

CURRICULUM VITAE

RUBÉN A. GAZTAMBIDE-FERNÁNDEZ

Associate Professor, Department of Curriculum, Teaching and Learning
Editor-In-Chief, *Curriculum Inquiry*
Ontario Institute for Studies in Education, University of Toronto

(1) **Data of preparation**

January 27, 2019

(2) **Rank**

Associate Professor, Tenured
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the University of Toronto

(3) **Degrees**

Ed.D., Learning and Teaching, 2006
Harvard Graduate School of Education
Cambridge, MA, USA

Dissertation: *Lives of Distinction: Ideology, Space, and Ritual in Processes of Identification at an Elite Boarding School*, 2006. Committee: Sara Lawrence-Lightfoot (Chair), Wendy Luttrell, and Michéle Lamont. Harvard Graduate School of Education.

M.Ed., Arts in Education, 2000
Harvard Graduate School of Education
Cambridge, MA, USA

B.M., Performance 1993
The Boston Conservatory
Boston, MA, USA

(4) **Employment History**

July 2006 – Present

Associate Professor (tenured) July 2011
Assistant Professor (tenure-track) July 2006-June 2011
Department of Curriculum, Teaching and Learning
Ontario Institute for Studies in Education of the University of Toronto
Toronto, ON, CANADA

January – June, 2013

Visiting Associate Professor
Faculty of Education, University of Puerto Rico
Rio Piedras, Puerto Rico

July 2005, 2006, 2007, 2008, 2010, 2012, 2013

Visiting Assistant & Visiting Associate Professor
Leadership Academy, Massachusetts College of Liberal Arts
North Adams, MA, USA

July 2004 – June 2006

Instructor
Harvard Graduate School of Education
Cambridge, MA, USA

July 2004 – June 2006

Adjunct Lecturer
Department of Education, Tufts University
Medford, MA, USA

(5) Funding Grants (Awarded)

Externally Funded Research Grants

YEAR	2014-2019
SOURCE	Social Sciences and Humanities Research Council of Canada
TYPE	Insight Grant
AMOUNT	\$397,442
ROLE	Principal Investigator
TITLE/PURPOSE	Youth Solidarities Across Boundaries

YEAR	2015-2017
SOURCE	Newton Foundation
TYPE	Research Grant
AMOUNT	\$133,333
ROLE	Principal Investigator
TITLE/PURPOSE	Youth Participatory Action Research at University of Toronto Schools

YEAR	2010-2014
SOURCE	Social Sciences and Humanities Research Council of Canada
TYPE	Standard Research Grant
AMOUNT	\$109,101
ROLE	Principal Investigator
TITLE/PURPOSE	Urban Arts High Schools Project – To complete the third and final phase of the UAHS project, involving research in Canada and the United States.

YEAR	2009-2011
SOURCE	Toronto District School Board
TYPE	Research Contract
AMOUNT	\$13,000
ROLE	Principal Investigator
TITLE/PURPOSE	Proyecto Latino – To conduct exploratory research and implement a pilot program addressing the needs of Latino/a students in TDSB schools

YEAR	2008-2010
SOURCE	Social Sciences and Humanities Research Council of Canada
TYPE	Research Development Initiative Grant
AMOUNT	\$39,950
ROLE	Principal Investigator
TITLE/PURPOSE	Urban Arts High Schools Project – To develop a research project that will consider arts high schools in Canada and the United States.

YEAR	2005-2006
SOURCE	National Science Foundation (USA)
TYPE	Dissertation Improvement Grant
AMOUNT	\$7,490
ROLE	Co-Principal Investigator (w/ Michéle Lamont as Faculty Sponsor)
TITLE/PURPOSE	Lives of Distinction – To support the collection and analysis of data from a two-year ethnography at an elite boarding school in the US.

Externally Funded Conference Grants

YEAR	2014-2015
SOURCE	Social Sciences and Humanities Research Council of Canada
TYPE	Connection Grant
AMOUNT	\$24,980
ROLE	Principal Investigator
TITLE/PURPOSE	To plan the Researching Elite Education international conference, bringing together scholars from around the world who are engaged in the study of elites to discuss future research, methodological challenges, and the practice of social justice education in elite schools.

Internally Funded Research Grants

YEAR	2016-2017
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,520
ROLE	Principal Investigator
TITLE/PURPOSE	To hire three Research Assistant to work on data analysis and the preparation of technical reports for the Urban Arts High Schools Project.

YEAR	2016
SOURCE	University of Toronto
TYPE	Excellence Award
AMOUNT	\$6,000
ROLE	Principal Investigator
TITLE/PURPOSE	From Solidarity to Complicity: Re-Inscriptions of Privilege - To analyze the public representations of former companions from the global north.

YEAR	2015
SOURCE	University of Toronto
TYPE	Excellence Award
AMOUNT	\$6,000
ROLE	Principal Investigator
TITLE/PURPOSE	Youth Solidarities Around the World – To collect and analyze documentary information about youth solidarity projects around the world.

YEAR	2014-2016
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,882
ROLE	Principal Investigator
TITLE/PURPOSE	To hire two Research Assistant to work on data analysis and contribute to a book proposal based on the Urban Arts High Schools Project.

YEAR	2012-2013
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,000
ROLE	Principal Investigator
TITLE/PURPOSE	The purpose of this grant was to hire two Research Assistant to work on data analysis and writing of school portraits for the Urban Arts High Schools Project.

YEAR	2011-2012
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,000
ROLE	Principal Investigator
TITLE/PURPOSE	The purpose of this grant was to hire two Research Assistant to work on data analysis and the preparation of technical reports for the Urban Arts High Schools Project.

YEAR	2010-2011
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$1,952
ROLE	Principal Investigator
TITLE/PURPOSE	The purpose of this grant was to hire a Research Assistant to work on data collection and analysis for the second phase of the “Proyecto Latino” research project.

YEAR	2008-2010
SOURCE	Connaught Program / University of Toronto
TYPE	New Staff Matching Grant
AMOUNT	\$26,000 (plus \$14,000 matching funds from CTL Department)
ROLE	Principal Investigator
TITLE/PURPOSE	Urban Arts High Schools Project – To collect information on public arts high schools in the US and Canada and develop criteria for site selection for large international study.

YEAR	2008-2009
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,000
ROLE	Principal Investigator
TITLE/PURPOSE	The purpose of this grant was to hire a Research Assistant to work on data collection and analysis for the “Proyecto Latino” research project.

YEAR	2007-2008
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Research Small Institutional Grant
AMOUNT	\$2,850
ROLE	Principal Investigator
TITLE/PURPOSE	The purpose of this grant was to hire a Research Assistant to work on data collection and analysis in my Urban Arts High Schools Project

YEAR	2006-2008
SOURCE	Connaught / University of Toronto
TYPE	Start-Up Grant for New Faculty
AMOUNT	\$10,000
ROLE	Principal Investigator
TITLE/PURPOSE	An Exploratory Study of Arts High Schools in Toronto – To develop a framework for a study of urban arts high schools.

Internally Funded Travel and Conference Grants

YEAR	2010-2011
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Travel Small Institutional Grant
AMOUNT	\$500
ROLE	Principal Investigator
TITLE/PURPOSE	For travel to Annual Meeting of the American Sociological Association, where I presented an invited paper for the Cultural Sociology Section on the topic of Symbolic Boundaries, based on my research on the Urban Arts High Schools Project.

YEAR	2009-2010
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Travel Small Institutional Grant
AMOUNT	\$600
ROLE	Principal Investigator
TITLE/PURPOSE	For travel to Curriculum and Pedagogy Conference with a group of students to present papers from our SSHRC funded UAHS project.

YEAR	2008-2009
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Travel Small Institutional Grant
AMOUNT	\$800
ROLE	Principal Investigator
TITLE/PURPOSE	For travel to Curriculum and Pedagogy Conference, where I presented paper on the arts in education and another with my research team.

YEAR	2007-2008
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Conference Small Institutional Grant
AMOUNT	\$1,315
ROLE	Principal Investigator
TITLE/PURPOSE	To pay for guest artists at the musica ficta/Lived Realities: A Conference on Exclusions and Engagements in Music, Education and the Arts

YEAR	2007-2008
SOURCE	OISE/UT (SSHRC-SIG)
TYPE	CTL / Travel Small Institutional Grant
AMOUNT	\$400
ROLE	Principal Investigator
TITLE/PURPOSE	For travel to Curriculum and Pedagogy Conference

(6) Courses Taught

Independent Reading/Research Courses (OISE-Graduate)	8
CTL1000 Foundations of Curriculum Studies (OISE-Graduate)	offered 8 times
CTL1818 Arts in Education (OISE-Graduate)	offered 6 times
CTL1799 Pedagogies of Solidarity (OISE-Graduate)	offered 5 times
CTL1999 Contemporary Curriculum Thought (OISE-Graduate)	offered 2 times
CTL1999 Doctoral Proseminar in Curriculum (OISE-Graduate)	offered 9 times
CTL5038 Introduction to Decolonization (OISE-Graduate)	offered 2 times
EDU 5597 Arts in Urban Schools (OISE-B.Ed.)	offered 6 times
EDU 5556 Youth Popular Culture and Schooling (OISE-B.Ed.)	offered 1 time
Introduction to Curriculum Theory (Harvard University-Graduate)	offered 3 times
Evaluating Curriculum / Human Resources (MCLA)	offered 7 times
Sociology of Education (Tufts University & Simons College)	offered 4 times

