

INTRODUCING THE 2017 CAE CONCHA DELGADO GAITAN PRESIDENTIAL FELLOWS



A Welcome Letter from Dr. Delgado Gaitan

Fall 2017

Dear Council of Anthropology and Education Presidential Fellows,

Welcome. Congratulations on becoming this year's CAE Presidential Fellows. Your stellar bios impressed me immensely. No doubt you have reached this point in your studies and academic career through your ability to conduct original research that will contribute significantly to your communities and the field of Anthropology and Education. This year you will move your research even further with excellent mentors at your side.

Mentors have played a critical role in shaping my academic directions, careers, and worldview. Since my early years, I have been very fortunate to have mentors who believed in my abilities. They taught me to listen, pay attention, observe and ask critical questions. All of them stretched me beyond my comfort zone. The guidance was invaluable.

I'm an immigrant daughter of two very hard working parents who did not have the opportunity for formal schooling in Chihuahua, Mexico. However, they were my first important teachers. In my early years, my mother taught me to believe in myself and to focus my time and attention on learning, studying and achieving. She always made sure that my sisters and I had a book in hand.

My father taught me that social justice works in our society when you stand up for your rights. I translated for my dad who often had to speak up when he was passed over for work in his labor union because he spoke limited English. He did not cower. Driving me to school after leaving the labor union, Dad explained to me, his eleven-year old interpreter, that although the system wasn't always fair, we needed to realize our worth and advocate for ourselves.

In high school, Mrs. Nichols, the guidance counselor, continuously fought to get me out of remedial reading classes where I was automatically assigned due to my low standardized test scores. She knew I had earned "As" in American Literature classes. Any other counselor would have let me stay in remedial classes as happened to most other Latino students. Sitting in those remedial classes is how I learned about the problems with standardized testing. I hadn't been thinking of college until Mrs. Nichols called me to her office and advised me to apply for admission and scholarship to the University of the Pacific. She had a trajectory for me that I didn't see until she focused me.

Years later when I felt that I was in over my head in my dissertation work at Stanford, George Spindler was always there to make me laugh at myself. He helped me to "hang in there" against the odds. Feeling weary about the direction of my dissertation, one day I showed up at his office. We talked about my work, and just before our meeting ended, I said, "I can't wait to finish this dissertation, so my troubles will be behind me." With a gusty laugh, he looked at me and said, "You must be kidding. Your problems just get bigger when you finish here."

When I first became a professor, one colleague, and mentor, Professor Henry Trueba helped me to understand the ropes in academia at the University of California, Santa Barbara. He was our Program Director in Anthropology and Education. He taught me that being a colleague in an academic unit involved more than just sitting in meetings. Henry made sure I was volunteering for every committee in the School of Education as well as across campus so that I could feel a part of the institution. He not only modeled what I had to do to develop a line of meaningful research, but he made sure that I understood that above all, our students were our priority. It was

partly Henry's influence that made me see that mentoring is not only about training protégés. Rather, guidance in solving research problems should assist mentees in making deliberate and conscious choices about their work. I have also learned that mentoring is not unidirectional. By this, I mean that my students have been my mentors too when I have requested their expertise. You, yourselves, may already be inspiring mentors.

After leaving my professorship at the University of California, Davis due to a health matter, I began my own independent business to continue researching and writing on the topic of empowering families and communities. I have also been consulting with governmental agencies and communities that invite me to work with them in the capacity of practicing anthropologist. I work in community economic development, family & school relations, and public health in Latino communities. Currently, I'm drawn to the area of cultural anthropology of aging, focusing on grandparents raising their grandchildren in this complex society with its myriad of economic, health and educational obstacles. Shaping new professional interests would not have been possible without the support of mentors in new workplaces, where I find myself.

In turn, I appreciate the strong mentorship relationship that I have with former doctoral students that are now in their respective professorships. I also accept mentoring young scholars who reach out to discuss their research, writing and career plans. This work freshens my perspective of our field and opens hopeful visions. As such, we find ourselves in a perpetual learning cycle throughout our lives. It also reminds me that our work deepens when we don't work alone.

