar Awards Committee, Critical Perspectives on Early Childhood SIG, American Educational Research Association

2019 \_\_\_\_\_ Emerging Scholar Awards Committee, Critical Perspectives on Early Childhood

- SIG, American Educational Research Association
- 2018 Emerging Scholar Awards Committee, Critical Perspectives on Early Childhood SIG, American Educational Research Association
- 2018 Envisioning Life, New Directions in Psychoanalytic Thinking, Washington, D.C. (Conference Chair)
- 2017-2018 Bloch Career Achievement Award Committee, International Reconceptualizing Early Childhood Research, Theory and Practice Conference
- 2014 – 2018 Executive Steering Committee, Reconceptualizing Early Childhood Research, Theory Practice Group.
- 2015-2017 Accommodations Committee, International Reconceptualizing Early Childhood Research, Theory and Practice Conference.
- 2015 Distinguished Career Award Committee, Critical Issues in Early Childhood SIG, AERA.
- 2009 - 2012 Steering Committee, Washington Center for Psychoanalysis, New Directions in Psychoanalytic Thinking.
- 2012 20<sup>th</sup> International Reconceptualizing Early Childhood Research, Theory and Practice Conference, University Park, PA (Conference Chair)
- 2012 Queering the Couch, New Directions in Psychoanalytic Thinking, Washington, D.C. (Conference Co-Chair)
- 2010 18<sup>th</sup> International Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Dalton, GA.
- 2005 13<sup>th</sup> International Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Madison WI.
- 2004 12<sup>th</sup> International Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Oslo, Norway (Program Chair).
- 2003 11<sup>th</sup> Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Tempe, AZ.
- 1998 7<sup>th</sup> Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Honolulu, HI (Planning Committee Member).

### Conference Proposal Reviews

- 2015 Program Committee, Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, Dublin.
- 2013 Reviewer, Critical Issues of Early Childhood American Educational Research Association SIG.
- 2011 Program Committee, Reconceptualizing Early Childhood Research, Theory and Practice Annual Conference, London.
- 2011 Reviewer, Critical Issues of Early Childhood American Educational Research Association SIG.
- 2002 Reviewer, Conference Proposals, American Educational Research Association Critical Issues in Early Childhood SIG.
- 2001 Reviewer, Conference Proposals, American Educational Research Association Critical Issues in Early Childhood SIG.
- 2000 Reviewer, Conference Proposals, AERA Critical Issues in Early Childhood SIG.

### Other Professional Leadership and Service

- 2016–present Summer retreat coordinator, New Directions in Psychoanalytic Thinking.
- 2009–present Faculty, New Directions in Psychoanalytic Thinking.
- 2005 Social Sciences and Humanities Research Council of Canada (reviewer for competitive grants).
- 2004 Mentor, Spencer Foundation Doctoral Training Grant, Arizona State University.

### **Consulting**

- 2020 – present Pandemic Response Team, Centre Learning Community Charter School
- 2007 Reading assessment, Centre Learning Community, State College, PA.
- 2007 Writing curriculum consultant, Naperville IL Public School District.
- 2004 – 2005 Reviewed and recommended research for Iowa Content Area Network, State of Iowa Department of Education.
- 2004 Spencer Foundation Doctoral Training Program, Arizona State University.
- 2002 Curriculum Review Committee, Longfellow School, Iowa City, IA.

### **Community**

- 2020 – present Board of Trustees, Centre Learning Community Charter School
- 2014 – 2015 Volunteer Therapist, Jubilee Jumpstart Preschool. Providing weekly play-based therapy in a preschool classroom setting, Washington, D.C.
- 2010 – 2014 President, Board of Trustees, Centre Learning Community Charter School
- 2008 – 2012 School/University Collaboration, Centre Learning Community 5/6<sup>th</sup> graders and PSU teacher education students reading and writing buddies, State College, PA
- 2009 – 2010 Volunteer adult literacy tutor, State College PA Community School District.
- 2005 - 2007 School/University Collaboration, Longfellow Elementary School 3<sup>rd</sup>/4<sup>th</sup> and 5<sup>th</sup>/6<sup>th</sup> graders and University of Iowa teacher education students writing projects, Longfellow Elementary School, Iowa City, IA.
- 2004 – 2007 Whole class teaching and small group guided reading, literature study, and social studies inquiry curriculum, Longfellow School, Iowa City, IA.
- 2003 Board representative for Mary Jo Small Childcare Center at Brookland Woods Board to University of Iowa Child Care Committee.
- 2000 – 2003 Mary Jo Small Childcare Center at Brookland Woods Board Secretary, Executive Committee and Employee Affairs Committee.