(7) Graduate Supervision

Graduate Supervisions (completed)

PhD	5
MA	11

Graduate Supervisions (in progress)

PhD	12
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Graduate Memberships

PhD (completed – 32 OISE, 1 Non-OISE)	33
PhD (in progress – 17 OISE, 1 Non-OISE)	18
MA (completed)	4

Students and Titles of Graduate Supervisions

Ph.D. Completed:

1. Arraíz, Alexandra. (2018) Cariño in the Borderlands: Pedagogical Relationships in a Community-Based Education Support Program. Defended February 6, 2018.
2. Bhimani, Salima. (2013) Mapping the assembly of Muslim exceptionality and exceptional Muslims: Ismaili Muslim encounters through discourses, bodies and space in the Canadian colonial nation. Defended June 18, 2013.
3. Desai, Chandni. (2016) We teach life: Exile, hip hop, and the radical tradition of Palestinian cultural resistance. Defended September 16, 2016. **Winner of the Outstanding Dissertation Award, American Education Research Association, Division B, Curriculum Studies, 2017.**
4. Guerrero, Cristina. (2014) Rethinking Latin@ student engagement: Identification, community engagement, and transformative learning through Youth Participatory Action Research. Defended April 10, 2014.
5. Scheepstra, Traci. (2018) Making meaning of gender-based violence: Elite subjectivity and gender performance in a Canadian private school. Defended September 10, 2018.

MA Completed:

1. Arraiz, Alexandra (2010) Migration stories: Narratives of Latino/a immigrants arriving into the Canadian school system.
2. Barrero, Diana (2018) Gap Talk: How the “Achievement Gap” Reproduces Settler Colonial Constructions of Race Within the Ontario Public School System.
3. Durocher, Robert (2009) Masked: An (visual) arts-informed perspective into gay teachers. [Co-supervised with Dr. Heather Sykes.]
4. Menna, Lydia (2009) Claiming the artist: Arts teachers negotiating professional identification within a public specialized arts high school.
5. Morris, Kathleen (2013) Emerging views on making: Fibre graduates reflect on their practice. **Winner of the 2013 Thesis Award from the Arts Researchers and Teachers Society, Canadian Association for Curriculum Studies**
6. Murad, Zahra (2010) Narratives of hope in anti-oppression education: What are anti-racists for?
7. Phillips, Patrick (2015) A life history of critique in education: An account of being critical in post-reconceptualist curriculum.

8. Saifer, Adam. (2013) Choosing the Arts: Exclusion and Advantage in the Educational Marketplace.
9. Switzer, Sarah (2009) Collaging Complexity: Re-conceptualizing knowledge in HIV/AIDS education.
10. VanderDussen, Elena (2009) “A Spirit of Service:” Conceptualizing Service in Learning through the Preparation for Social Action (PSA) Program in Uganda.
11. Velasquez, María Cecilia (2010) Language and identity: Bilingual code-switching in Spanish-English interviews.

PhD in progress:

1. Barrero, Diana. Coursework.
2. Bascuñan, Daniela. A Pedagogy of Ethical Relationality: A Métissage of Young Students’ Life Stories Braided with Stories of Indigenous Presence. ABD
3. El-Sherif, Lucy. Unsettled Settlers: How Muslim Canadian youth understand and negotiate settlerhood through Dabke. ABD
4. Galeano, Karen. Comprehensive.
5. Guthrie, Christy. Proposal.
6. Kinlock, Karima. Proposal.
7. Koehler, Danielle. Proposal.
8. Peters, Kaitlind. Coursework.
9. Purton, Fiona. Pedagogies for Difficult Knowledge: Teaching Aboriginal Studies in a B.Ed. Program. ABD.
10. Ramjewan, Neil. The Problem of Childhood Rape. ABD
11. Toukan, Elena. Navigating the aims of education: A comparative study of transnational education and development projects. ABD
12. Tremblay, Katie. Caught in the middle: Investigating middle school music teachers’ pedagogical approaches in beginning band class. ABD

(8) Publications

Life-time Summary

Books authored	2
Books edited	5
Chapters/Sections in edited books	8
Chapters in books by other editors	19
Papers in refereed journals	28
Refereed journal editorials and editorship of special issues	24
Articles in refereed conference proceedings	3
Non-refereed articles	7
Technical Reports	4
Book reviews	4
Other:	
Conference Reports	2
Conference Papers	45
CDs	1

Books Authored:

1. **Gaztambide-Fernández, R.** (forthcoming). Decolonizing Solidarity: Power, Difference, Pedagogy. [Under Contract with Routledge]
2. **Gaztambide-Fernández, R.** (2009). The best of the best: Becoming elite at American boarding school. Cambridge, MA: Harvard University Press. (312 pp.)

Books Edited:

1. Kraehe, A., **Gaztambide-Fernández, R.** & Carpenter, B. S. (2018). The Palgrave Handbook of Race and the Arts in Education. Palgrave.
 - 1.1. **Gaztambide-Fernández, R.**, Kraehe, A., & Carpenter, B. S. The Arts as White Property: An Introduction to Race, Racism, and the Arts in Education, (Chapter 1), pp. 1-31.
 - 1.2. *Travis, S. & **Gaztambide-Fernández, R.** Histories of Race and Racism in the Arts in Education: Colonialisms, Subjectivities, and Cultural Resistances. (Chapter 2), pp. 35-43.
2. Howard, A. & **Gaztambide-Fernández, R.** (Eds.). (2010). Educating elites: Class privilege and educational advantage in the US. Boulder, CO: Rowman & Littlefield. (226 pp.)
 - 2.1. **Gaztambide-Fernández, R.** & Howard, A. – Introduction: Why study up? (Chapter 1), pp. 1-12.
 - 2.2. **Gaztambide-Fernández, R.** & Diaquoi, R. – A part and apart: Students of color negotiating boundaries at an elite boarding school. (Chapter 4), pp. 55-78.
 - 2.3. **Gaztambide-Fernández, R.** & Howard, A. – Outline for a research agenda on elite education. (Chapter 11), pp. 195-210.
3. **Gaztambide-Fernández, R.**, Harding, H., & Sordé-Martí, T. (Eds.). (2004). Cultural Studies and Education: Perspective on Theory, Methodology, and Practice. Cambridge, MA: Harvard Education Publishing Group. (296 pp.)
 - 3.1. **Gaztambide-Fernández, R.**, Harding, H., & Sordé-Martí, T. Introduction: At the crossroads of education and cultural studies, pp. 1-7, and Section Introductions, pp. 11-13, 83-86, 151-154, & 229-231.
4. **Gaztambide-Fernández, R.** & Sears, J. (Eds.). (2004). Curriculum Work as a Public Moral Enterprise. Denver, CO: Rowman & Littlefield. (160 pp.)
 - 4.1 **Gaztambide-Fernández, R.** - Introduction. pp. vii-xviii.

- 4.2 Clark, A. & **Gaztambide-Fernández, R.** - Educating the artist of the future: Facing the challenge of public arts high schools. (Chapter 5), pp. 49-58.
5. Allen, L. A., Breault, D. A., Cartner, D., Chargois, C., **Gaztambide-Fernández, R.**, Hayes, M., Krasny, K., & Setser, B. (2003). Curriculum and Pedagogy for Peace and Sustainability – Papers from the 3rd Curriculum & Pedagogy Annual Conference. Troy, NY: Educator's International Press. (150 pp.)

Chapters in books:

* – Indicates student collaborators

1. **Gaztambide-Fernández, R.** (in press). Foreword. In P. Ayling, Distinction, exclusivity and whiteness: Elite Nigerian parents and the international education market. London: Springer.
2. **Gaztambide-Fernández, R.** (2017): Jenseits des banalen Empirismus – Gedanken zu einem neuen Paradigma. In S. Konietzko, Sebastian, S. Kuschel, & V-I, Reinwand-Weiss, Vanessa-Isabelle (eds.), Von Mythen zu Erkenntnissen? Empirische Forschung in der Kulturellen Bildung, (pp. 21-33). München: Kopaed.
3. Parekh, G. & **Gaztambide-Fernández, R.** (2017). The More Things Change: Durable Inequalities and New Forms of Segregation in Canadian Public Schools. In W. Pink & G. Noblit, (eds.), Second international handbook of urban education, (pp. 809-831). London: Springer.
4. **Gaztambide-Fernández, R.**, *Desai, C., & *Scheepstra, T. (2016). Reflecting on the arts in urban schools. In J. H. Davis, (ed.), Disjuncture and discourse: Wherefore the arts in higher education?, (pp. 167-191). New York: Palgrave.
5. **Gaztambide-Fernández, R.** (2016). Foreword. In M. McKenzie & A Bieler, Critical education and sociomaterial practice: Narration, place, and the social, (pp. xi-xvi). New York: Peter Lang.
6. **Gaztambide-Fernández, R.** & Stewart-Rose, L. (2016). Social justice and urban music education. In C. Benedict, P. Schmidt, G. Spruce, & P. Woodford, (eds.), The Oxford handbook of social justice in music education, (pp. 456-472). New York: Oxford University Press.
7. **Gaztambide-Fernández, R.** & Garlen Maudlin, J. (2015). "Private Schools in the Public System": School Choice and the Production of Elite Status. In C. Maxwell, C. & P. Aggleton, (Eds.), Elite education: International perspectives on the education of elites and the shaping of education systems, (pp. 55-68). London: Routledge.
8. **Gaztambide-Fernández, R.** (2015). Browning the curriculum: A project of unsettlement. In M. He, B. Schultz, W. Schubert, (eds.), Guide to curriculum in education, (pp. 416-423). Thousand Oaks, CA: Sage.