For me, walking and Yoga help to keep me balanced. However, it's the partnership, warmth and love of my husband along with our extended family, and dear friends that support me in moving forward. Also on any given day, our four cats add curiosity and humor that helps keep some work in perspective.

I wish you all great success, and I look forward to becoming more acquainted with your remarkable work. Although you will each have an individual mentor this year, I am deeply honored to be able to work with you as a mentor-at-large.

All the best,

Concha Delgado Gaitan, Ph.D.

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Name	Email	Ph.D.	Current position	Research focus	Recommender
1. Paul Hartman	phartm1@ilstu.edu	2016 Ph.D. University of Illinois, Chicago	Assistant Professor. Illinois State University	Queer teaching and learning in elementary schools. Teacher action research and inquiry with Chicago public school teachers to develop a “culturally sustaining pedagogy.”	Professor Zitlali Morales
2. MinSoo Kim-Bossard	bossardm@tcnj.edu	2015 Ph. D. Pennsylvania State University	Assistant Professor. College of New Jersey	Immigrant families (US and Korea), Early Childhood Education and teacher preparation.	Professor Joseph Michael Valente
3. Sylvia Mac	smac@laverne.edu	2015 Ph. D. Oklahoma State University	Assistant Professor. La Verne University. California	Disability in urban communities. Neoliberal market-based school reforms and disability.	Professor Denise Blum
4. Carla A. McNelly	mcnelly@iastate.edu	2014. Ph.D. University of Oregon	Iowa State University. Post-Doctoral Researcher	Community engagement, Latino and African American youth and families' activism; undergraduate teacher preparation.	Professor Katherine Richardson Bruna
5. Thierry Saintine	Thierry.Saintine@stockton.edu	2016 Ph.D. Temple University	Assistant Professor. Stockton University, New Jersey	High school mathematics education in urban schools. Black students' success in mathematics classrooms and social mobility.	Professor Carol Brandt
6. Jen Stacy	jstacy@csudh.edu	2015 Ph.D. University of Nebraska, Lincoln	Assistant Professor. California State University. Dominguez Hills	Family literacy practices of Latinos in newer immigrant enclaves (Nebraska, Georgia), and California.	Professor Edmund 'Ted' Hamann
7. Krystal S. Strong	kstrong@upenn.edu	2015 Ph.D. UC Berkeley	Assistant Professor. University of Pennsylvania	Activism and political processes in Nigeria and Sub-Saharan Africa. Role of social media in practices of youth in Africa and African Diaspora.	Professor Kathy Hall
8. Christian Zuniga	christian.zuniga@utrgv.edu	2015 Ph. D. University of Texas at Austin	Assistant Professor. University of Texas-Rio Grande Valley	Language ideologies, bilingualism/biliteracy, marginalized communities.	Professor Deborah Palmer

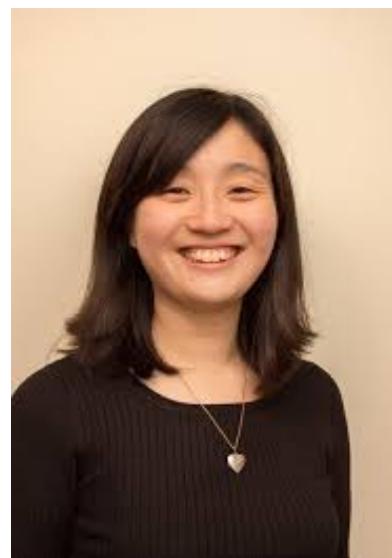
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Paul Hartman is an Assistant Professor of Elementary Education & Literacy at Illinois State University. Prior, he worked as a general education/ESL teacher at the primary level in the Chicago Public Schools for over a decade, during which he completed his Ph.D. in Curriculum and Instruction from the University of Illinois at Chicago in August 2016. Dr. Hartman's area of interest focuses on the intersections of early childhood literacy, culturally sustaining pedagogy, critical literacy, queer theory, action-research, and teacher education. As both an elementary school teacher and an emerging scholar, he explored how literacy can be used as a tool to confront issues related to homophobia and heteronormativity in his second-grade classroom, as a part of his dissertation project. Dr. Hartman's most recent work focuses on an action-research project in which he participated with other Chicago Public Schools teachers and researchers—Project Sustain (Supporting Urban Sustenance through Teacher Action Research & Inquiry). As part of the project he conceptualized, enacted, and documented his approach to culturally sustaining literacy pedagogy where he attempted to harness his students' diverse cultural and linguistic backgrounds as assets from which to center his curriculum and to cultivate and expand his students' literacy development. He has been a member of CAE and the Association for Queer Anthropology (AQA) for two years. He believes his research and experiences in the Chicago Public Schools will help bridge educational and anthropological research with everyday teaching practice and social transformation.