9. **Gaztambide-Fernández, R. & *Arraiz-Matute, A. (2013).** “Pushing against”: Relationality, intentionality, and the ethical imperative of pedagogy. In J. Burdick, J. Sandlin, & M. O’Malley, (Eds.), Problematising public pedagogy, (pp. 52-64). New York: Routledge.
10. **Gaztambide-Fernández, R., Cairns, K., *Desai, C. (2013).** The sense of entitlement. In C. Maxwell & P. Aggleton, (Eds.), Privilege, agency, and affect, (pp. 32-49). London: Palgrave Macmillan.
11. ***Desai, C. & Gaztambide-Fernández, R. (2013).** Edward Saïd: An exilic pedagogue. In J. Kirylo, (Ed.), Thirty-three critical pedagogues we need to know, (pp. 109-112). New York: Peter Lang.
12. ***Culp, C. & Gaztambide-Fernández, R. (2011).** Opening spaces for subjectivity in an urban middle-school art classroom: A dialogue between theory and practice. In T. Quinn, L. Hochtritt, & J. Ploof, (Eds.), Art and social justice education: Culture as commons, (pp. 131-136). New York: Routledge.
13. **Gaztambide-Fernández, R. (2011).** A cultural production approach to anti-oppressive inclusion. In C. Rolheiser, M. Evans, M. Gambhir, (Eds.), Inquiry into practice: Reaching every student through inclusive curriculum practices, (pp. 13-14). Toronto: OISE/UT.
14. **Gaztambide-Fernández, R. & *Cairns, K. (2010).** Cultural studies. In P. Peterson, E. Baker, and B. McGaw (Eds.), International Encyclopedia of Education, Vol. 6, (pp. 354-359). Burlington, MA: Elsevier.
15. **Gaztambide-Fernández, R. & *Switzer, S. (2010).** Marginalized voices. In C. Kridel, (Ed.), Encyclopedia of Curriculum Studies, (pp. 359–361). Thousand Oaks, CA: Sage.
16. **Gaztambide-Fernández, R. (2010).** Toward creative solidarity in the “next” moment of curriculum work. In E. Malewski, (Ed.), Curriculum studies handbook: Next moments, (pp. 78-94). New York: Routledge.
17. **Gaztambide-Fernández, R. & *Guerrero, C. (2009).** Initial findings and future goals of Proyecto Latino: Inquiring into the experiences of Latino/a students in Toronto’s public high schools. In D. Mantilla, D. Schugurensky & J. F. Serrano, (Eds.), Four in ten: Spanish-speaking youth and school dropout in Toronto, (pp. 45-48). Toronto: LARED, and the Transformative Learning Centre, (OISE/UT)

Also appears as: Descubrimientos iniciales y metas futuras del Proyecto Latino: Investigando las experiencias de los jóvenes Latinos en las escuelas públicas de Toronto. In D. Mantilla, D. Schugurensky & J. F. Serrano, (Eds.), Cuatro de cada diez: Juventud de habla hispana y abandono escolar en Toronto, (pp. 61-66). Toronto: LARED, and the Transformative Learning Centre, OISE/UT.

18. **Gaztambide-Fernández, R. & Ali, A. M.** (2007). Fine Arts. In K. Borman, S. Cahill, & B. Cotner, (Eds.), The Praeger handbook of American high schools, (pp. 178-183). Westport, CT: Greenwood.
19. **Gaztambide-Fernández, R.** (2001). Boston Arts Academy: Collaborative spirit, huge challenge, respect for who everybody is and who everybody wants to be. In J. Davis (Ed.), Passion and industry: Schools that focus on the arts, (pp. 105-182), Natick, MA: National Arts and Learning Foundation

Articles in refereed journals:

* – Indicates student collaborators

1. **Gaztambide-Fernández, R., & Rivière, D.** (accepted). “A positive, safe environment”: Urban arts high schools and the safety mystique. Harvard Educational Review. (35 pp.)
2. Angod, L. & **Gaztambide-Fernández, R.** (accepted). Endless land, endless opportunity: The coloniality of elite boarding school landscapes. Zeitschrift fuer Paedagogik. (23 pp.)
3. **Gaztambide-Fernández, R. & Parekh, G.** (2017) Market “choices” or structured pathways? How specialized arts education contributes to the reproduction of inequality. Educational Policy Analysis Archives, 25(41). (<http://dx.doi.org/10.14507/epaa.25.2716>).
4. *Saifer, A. & **Gaztambide-Fernández, R.** (2017). Choosing the arts: The moral regulation of parents in the educational marketplace. British Journal of Sociology of Education, 38(8), 1190-1202. (<http://dx.doi.org/10.1080/01425692.2016.1268949>).
5. **Gaztambide-Fernández, R.,** *Nicholls, R. & *Arráiz Matute, A. (2016) For what purpose the arts? An analysis of the mission statements of urban arts high schools in Canada and the United States. Arts Education Policy Review, 117(1), 29-42.
6. **Gaztambide-Fernández, R.** (2015). Elite entanglements and the demand for a radically un/ethical position: The case of wienie night. International Journal of Qualitative Studies in Education, 28(9), 1129-1147.
7. **Gaztambide-Fernández, R.,** *VanderDussen, E, & *Cairns, K. (2014). “The mall” and “the plant:” Choice and the classed construction of possible futures in two specialized arts programs. Education and Urban Society, 46(1), 109-134. Published online before print March 2, 2012, doi: 10.1177/0013124512438226
8. **Gaztambide-Fernández, R.** (2013). Thinking otherwise about the arts in education – A rejoinder. Harvard Educational Review, 83(4), 636-643.
9. Tuck, E. & **Gaztambide-Fernández, R.** (2013). Curriculum, replacement, and settler futurity. Journal of Curriculum Theorizing, 29(1), 72-89.
10. **Gaztambide-Fernández, R.** (2013). Why the arts don’t *do* anything: Toward a new vision for cultural production in education. Harvard Educational Review 83(1), 211-237.

[Winner of the **2013 Publication Award** from the Arts Researchers and Teachers Society, Canadian Association for Curriculum Studies]

Translated into German as: Warum die Künste nichts tun: Auf dem Weg zu einer neuen Vision für die kulturelle Produktion in der Bildung. In W. Wiczeorek & C. Mörsch (eds.), Wechswelwirkungen. Kulturvermittlung und ihre Effekte. München.

11. **Gaztambide-Fernández, R.,** *Saifer, A., & *Desai, C. (2013) “Talent” and the misrecognition of social advantage in specialized arts education. The Roeper Review – A Journal on Gifted Education, 35(2), 124-135.
 12. *Guerrero, C., **Gaztambide-Fernández, R.,** Rosas, M., & *Guerrero, E. (2013). *Proyecto Latin@* On Stage and Under the Magnifying Glass: The Possibilities and Limitations of a High-Profile Institutionally Sponsored Youth Participatory Action Research Project. International Journal of Critical Pedagogy, 4(2), 105-126. <http://libjournal.uncg.edu/ojs/index.php/ijcp/article/view/353>
 13. **Gaztambide-Fernández, R.** & Howard, A. (2013). Social justice, deferred complicity, and the moral plight of the wealthy. Democracy & Education 21(1), Article 7. <http://democracyeducationjournal.org/home/vol21/iss1/7>
 14. **Gaztambide-Fernández, R.** (2012). Where would I be deported? Ignorance, colonization, and the “immigrant” status of Puerto Ricans. Journal of Curriculum & Pedagogy, 9(2), 138-140.
 15. **Gaztambide-Fernández, R.** (2012). Decolonization and the pedagogies of solidarity. Decolonization: Indigeneity, Education, & Society, 1(1), 41-67. <http://decolonization.org/index.php/des/article/view/18633>
 16. **Gaztambide-Fernández, R.** & Howard, A. (2012) Access, status, and representation: Some reflections from two ethnographic studies of elite schools. Anthropology & Education Quarterly, 43(3), 289-305.
 17. **Gaztambide-Fernández, R.** (2011). Bullshit as resistance: Justifying unearned privilege among students at an elite boarding school. International Journal of Qualitative Studies in Education, 24(5), 581-586.
 18. **Gaztambide-Fernández, R.** (2011). Musicking in the city: Reconceptualizing urban music education as cultural practice. Action, Criticism, and Theory for Music Education, 10(1), 14-45. http://act.maydaygroup.org/articles/Gaztambide-Fernandez10_1.pdf
- Translated into Spanish and published as:** (2014) “Musiqueando” en la ciudad: Re-Conceptualizando la educación musical urbana como práctica cultural. Revista Internacional de Educación Musical 2, 48-63.
19. **Gaztambide-Fernández, R.,** *Cairns, K., *Kawashima, Y., *Menna, L., *Vander Dussen, E. (2011). Portraiture as pedagogy: Learning research through the exploration of

context and methodology. International Journal of Education and the Arts, 12(4), 1-29.
<http://www.ijea.org/v12n4/>

20. **Gaztambide-Fernández, R.** (2010). Curriculum y el reto de la diferencia. Paulo Freire. Revista de Pedagogía Crítica, 9(8), 21-32
21. **Gaztambide-Fernández, R.** (2010). Wherefore the musicians? Philosophy of Music Education Review. 18(1), 65-84.
22. **Gaztambide-Fernández, R.** (2009). What is an elite boarding? Review of Educational Research, 79(3), 1090-1128.

Republished as a book chapter: (2018). In A. van Zanten, (ed.), Elites in Education: Major Themes, London: Routledge.

23. **Gaztambide-Fernández, R.** (2008). The artist in society: Understandings, expectations, and curriculum implications, Curriculum Inquiry, 38(3), 233-265.
24. **Gaztambide-Fernández, R.** (2006). Regarding race: The necessary browning of our curriculum and pedagogy public project, Journal of Curriculum and Pedagogy, 3(1), 60-64.
25. **Gaztambide-Fernández, R.** (2004). “*Profetas de la cultura*”: The Puerto Rican reggae of *Cultura Profética*. CENTRO: Journal of the Center for Puerto Rican Studies, 17(2). 226-247
26. **Gaztambide-Fernández, R.** (2002). Reggae, ganja, and black bodies: Power, meaning and the markings of postcolonial Jamaica in Perry Henzel’s ‘The Harder They Come’. The Review of Education/Pedagogy/Cultural Studies. 24(4), 353-376.

Under review:

27. **Gaztambide-Fernández, R. & Guerrero, C.** (being revised). ¿Cómo migra la teoría? Applications, implications, and limitations for understanding US-based theorizing on Latina/o immigration in Canada. Journal of Canadian Ethnic Studies. (24 pp.)
28. **Gaztambide-Fernández, R. & Angod, L.** (accepted pending revisions). Approximating whiteness: Elite investments in race and empire. Educational Theory. (26 pp.)

Refereed journal editorials and special issue editorships:

* – Indicates student collaborators

1. **Gaztambide-Fernández, R.** (in press). Between orders and others. [Editorial] Curriculum Inquiry, 48(5).

2. *Ramjewan, N., *Guthrie, C., & **Gaztambide-Fernández, R.** (2018). Publishing as pedagogy: Essays from the 2017 Curriculum Inquiry Writers' Retreat. [Editorial] Curriculum Inquiry, 48(3), 261-272.
3. *Toukan, E. & **Gaztambide-Fernández, R.** (2017). Pedagogies of time, place, and identification. [Editorial] Curriculum Inquiry, 47(5), 439-445.
4. **Gaztambide-Fernández, R.** (2017). Tracing and countering the “hidden.” [Editorial] Curriculum Inquiry, 47(3), 241-245.
5. **Gaztambide-Fernández, R.** & *Arráiz Matute, A. (2017). On knowledge and knowing. [Editorial] Curriculum Inquiry, 47(2), 147-150.
6. *Toukan, E. **Gaztambide-Fernández, R.**, & *Anwaruddin, S. (2017). Shifting border and sinking ships: What (and who) is transnationalism “good” for? [Editorial] Curriculum Inquiry, 47(1), 1-13.
7. *Carrol, S. & **Gaztambide-Fernández, R.** (2016). Youth subjectification and resistance in the settler state [Editorial]. Curriculum Inquiry, 46(4), 343-347.
8. *Anwaruddin, S., & **Gaztambide-Fernández, R.** (2016). Slipping around in curriculum studies: (Re)Views from new scholars [Editorial]. Curriculum Inquiry, 46(1), 1-7.
9. *Ramjewan, N. & **Gaztambide-Fernández, R.** (2015). Ordering others [Editorial]. Curriculum Inquiry, 45(4), 335-344.
10. **Gaztambide-Fernández, R.** (2015). Thinking beyond the human [Editorial]. Curriculum Inquiry, 45(3), 245-248.
11. *Anwaruddin, S., & **Gaztambide-Fernández, R.** (2015). Religious pluralism in school curriculum: A dangerous idea or a necessity? [Editorial]. Curriculum Inquiry, 45(2), 147-153.
12. **Gaztambide-Fernández, R.** & *Arráiz Matute, A. (2015). Creation as participation/participation as creation: Cultural production, participatory politics, and the intersecting lines of identification and activism. [Editorial] Curriculum Inquiry, 45(1), 1-9.
13. **Gaztambide-Fernández, R.** (2014). With gratitude. [Editorial] Curriculum Inquiry, 44(1), 585-589.
14. Thiessen, D., Campbell, E., **Gaztambide-Fernández, R.**, Niyozov, S., *Anwaruddin, S., Cooke, C., & Gladstone, L. (2013). Perspective on pedagogy. [Editorial] Curriculum Inquiry 43(1), 1-13.
15. **Gaztambide-Fernández, R.** (2012). Our passion for ignorance. [Editorial] Curriculum Inquiry, 42(4), 445-453.

16. **Gaztambide-Fernández, R.** & Thiessen, D. (2012). Fomenting flows and internationalizing curriculum studies. [Editorial] Curriculum Inquiry, 42(1), 1-11
17. **Gaztambide-Fernández, R.** & *Murad, Z. (2011). Guest Editors – Perspectives Section. Journal of Curriculum and Pedagogy, 8(1).

16.1 Out of line: Perspectives on the “browning” of curriculum and pedagogy, 14-16
18. **Gaztambide-Fernández, R.** (2011). Possible impossibles: Four pedagogies for the present and pressing moment. [Editorial] Curriculum Inquiry, 41(3), 321-331.
19. Thiessen, D., Campbell, E., & **Gaztambide-Fernández, R.** (2011). New scholars *in review*. [Editorial] Curriculum Inquiry, 41(1), 1-4.
20. **Gaztambide-Fernández, R.** (2010). Interruption and imagination in curriculum and pedagogy, Or how to get caught inside a strange loop. [Editorial] Curriculum Inquiry, 40(3), 409-417.
21. Thiessen, D., Campbell, E., **Gaztambide-Fernández, R.** & Nigh, K. (2010). 40th Anniversary of *Curriculum Inquiry*—Part 2(A/B). [Editorial] Curriculum Inquiry, 40(2), 187–192, 335–386.
22. Thiessen, D., Campbell, E., **Gaztambide-Fernández, R.**, & Nigh, K. (2010). 40th Anniversary of *Curriculum Inquiry*—Part 1. [Editorial] Curriculum Inquiry, 40(1), 1-16.
23. **Gaztambide-Fernández, R.** & Thiessen, D. (2009). There is nothing as theoretical as a good practical. Special review issue of The Sage Handbook of Curriculum and Instruction [Editorial]. Curriculum Inquiry, 39(1), 1-14.
24. **Gaztambide-Fernández, R.** & Gruner, A. (2003). Introduction. Special issue on popular culture and education [Editorial]. Harvard Educational Review, 73(3), 253-257

Papers in refereed conference proceedings:

1. **Gaztambide-Fernández, R.** (2010). Solidarity and difference. In J. G. Maudlin, B. Stodghil, and M.F. He, (Eds.), Engaging the possibilities and complexities of hope: Utterances of curriculum and pedagogy’s past, present, and future, (pp. 90 – 94). Troy, New York: Educators International Press.
2. **Gaztambide-Fernández, R.**, Sloan, K., Franck, K., McDermott, M., & Gershon, W. (2006). Is curriculum work? In J. Milam, B. Steven Carpenter III, S. Springgay, & K. Sloan (eds.), Curriculum for a progressive, provocative, poetic and public pedagogy – Selected Papers from the 2005 Curriculum and Pedagogy annual conference, (pp. 131 – 162). Troy, NY: Educator’s International Press.

3. **Gaztambide-Fernández, R.** (2002). (De)Constructing Art as a Model / (Re)Constructing Art as a Possibility: An interactive essay exploring the possibilities of the arts in relationship to education. In T. Poetter, K. Wilson Baptist, C. Higgins, C. Haerr, & M. Hayes, (eds.), In(ex)clusion: (Re)visioning the democratic ideal – Selected papers from the 2001 Curriculum and Pedagogy annual conference, (pp. 83 – 107). Troy, NY: Educator's International Press

Non-refereed articles:

1. **Gaztambide-Fernández, R.** (2017, October 24). TDSB right to reconsider specialty programs that leave too many behind. [Op-Ed]. The Toronto Star.
<https://www.thestar.com/opinion/commentary/2017/10/24/tdsb-right-to-reconsider-specialty-programs-that-leave-too-many-behind.html>
2. **Gaztambide-Fernández, R.** (2014). Decolonial options and artistic/aesthetic entanglements: An interview with Walter Mignolo. Decolonization: Indigeneity, Education, Society, 3(1), 196-212.
3. **Gaztambide-Fernández, R.** (2012, March). The enduring politics of identity in curriculum studies. AERA Division B Newsletter, Spring Issue (16, 32).
4. **Gaztambide-Fernández, R.** (2011). Cultura Profética. In C. H. Garrett, (Ed.). The Grove dictionary of American music. (Second Edition). Oxford, UK: Oxford University Press. [Dictionary Entry, 200 Words]
5. **Gaztambide-Fernández, R.** (2009). Singing the abject and listening obliquely. In L. Duvall (Curator), Where were the mothers? [Exhibition Catalogue], (pp. 37-41) Mississauga, ON: Art Gallery of Mississauga.
6. **Gaztambide-Fernández, R.** (2007). Inner, outer, and in-between: Why popular culture and the arts matter for urban youth. Orbit, 36(3), 35 – 37.
7. **Gaztambide-Fernández, R.** (Winter, 2001). The “inter” space: Connecting with the world through interdisciplinary arts education. DRCLAS News, pp. 40-43.