MENTOR: Cindy Cruz, UC Santa Cruz.

MinSoo Kim-Bossard is an Assistant Professor in the Elementary and Early Childhood Education Department at The College of New Jersey. She earned her Ph.D. at Penn State University in Curriculum and Instruction (emphasis in Early Childhood Education) with a dual title in Comparative and International Education. She received an M.S. in Art Education and a B.A. in Art History at Penn State University. As a Korean-born immigrant, Dr. Kim-Bossard is personally and professionally committed to making the voices of children and parents from immigrant families visible in schools, local communities, and teacher preparation programs. She grounds her research in the fields of educational anthropology and reconceptualist scholarship in early childhood education, exploring the impact of immigration on the education of young children and their families. Building on her doctoral dissertation research, which examined discourses of mothering in Korea, she is currently conducting a video ethnographic research on home-to-school transitions, and a sense of belonging for children from immigrant families in New Jersey and Pennsylvania. Her work has appeared in *Teachers College Record*, *Asia-Pacific*



Journal of Research in Early Childhood Education, as well as a forthcoming publication in *Anthropology of Work Review* (December 2017). Dr. Kim-Bossard's work was recognized by the Council on Anthropology and Education through the Shirley Brice Heath New CAE Scholar Travel Award in 2014. **MENTOR: Kathryn Anderson-Levitt, UCLA.**

Sylvia Mac is an Assistant Professor of Education at the University of La Verne. She earned her Ph.D. in Education at Oklahoma State University; she holds a Certificate of Advanced Studies in Disability Studies from Syracuse University; M.S. in International Studies from Oklahoma State University; and B.S. in Special Education from Southwestern Oklahoma State University. Her research examines how educational processes, curriculum, and teacher practices can promote a more equitable and inclusive educational system for diverse students, as well as understanding how influences, such as neoliberalism, factor into their success and access to quality education. She is an active member of CAE and, as of 2016, she is the chair of Committee #11- Exceptionalities in Education. She is particularly interested in growing the committee and generating interest from other educational anthropologists. She believes there is a gap in the current literature that fails to bridge the impact of neoliberal market-based school reforms in the realm of disability and special education. **MENTOR: Bryan Brayboy, Arizona State University.**



Carla A. McNelly is a Post-Doctoral Research Assistant for the ISU 4U Promise program at Iowa State University. She received her Ph.D. from the University of Oregon's Critical and Socio-cultural Studies in the Education program; an M.A. in International Studies at the University of Oregon; and B.A. in Computer Science at Indiana State University, as well as a B.A. in Romance Language and Literatures at the University of Oregon. Dr. McNelly's area of research encompasses the exploration and advancement of social equity. She is currently involved in two projects within the ISU 4U Promise program. She leads an interdisciplinary ethnographic research project, Design Dialogue, which explores the living and learning communities of youth. As part of her work, she is serving as a mentor for undergraduates from different disciplinary backgrounds. She is also involved in *Understanding the Latino Schooling Experience in a Demographically- Transitional Urban Community: Ensuring inclusive Pathways to College* that seeks to understand the changing socio-demographic context of the target urban communities. Dr. McNelly is also an active participant in CAE, currently serving as the co-chair of the CAE Committee #2- Multilingualism, (Multi) Literacies and Language in Schools and Communities. She hopes to bring her strengths and values of her activist scholarship within urban schools, community-based organizations, and mentoring of undergraduates to the cohort of CAE fellows. **MENTOR: Norma Gonzalez, University of Arizona.**

Thierry Elin-Saintine is Assistant Professor of Mathematics at Stockton University, First-Year Studies Program.