Technical Reports:

1. **Gaztambide-Fernández, R., *Toukan, E., & *Bascuñan, D.** (2018). Wekimün Chilkatuwe. Project Year 5 External Evaluation Report. [Technical Report]. Natri, Chiloé, Chile: Wekimün Chilkatuwe; Charlottesville, PEI: University of Prince Edward Island. (67 pp.)
2. **Gaztambide-Fernández, R., Rosas, M., *Guerrero, C., & *Guerrero, E.** (2012). Proyecto Latin@ -- Year Two. Youth Participatory Action Research Pilot Study. Report to the Toronto District School Board. [Technical Report]. Toronto, ON: Centre for Urban Schooling, Ontario Institute for Studies in Education (19 pp.)

3. **Gaztambide-Fernández, R.,** & *Guerrero, C. (w/ West-Burns, N., *Larrabure, M., *Velasquez, M., *Granados-Ceja, L., *Guerrero, E.) (2011). Proyecto Latin@ — Year One. Report to the Toronto District School Board. [Technical Report]. Toronto, ON: Centre for Urban Schooling, Ontario Institute for Studies in Education. (110 pp.)
4. **Gaztambide-Fernández, R.,** (w/ *Cairns, K., *Desai, C., *Gladstone, L., *Kawashima, Y., *Menna, L., *Murad, Z., *Switzer, S., & *VanderDussen, E.) (2010). Urban Arts High Schools Project Exploratory Research Report to the Toronto District School Board. [Technical Research Report]. Toronto, ON: Centre for Urban Schooling, Ontario Institute for Studies in Education, University of Toronto. (99 pp.)

Book reviews:

1. **Gaztambide-Fernández, R.** (2016). Review of Guillermo Rosabal-Coto's 'Music Learning in Costa Rica: A Postcolonial Institutional Ethnography.' *Finish Journal of Music Education.*
2. **Gaztambide-Fernández, R.** (2009). Representing curriculum – Essay Review of 'The Sage Handbook of Curriculum and Instruction.' *Curriculum Inquiry, 39*(1), 235-253.
3. **Gaztambide-Fernández, R.** (2004). Review of Peter Clough and Cathy Nutbrown (2002). 'A Student's Guide to Methodology', Harvard Educational Review, 74(1), 96-98.
4. **Gaztambide-Fernández, R.** (2003). Essay review of Eileen de los Reyes and Patricia Gozemba's 'Pockets of Hope' and Antonia Darder's 'Reinventing Paulo Freire'. Harvard Educational Review, 73(1), 94-110

Other:

Conference reports (2)

1. **Gaztambide-Fernández, R.** Report to the Redefining Student Engagement Conference – Plugging into Youth Popular Culture. Centre for Urban Schooling, Ontario Institute for Studies in Education, November 9, 2009. Toronto, ON, Canada.
2. **Gaztambide-Fernández, R.** Report to the Alumni of Color Conference – Putting race on the lunch table: Race talk at HGSE. Harvard Graduate School of Education, February 23, 2008. Cambridge, MA, USA

Conference papers (47)

1. Youth Solidarities Across Borders: Doing Participatory Action Research With Latinx and Indigenous Youth in Toronto. [w/ Cristina Guerrero, Rebecca Beaulne-Stuebing, and Diana Barrero]. American Educational Research Association (April 17, 2018). New York, NY, USA.

2. “Through Participatory Eyes”: Questioning Constructions of Space and Time in Educational Program Evaluation. [w/ Elena VanderDussen Toukan and Daniela Bascuñan]. American Educational Research Association (April 14, 2018). New York, NY, USA.
3. Hidden Pathways, Misrecognized Advantages, and the Production of Belonging in Specialized Arts Education. [w/ Gillian Parekh]. Canadian Society for the Study of Education Annual Conference (June 3, 2015). University of Ottawa. Ottawa, ON.
4. Decolonizing Solidarity. Critical Ethnic Studies Conference (April 2, 2015). York University. Toronto, ON.
5. Making Our Future Problem Solvers: Discourses of Creativity in Specialized Arts Programs in Neoliberal Times. [w/ Fiona Purton]. Canadian Society for the Study of Education Annual Conference (May 28, 2014). Brock University St. Catherines, ON.
6. “They just don’t care about the arts”: The Underrepresentation of Latin@ Students in Specialized Arts High Schools. [w/ Alexandra Arraiz]. Canadian Society for the Study of Education Annual Conference (May 26, 2014). Brock University St. Catherines, ON.
7. Between Urban and Urbane: Social Justice in Specialized Arts High Schools. [w/ Alexandra Arraiz and Rachael Nicholls]. Annual Ethnography in Education Research Forum (March 1, 2014). University of Pennsylvania. Philadelphia, PA.
8. Urban vs. Urbane: Equity and Social Justice in the Public Image of Arts High Schools. [w/ Alexandra Arraiz and Rachael Nicholls] Canadian Society for the Study of Education Annual Conference (June 4, 2013). Victoria, BC.
9. For what purpose the arts? An analysis of the mission statements of urban arts high schools in Canada and the United States. [w/ Rachael Nicholls and Alexandra Arraiz] American Educational Research Association (April 29, 2013). San Francisco, CA.
10. For what purpose the arts: An analysis of the mission statements of urban arts high schools in Canada and the United States. [w/ Rachael Nicholls] Canadian Society for the Study of Education Annual Conference (May 30, 2012). Waterloo, ON, CANADA.
11. The violence of development through cosmopolitanism. [w/ Salima Bhimani] 56th Annual Meeting of the Comparative and International Education Society (April 25, 2012). San Juan, PUERTO RICO.
12. Exaltation, homonationalism, and the construction of safe subjects in specialized arts high schools. [w/ Dominique Rivière and Lia Gladstone] American Educational Research Association (April 17, 2012). Vancouver, BC, CANADA.
13. Bullshit, resistance, and the justification of unearned privilege. American Educational Research Association (April 17, 2012). Vancouver, BC, CANADA.

14. Fomenting flows: The special role of review issues for inter-national and inter-generational dialogue. Annual Meeting of the American Educational Research Association (April 14, 2012). Vancouver, BC, CANADA.
15. Specters of Kant: Can there be a postcolonial cosmopolitanism? [w/ Salima Bhimani] Annual Curriculum and Pedagogy Conference (October 21, 2011). Akron, OH, USA.
16. Lessons from “Proyecto Latin@”: The Challenges and Possibilities of Youth Participatory Action Research. [w/ Cristina Guerrero] Annual Curriculum and Pedagogy Conference. (October 20, 2011). Akron, OH, USA.
17. Educating elites: Class privilege and educational advantage. [w/ Adam Howard]. American Educational Research Association (April 10, 2011). New Orleans, LA, USA.
18. Considering privilege: Why study up? Biennial Meeting of the Society for Research in Child Development (April 1, 2011). Montreal, QC, CANADA.
19. Studying up, down, sideways, and all around: Access, status, and representation in the study of elite schools [w/ Adam Howard]. JCT: Conference on Curriculum Theory and Classroom Practice, 31st Annual Meeting (October 15, 2010). Dayton, OH, USA.
20. The cultural production of “the artist”: Boundaries and inequality in urban arts high Schools. American Sociological Association Annual Meeting (August 16, 2010). Atlanta, GA, USA.
21. ¿Cómo migra la teoría? Applications, implications, and limitations for understanding US-based theorizing on Latina/o immigration in Canada [w/ Cristina Guerrero]. Canadian Association for Latin American and Caribbean Studies, Bi-Annual Meeting (June 2, 2010). Montréal, QC, CANADA.
22. Beginning “Proyecto Latin@”: Local challenges, global issues. Canadian Society for the Study of Education 37th Annual Meeting (June 1, 2010). Montreal, QC, CANADA.
23. Revisiting distinction: How the discourses of the arts justify inequality. Canadian Society for the Study of Education Annual Meeting (May 31, 2010). Montreal, QC, CANADA.
24. Curriculum and difference. American Educational Research Association Annual Meeting (May 4, 2010). Denver, CO, USA.
25. Responding to alienation: How students of color at an elite boarding school negotiate double-consciousness. [w/ Ragine D’Aquoi] The Response-Ability Conference: Using Dissonance and Delight for Justice – Alumni of Color Conference, Harvard Graduate School of Education (February 27, 2010). Cambridge, MA, USA.
26. Solidarity and alterity. 10th Annual Curriculum & Pedagogy Conference (October 9, 2009). Atlanta, GA, USA.

27. “I am absolutely an artist”: Arts teachers negotiating professional identifications within a specialized arts high school. [w/ Lydia Menna] 10th Annual Curriculum & Pedagogy Conference (October 8, 2009). Atlanta, GA, USA.
28. The discourse of the arts and the framing of experience in urban arts high schools. [w/ Lydia Menna & Zahra Murad] 10th Annual Curriculum & Pedagogy Conference (October 8, 2009). Atlanta, GA, USA.
29. Why the arts don't do anything. 9th Annual Curriculum & Pedagogy Conference (October 22, 2008). Atlanta, GA, USA
30. Un/discovering of self and context through exploratory research in urban arts high schools. [w/ Kate Cairns, Yuko Kawashima, Lydia Menna, & Elena VanderDussen] 9th Annual Curriculum & Pedagogy Conference (October 23, 2008). Atlanta, GA, USA
31. Rethinking Ethics from Procedure Back to Process. Canadian Society for Studies in Education Annual Meeting (June 3, 2008). Vancouver, BC, CANADA
32. Unraveling Myths, Unraveling Methods: Exploratory Research in Urban Arts High Schools. [w/ Leah Burns, Kate Cairns, Yuko Kawashima, Lydia Menna, & Elena VanderDussen] Canadian Society for Studies in Education Annual Meeting (June 1, 2008). Vancouver, BC, CANADA
33. “Studying up”: Puzzle, Complexities, and Autobiography. [w/ Adam Howard] American Educational Research Association (March 26, 2008). New York, NY, USA.
34. “Looking Away”: New Directions and Conversations in Arts Based Research. [Panel discussion]. 8th Annual Curriculum and Pedagogy Conference (October 6, 2007). Marble Falls, TX, USA.
35. Popular Culture, the Arts, and Inner City Innovation. National Inner City Conference 2007: Strength in Diversity Advocating for the Future (April 20, 2007). Toronto, ON, CANADA
36. Hold on to Your Wieners: Homosocial Bonding, Masculinity, and the Rites of Elite Distinction. American Association for the Advancement of Curriculum Studies (April 8, 2007). Chicago, IL, USA.
37. Theories of the Artist and Implications for Artistic Education: A Framework. Resonant Learning Symposium. The Royal Conservatory of Music, (March 15th, 2007). Toronto, ON, CANADA
38. Sock Puppetus Part II: Re(turn) to Hyper (Re)Alities. [w/ Morna McDermott & Kris Sloan] 7th Annual Curriculum and Pedagogy Conference (October 28, 2006). Marble Falls, TX, USA.
39. The Curriculum Parlor. [Panel discussion] 7th Curriculum and Pedagogy Conference (October 27, 2006). Marble Falls, TX, USA.

40. Is Curriculum Work? [Panel discussion] 6th Curriculum and Pedagogy Conference (October 7, 2005). Oxford, OH, USA.
41. Becoming Elite: Constructing social identities in an elite school. Annual Meeting of the American Educational Research Association (April 8, 2005). Montreal, Quebec, Canada
42. Race Wrestling: Struggling Strategically with Race in Educational Research. 26th Annual Ethnography in Education Research Forum, Center for Urban Ethnography, University of Pennsylvania Graduate School of Education (February 26, 2005). Philadelphia, PA, USA.
43. Sockpuppetus Panoptikus: Oh the Places You will Go! 5th Curriculum and Pedagogy Conference (October 28, 2005). Oxford, OH, USA.
44. Elite Schools. 4th Curriculum and Pedagogy Conference (October 17, 2003). Atlanta, GA, USA.
45. The Artist in Society: Understandings, Expectations, and Curriculum Implications. Annual meeting of the American Educational Research Association (April 22, 2003). Chicago, IL, USA.
46. A Framework for Understanding the Curriculum Implications of Various Views of the Artist. 3rd Curriculum and Pedagogy Conference (October 10, 2002). Atlanta, GA, USA.
47. Prophets of Culture: Puerto Rican Reggae and Youth Culture. Harvard Graduate School of Education Student Research Conference, (February 23, 2001). Cambridge, MA, USA.

CD's (1)

1. Songwriter and project consultant – Sello, S. (Producer). (2007). ¡Cantemos el ABC! [CD Recording]. Toronto, ON: Somerset Entertainment / Fisher Price.

(9) Creative Professional Work

Invited Keynote Addresses and Guest Lectures (35)

1. (Re)Encountering our Students through the Pedagogies of Solidarity. [Invited Keynote]. Fall Colloquium. Kalamazoo College, (September 4, 2018), Kalamazoo, MI.
2. Accountable to whom? Restorative and Subversive Approaches to Radicalise Research Ethics. (w/ Leila Angod). [Guest Lecture]. Institute of Education, University College London, (June 26, 2018). London, UK.
3. Accountability, Indigenous Sovereignty, and Decolonization in Three Contexts. (w/ Leila Angod). [Guest Lecture]. Institute of Education, University College London, (June 25, 2018). London, UK.

4. Bullshit as Resistance: Justifying Unearned Privilege among Students at an Elite Boarding School. [Invited Keynote]. Symposium on Best Practices in Educational Justice: Boarding Schools for Marginalized Youth. Schloss Herrenhausen, (November 10, 2016), Hannover, GERMANY.
5. Creation, Participation, and the Political Life of Cultural Production. [Invited Keynote]. “Because its 2016” Challenging Exclusion and Inclusion in Swiss Art Schools. Zürcher Hochschule der Künste, (November 11, 2016), Zürich, SWITZERLAND.
6. Beyond Banal Empiricism: Notes Toward a New Paradigm. [Invited Keynote]. Von Mythen zu Erkenntnissen? Gegenwart und Zukunft Empirischer Forschung Zur Kulturellen Bildung (October 25, 2016), Wulfenbüttel, GERMANY.
7. Approximating Whiteness: Elite Investments in Colonialism and Anti-Blackness. [Invited Keynote]. Researching Elite Education: Addressing the Conceptual, Methodological, and Ethical Challenges (June 29, 2015), Toronto, ON.
8. Browning the Curriculum: A Project of Unsettling. [Invited Plenary Keynote]. Curriculum Studies Summer Collaborative (June 11, 2015), Savannah, GA.
9. W(h)ither the Arts in Education?: Toward a New Roadmap for Cultural Production. [Keynote Address]. NEPAD Regional Conference on Arts Education in Africa, Southern African Development Community (March 11, 2015), Johannesburg, SOUTH AFRICA
10. Why the Arts Don’t Do Anything. [Guest Lecture] Faculty of Education, University of Prince Edward Island (September 19, 2014), Charlottetown, PEI.
11. Highlights from the Urban Arts High Schools Project. [Guest Lecture] School of Visual Arts, Pennsylvania State University (March 3, 2014), State College, TX.
12. Wither the Artist? Educating through the Logic of Cultural Production. [Keynote Lecture] Department of Art Education and Art History, University of North Texas (December 3, 2013), Denton, TX.
13. In Search of a Pedagogy of Solidarity. [Keynote] Leadership Academy, Massachusetts College of Liberal Arts (July 13, 2013), North Adams, Massachusetts.
14. Pedagogía de la Solidaridad. [Guest Lecture/Seminar] Part 3 of 3 Visiting Faculty Series, Departamento de Estudios Graduados, Facultad de Educación, Universidad de Puerto Rico (March 26, 2013), Rio Piedras, PUERTO RICO.
15. El Problema de la Diferencia / El Problema de la “Cultura”. [Guest Lecture/Seminar] Part 2 of 3 Visiting Faculty Series, Departamento de Estudios Graduados, Facultad de Educación, Universidad de Puerto Rico (March 12, 2013), Rio Piedras, PUERTO RICO.
16. Diferencia y Solidaridad: Genealogía e Historia del Concepto de la Solidaridad. [Guest Lecture/Seminar] Part 1 of 3 Visiting Faculty Series, Departamento de Estudios

- Graduados, Facultad de Educación, Universidad de Puerto Rico (February 26, 2013), Rio Piedras, PUERTO RICO.
17. Challenges Faced by Latin@ Youth in Canadian Schools. [Keynote] INSPIRA Youth Leadership Conference, Carleton University (March 24, 2012), Ottawa, ON, CANADA.
 18. In Defense of Identity Politics: Solidarity, Difference, and Strategic Essentialism in Sojourner Truth's 'Ain't I a Woman.' [Invited Address] Annual Curriculum and Pedagogy Conference, (October 21, 2011), Akron, OH, USA.
 19. Admission as Exclusion. [Featured Lecture] Secondary Schools Admission Test Board Annual Meeting, (September 23, 2011), Phoenix, AZ, USA.
 20. Rethinking music education through the lens of cultural production. [Guest Lecture] Music Additional Qualification Program, Ontario Institute for Studies in Education Continuing Education, (July 26, 2011), Toronto, ON, Canada.
 21. Theoretical and Methodological Challenges in the Study of Elite Status. [Guest Lecture] City University of New York, Graduate Center (April 14, 2010), New York, NY, USA.
 22. Unequal Distinctions: Elite Status at an American Boarding School. [Guest Lecture] Humanities and Social Sciences Colloquium, Steinhardt School of Culture, Education, and Human Development, New York University (April 14, 2010), New York, NY, USA.
 23. The best of the best: Becoming elite at an American boarding school. [Guest Lecture]. Culture Workshop, Department of Sociology, Harvard University (March 1, 2010). Cambridge, MA, USA.
 24. The Five E's of Elite Schooling. [Guest Lecture] Colby College (February 25, 2010). Waterville, Maine, USA.
 25. Curriculum y el Problema de la Diferencia. [Keynote]. Universidad Academia de Humanismo Cristiano (September 2, 2009). Santiago, CHILE.
 26. Solidarity, Curriculum, and the Problem of Culture(s). [Invited Address]. 4th Biennial Provoking Curriculum Studies Conference (May 21, 2009). Ottawa, ON, CANADA.
 27. The Five E's of Elite Schooling. [Guest Lecture] State University of New York at Buffalo (April 22, 2009). Buffalo, NY, USA
 28. Artists, Schools, and Democracy: Some Reflections on the Public Purpose of Arts High Schools. [Guest Lecture] Boston Arts Academy (March 9, 2009). Boston, MA. USA.
 29. Popular Culture and the Arts in Urban Schools. [Guest Lecture Series] Arts Leadership Council, Toronto District School Board (May 28 & 29, 2008). Toronto, ON, CANADA.