He received his Ph.D. in Urban Education from Temple University, he holds a Masters of Arts in Math Education and Masters of Fine Art in Creative Writing and Literature from the City College of New York. His varied interests in mathematics, anthropology, foundations of education, and urban education, coupled with his experiences teaching mathematics in historically under resourced and marginalized school districts, such as Harlem, the South Bronx, NY, and Philadelphia, PA has guided his work in understanding the relationship between students' academic outcomes and their sense of belonging to an academic domain. Specifically, Dr. Elin-Saintine, as part of his dissertation, examined marginalized student's mathematics identity construction. His study built on and expanded the understanding of how high performing Black youth perceive and identify as mathematics scholars. Outside of teaching, he is also involved in the

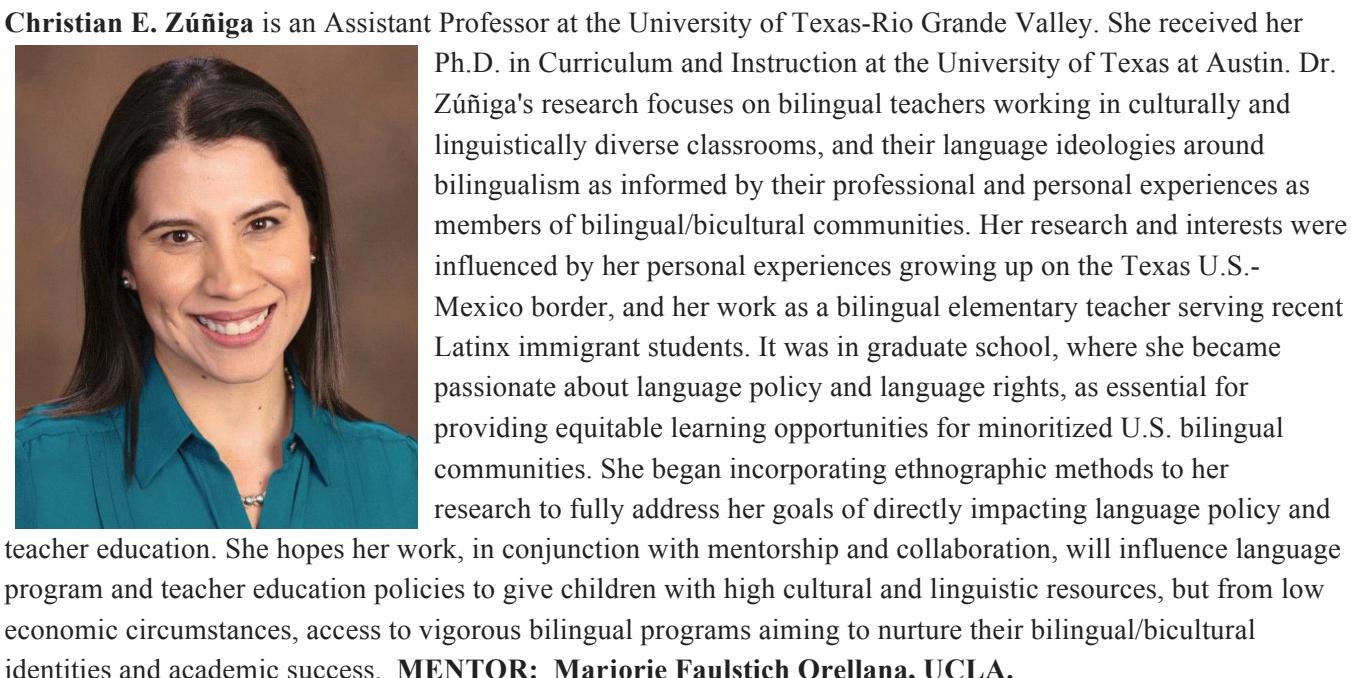
National Science Foundation grant, "Emerging Communities for Mathematical Practice and Assessment" (EnCoMPASS), collecting and analyzing data. He aims to continue researching, documenting, and ultimately bring more awareness to mathematics classrooms' potential to perpetuate or reverse the persistence of inequity in America's public school system. **MENTOR: Rodney Hopson, George Mason University.**