30. Wherefore the musician? Rethinking music education by re-envisioning musicians as social agents. [General Session Keynote]. *musica ficta/Lived Realities: A Conference on Engagements and Exclusions on Music, Education, and the Arts.* (January 25, 2008). Toronto, ON, CANADA.
31. Unequal distinctions: Race, class, and gender in the production of elite identification. [Inaugural Keynote Address]. New Traditions Speaker Series, Department of Teaching, Language, and Culture, College of Education, Texas A&M University (October 2, 2007). College Station, TX, USA
32. Poetry, outliers, and the breaking of rules: An invitation. [Keynote Address]. Jordan L. Mott, Community Intermediate School 22. Graduation (June 21, 2007). New York, NY, USA
33. Locating the Political: Three Strategies for Rethinking the "Critical" in "Critical Approaches to Cultural Studies and Curriculum Theory." [Invited address for the Critical Issues in Curriculum and Cultural Studies SIG Meeting]. American Education Research Association (April 11, 2007). Chicago, IL, USA.
34. Bogus distinctions: Curriculum work as creative solidarity. [Keynote Address]. *Articulating the Present (Next) Moment in Curriculum Studies: The Post-Reconceptualization Generation(s).* (February 16, 2006). West Lafayette, IN, USA.
35. Educating Cultural Workers: The Challenge of Artistic Education. [Guest lecture]. Harvard Graduate School of Education, Arts Research and Teaching Scholarship (November 4, 2003). Cambridge, MA, USA

Invited Plenary and Panel Discussant Sessions (36)

1. Race and Racism in 21st Century Art Education: Part II. [Plenary Panel]. Art Education Research Institute Symposium (September 15, 2018). Naperville, IL.
2. Culture and Inequality: Aspirations, Cultural Imaginaries, and Self-Constructions, [Discussant]. American Sociological Association (August 12, 2017). Montreal, QC.
3. Culture and Inequality: Social Class and Group Boundaries, [Discussant]. American Sociological Association (August 12, 2017). Montreal, QC.
4. We Shall Create: Intergenerational Dialogues on Curriculum Studies, [Plenary Panel]. American Educational Research Association Annual Meeting (April 30, 2017). San Antonio, TX.
5. The Best and the Rest. [Plenary Panel]. Nottingham Contemporary. (November 1st, 2016). Nottingham, UNITED KINGDOM.
6. Guillermo Rosabal-Coto's Music learning in Costa Rica: A postcolonial institutional ethnography Public Defense. [Opponent/Discussant]. Sibelius Academy. University of

- the Arts (April 16, 2016). Helsinki, FINLAND.
7. Citing Futurities, Refusing Epistemic Erasure: Challenging the Hegemony of Intellectual Knowledge Production in the Academy. [Panel Discussant]. American Educational Research Association Annual Meeting (April 11, 2016). Washington, D.C.
 8. Humanness as Praxis: Colonialities of Being in Curriculum Theory. [Panel Discussant]. American Educational Research Association Annual Meeting (April 9, 2016). Washington, DC
 9. Race and Education: Sociology of Race and Ethnicity Roundtable. [Panel Discussant]. American Sociological Association Annual Meeting (August 23, 2015). Chicago, IL.
 10. Space and Place: Culture Section Roundtable. [Panel Discussant]. American Sociological Association Annual Meeting (August 25, 2015). Chicago, IL.
 11. Studying Up in the Anthropology of Education: Producing Critical Ethnographies of Elites and Privilege. [Panel Discussant]. American Anthropological Association Annual Meeting (December 3, 2014). Washington, D.C.
 12. Specialized Programs and School Choice Schemes Across Canada: Critical Perspectives on Evolving Trends. [Panel Discussant]. American Educational Studies Association (November 2, 2014). Toronto, ON.
 13. Aquí estamos: Latina/os in Canada. [Panel Discussant]. American Educational Studies Association (November 1, 2014). Toronto, ON.
 14. Facing the Other in/with Humanity. [Panel Discussant]. American Educational Studies Association (October 30, 2014). Toronto, ON.
 15. Private Schools in the Public System and other Vagaries of Elite Schooling in Canada and the United States. [Invited Plenary Panel]. Studying up in the Americas: Critical Excursions into Privilege, City University of New York, Graduate Centre, (October 17, 2014), New York, NY.
 16. Finding our Way: Making Theoretical Sense of Out of Ethnographic Data. [Invited Presidential Panel Discussant]. Annual Meeting of the American Sociology Association (August 18, 2014), San Francisco, CA.
 17. Impossible Unsettlement: White Supremacy and Colonialism in Curriculum Studies. [Invited Plenary Panel]. Curriculum Studies Summer Collaborative, Georgia Southern University (June 13, 2014). Savannah, GA.
 18. Indigenous Migrants. [Invited Plenary Panel] Indigenous Peoples of the Americas Pre-Conference, American Educational Research Association (April 2, 2014). Philadelphia, PA.

19. Private Schools in the Public System and other Vagaries of Elite Schooling in Canada and the United States. [Invited Plenary Panel]. Private and Elite Education: International Perspective. An Invitation Symposium. Institute of Education, University of London (November 8th, 2013). London, UK.
20. Under the Hood: Exploring Urban Arts High Schools in the 21st Century. [Invited Plenary Panel] Arts Schools Network Annual Nation Conference (October 25, 2013). New York, NY.
21. Youth Solidarities and Cultural Production: Toward a Decolonizing Approach. [Invited Plenary Paper] Adolescents in the Americas Symposium, Bowdoin College. (October 4, 2013). Brunswick, ME.
22. Pedagogía de la solidaridad. [Invited Plenary Session] Cátedra UNESCO Educación para la Paz. Facultad de Educación. Universidad de Puerto Rico (March 18, 2013). Rio Piedras, PUERTO RICO
23. Producción cultural y solidaridad. [Invited Plenary Session] Inter-acciones creativas 2013. Encuentro de arte, educación y acción comunitaria. Embocadura. Centro Cultural Ruth Hernández (March 12, 2013). Rio Piedras, PUERTO RICO
24. El problema de la diferencia: ¿Un problema de la diversidad? [Invited Plenary Participant] Mesa Redonda–Diversidad y Diferencia: Perspectivas Teóricas y Conceptuales. Departamento de Estudios Graduados, Facultad de Educación, Universidad de Puerto Rico (February 27, 2013). Rio Piedras, PUERTO RICO.
25. Challenges and Possibilities of Doing Youth Participatory Action Research: Lessons From “Proyecto Latin@”. [Invited Panel Presentation] American Educational Research Association (April 16, 2012), Vancouver, BC, CANADA.
26. An Invitation to Curriculum Studies. [Invited Panel Participant] American Educational Research Association Annual Meeting (April 9, 2011), New Orleans, LA, USA.
27. Out of Line: Colouring Curriculum & Pedagogy, [Invited Chair and Panel Introductory Paper] Curriculum and Pedagogy Conference (October 21, 2010), Akron, OH, USA.
28. “Every Tool is a Weapon”: Privatization, Queered Pedagogies, and Public Arts Education, by Therese Quinn, [Invited Respondent to Keynote Address] JCT. Conference on Curriculum Theory and Classroom Practice (October 14, 2010), Dayton, ON, USA.
29. The Perils of Schooling: Sex and Violence. [Invited Panel Discussant] American Sociological Association (August 15, 2010), Atlanta, GA, USA.
30. Making Art to Make a Difference: Exploring the Educational Significance of Using Art to Impact Social Change. [Invited Panel Discussant] American Educational Research Association Annual Meeting (May 3, 2010), Denver, CO, USA.

31. Reexamining the complex aesthetic ecologies of arts-based educational research for a changing world. [Invited Panel Discussant] American Educational Research Association Annual Meeting (May 2, 2010), Denver, CO, USA.
32. Urban Arts High Schools Project: Final Report of Phase 1 – 2007-2009. [Invited Plenary Session] Cluster program, NETWORK of Arts Schools (March 6, 2010). Toronto, ON, CANADA.
33. Between art and knowledge: Art as knowledge production addressing questions of what, why, and for whom. [Invited Panel Discussant]. Extra-Curricular: Between Art and Pedagogy Conference. JMB Gallery, Hart House, University of Toronto (February 17, 2010). Toronto, ON, CANADA.
34. Why cultural studies? [Invited Plenary Roundtable] Centre for Media and Culture in Education (January 8, 2010). Toronto, ON, CANADA
35. Whose Knowledge? Research for De/Constructing Knowledge in Communities of Color. [Invited Plenary Session] Alumni of Color Conference, Harvard Graduate Schools of Education (March 3, 2007). Cambridge, MA, USA.
36. Death By Irrelevance: Dodging the Certainty or Is it Too Late? Reflections on the State of Contemporary Curriculum Theory. [Invited Plenary Session] 5th Curriculum and Pedagogy Conference (October 27, 2005). Oxford, OH, USA.