Jen Stacy is an Assistant Professor in the Department of Liberal Studies at California State University Dominguez Hills (CSUDH). Her research centers on literacy education, elementary education, ESL, family literacies, family-school partnerships, and ethnographic research methods. Within this focus, she has specifically concentrated on learning initiatives, such as family literacy programs. Her dissertation on public school's familial outreach programs and the Latinx population, continues to drive her research and work, as it has become as urgent as ever in today's society. She has worked closely with the Mexican American Opportunity Foundation to implement and study a family digital storytelling program. Currently, she's partner with the Los Angeles County Office of Education's Parent Education and Consultation Program to study and provide feedback about their newly developed parent outreach programs for families of incarcerated and formerly-incarcerated youth. At CSUDH, Jen also takes great pride in mentoring her Spanish-speaking, Latinx undergraduate students. It is her hope that her research will provide the opportunity for others to think more critically about intergenerational learning at school sites and their role in upholding or rejecting practices that perpetuate inequity. Dr. Stacy earned her Ph.D. in Teaching, Learning, and Teacher Education from the University of Nebraska-Lincoln; an M.S. in Education at the Universidad de Monterrey, and a B.S. in Early Childhood Education at Bowling Green State University. She is bilingual in Spanish and English and her research interests have been inspired by her earlier experiences living abroad and teaching in Mexico. **MENTOR: Cathy Amanti, Georgia State University.**





Krystal Strong is an Assistant Professor in Education, Culture, and Society at the University of Pennsylvania's Graduate School of Education. She received her Ph.D. in Anthropology in 2015 from the University of California, Berkeley, where she was named a Fulbright-Hays Fellow in 2010 and awarded the Spencer Dissertation Fellow in 2012. As a scholar, activist, and educator, she is interested in issues related to social justice, political activism, and cultural and educational practices among youth in under-resourced communities. She is currently revising her dissertation into a book manuscript entitled *“Political Training Grounds: Students and the Future of Post-Military Nigeria,”* which examines university student politics and activism after the transition to constitutional democracy. She is also conducting a new line of research, “Tracking A New Generation of Leaders” which explores the resurgent role of educational development in the production of a new political leadership class in Africa, in addition to other research that examines the roles of new and social medias in the cultural and political practices of youth in Africa and the African Diaspora. Her work consistently bridges the gap between anthropological approaches to education and politics. She also aims to bring insights from the African regions that have typically been underrepresented in this sub-field, more fully into U.S. academic studies and culture. She is hopeful and committed to expanding and advancing the fields of anthropology, education, and Africana studies. **MENTOR: Bradley Levinson, Indiana University Bloomington.**



Christian E. Zúñiga is an Assistant Professor at the University of Texas-Rio Grande Valley. She received her Ph.D. in Curriculum and Instruction at the University of Texas at Austin. Dr. Zúñiga's research focuses on bilingual teachers working in culturally and linguistically diverse classrooms, and their language ideologies around bilingualism as informed by their professional and personal experiences as members of bilingual/bicultural communities. Her research and interests were influenced by her personal experiences growing up on the Texas U.S.-Mexico border, and her work as a bilingual elementary teacher serving recent Latinx immigrant students. It was in graduate school, where she became passionate about language policy and language rights, as essential for providing equitable learning opportunities for minoritized U.S. bilingual communities. She began incorporating ethnographic methods to her research to fully address her goals of directly impacting language policy and teacher education. She hopes her work, in conjunction with mentorship and collaboration, will influence language program and teacher education policies to give children with high cultural and linguistic resources, but from low economic circumstances, access to vigorous bilingual programs aiming to nurture their bilingual/bicultural identities and academic success. **MENTOR: Marjorie Faulstich Orellana, UCLA.**