Workshops and Seminars (38)

1. Participatory evaluation for development programmes – taking a de-colonial participatory research approach to evaluation. (w/ Elena Toukan). [Seminar]. Institute of Education, University College London, (June 27, 2018). London, UK.
2. Youth participatory action research: Possibilities and dilemmas. (w/ Leila Angod). [Workshop]. Institute of Education, University College London, (June 25, 2018). London, UK.
3. Demystifying AERA. (w/ Eve Tuck). [Workshop/Seminar]. Ontario Institute for Studies in Education (June 8th, 2017). Toronto, Ontario.
4. Creation, Participation, and the Political Life of Cultural Production. [Seminar]. Schwerpunkt Wissenschaft & Kunst (November 7, 2016). Salzburg, AUSTRIA.
5. Creation, Participation, and the Political Life of Cultural Production. [Seminar]. Universität für angewandte Kunst (November 3, 2016). Vienna, AUSTRIA.
6. Participatory Action Research and Cultural Production. [Workshop]. Haute École D'Art et de Design (October 31, 2016). Geneva, SWITZERLAND.

7. Creation, Participation, and the Political Life of Cultural Production. [Seminar]. Institut für Kunst im Kontext, Universität der Künste (October 27, 2016). Berlin, GERMANY.
8. Youth Knowledge and Solidarity: Working across Boundaries with Indigenous and Latinx Immigrant Youth. [Seminar]. State University of New York at Buffalo (September 27, 2016). Buffalo, NY, USA.
9. Entangled: Challenging while Solidifying Privilege through the Study of Elites. [Seminar]. State University of New York at Buffalo (September 27, 2016). Buffalo, NY, USA.
10. Cultural Production. [Seminar]. Sibelius Academy, University of the Arts. (April 15, 2016). Helsinki, FINLAND
11. On Inequality. [Workshop]. Martin Luther King, Jr. Day Celebrations. Phillips Exeter Academy (January 15, 2016). Exeter, NH, USA
12. Publishing in Academic Journals. [Workshop]. Curriculum Studies Summer Collaborative. (June 12, 2015). Savannah, GA.
13. Retos y oportunidades en la educación de los inmigrantes de Latinoamérica en Canadá. [Seminar]. Seminarios Interculturales. Grupo Inter de Investigación en Educación Intercultural. Facultad de Educación de la Universidad Nacional de Educación a Distancia. (March 5, 2015). Madrid, SPAIN
14. The Problem of "Method" in Youth Participatory Action Research [Workshop/Seminar]. Young Lives Research Lab, Faculty of Education, University of Prince Edward Island (September 18, 2014). Charlottetown, PEI.
15. Highlights from the Urban Arts High School Project [Seminar]. The Arts-Based Research Studio. Seminar Series, Department of Education, University of Alberta (November 21, 2013). Edmonton, AB.
16. Inside the Scholars Studio [Workshop]. Art Education Department, Doctoral Colloquium. Pennsylvania State University (October 1, 2013). University Park, PA.
17. Experiencias en Juntas Editoriales Revistas Arbitradas por Estudiantes Graduados. [Workshop]. Departamento de Estudios Graduados, Facultad de Educación, Universidad de Puerto Rico (April 24, 2013). Rio Piedras, PUERTO RICO
18. La Tarea de Publicar Entre los Docentes. [Workshop]. Departamento de Estudios Graduados, Facultad de Educación, Universidad de Puerto Rico (April 4, 2013). Rio Piedras, PUERTO RICO
19. The practice and promise of participatory action research in urban schools. (w/ Cristina Guerrero, Monica Rosas, and members of Proyecto Latin@) [Seminar]. Toronto District School Board Futures Conference (May 3rd, 2012). Toronto, ON.

20. Reflections on Doing Youth Participatory Action Research with Latina/o Students in Toronto Schools: Dilemmas and Possibilities. (w/ Cristina Guerrero and Monica Rosas) [Seminar]. Centre for International and Development Education Seminar Series, OISE/UT (January 18, 2012). Toronto, ON.
21. Proyecto Latin@: Participatory Action Research with Latin@ Youth in Toronto. (w/ Cristina Guerrero) [Seminar]. Curriculum, Teaching and Learning DocTalk Seminar Series (April 4, 2011). Toronto, ON.
22. The Relevance and Application of US-theorizing About Immigration for Understanding the Experiences of Latinos/as in Canadian Schools. (w/ Cristina Guerrero) [Seminar]. Centre for International and Development Education Seminar Series, OISE/UT (October 28th, 2010). Toronto, ON.
23. Browning Caucus Workshop/Discussion. [Facilitator]. Curriculum and Pedagogy Conference. (October 22nd, 2010). Akron, OH.
24. Educating Elites: Class Privilege and Educational Advantage. [Book Talk]. Curriculum and Pedagogy Conference (October 21st, 2010). Akron, OH.
25. Report of Proyecto Latino to the Toronto District School Board, Implications for future initiatives. [Workshop]. Hispanic/Latino Student Focus Groups, TDSB Equitable and Inclusive Schools Team (May 27th, 2010). Toronto, ON.
26. What is “Art” made to do? Mobilizing the discourses of the arts in urban arts high schools. [Seminar]. Works in Progress Series, Centre for Media Culture and Education, OISE/UT (April 9, 2010). Toronto, ON.
27. The study of boundaries in the sociology of education. [Seminar]. Leaders of Tomorrow, Faculty of Applied Science and Engineering, University of Toronto (February 10, 2010). Toronto, ON.
28. Challenges and Opportunities of Doing Ethnography as a Team. [Seminar] Curriculum, Teaching, and Learning Student Association Methodology Series, OISE/UT (November 18, 2009). Toronto, ON.
29. Urban Arts High Schools: Report of Phase 1, 2007-2009. [Panel Seminar Presentation] Centre for Urban Schooling, OISE/UT (November 9, 2009). Toronto, ON.
30. Why the Arts Don’t Do Anything: An Invitation. [Seminar] Works in Progress Series, Centre for Media Culture and Education, OISE/UT (March 13, 2009). Toronto, ON.
31. Preliminary Report of the Urban Arts High Schools Project. [Seminar] Cluster program, NETWORK of Arts Schools (April 4, 2008). Toronto, ON.

32. Leadership through Drama. [Workshop] Teachers as Leaders, Toronto District Schools Board (April 10, 2008). Toronto, ON.
33. Thinking through Research Ethics. [Lecture/Seminar] CTL Graduate Students Association, OISE/UT (March 4th, 2008). Toronto, ON.
34. Transitive Solidarity and Post-Culturalism in the Age of Disaster Capitalism. [Seminar]. Works in Progress Series, Centre for Media and Culture in Education, OISE/UT (October 29, 2007). Toronto, ON.
35. Challenging Conceptions of the Arts and Popular Culture in Education: Making the Case for Cultural Production. [Seminar]. Holistic Educators Group (April 14, 2007). Toronto, ON.
36. The Quandary of Public Arts High Schools: Guards of Elite Status or Vanguard of Cultural Insurgency? [Seminar] Works in Progress Series, Centre for Media and Culture in Education, OISE/UT (February 5, 2007). Toronto, ON, CANADA
37. What does it mean to be an Exonian? [Workshop]. Martin Luther King, Jr. Day Celebrations. Phillips Exeter Academy (January 19, 2007). Exeter, NH, USA
38. Becoming Sexual, Becoming Gendered: Negotiating sexuality in an elite boarding school [Seminar]. Gender Talks! Series, Harvard Graduate School of Education (April 26, 2005). Cambridge, MA, USA.

Media Interviews and Features (46)

1. The Toronto Star. Interview with Andrea Gordon. Featured in “TDSB backs off bid to phase out specialty schools” October 24, 2017. <https://www.thestar.com/yourtoronto/education/2017/10/24/tdsb-backs-off-bid-to-phase-out-specialty-schools.html>
2. Metro Morning News. CBC. Race-based data in schools. Interview with Matt Galloway. September 7, 2017. <http://www.cbc.ca/listen/shows/metro-morning/segment/13980140>
3. The Toronto Star. Interview with Kristin Rushowy. Featured in “Ontario school boards to collect detailed data on hiring, suspensions” September 7, 2017. <https://www.thestar.com/news/queenspark/2017/09/07/ontario-school-boards-to-collect-race-based-stats.html>
4. University Affairs. Cited in Carl James, Karen Robson and Kelly Gallagher-Mackay, “Universities have a serious data gap on race” May 19, 2017. <http://www.universityaffairs.ca/opinion/in-my-opinion/universities-serious-data-gap-race/>
5. CBC Ontario Today. Talk show guest with Rita Celly. “Is music as important as math?” May 17, 2017. <http://www.cbc.ca/news/canada/ottawa/programs/ontariotoday/is-music-as-important-as-math-1.4119847?autoplay=true>

6. Newstalk 610 CKTB. Interview with Tim Denis. May 16, 2017.
7. CBC News. Interview with Philip Lee-Shanok. Quoted in “Some Ontario schools go silent as music programs are defunded,” May 15th, 2017.
<http://www.cbc.ca/news/canada/toronto/ontario-schools-music-education-1.4114622>
8. Canadian Art. Interview with Leah Sandals, featured in “Why we need to keep talking about white privilege in arts education,” May 3rd, 2017. <http://canadianart.ca/news/white-privilege-in-arts-education/>
9. Metro Morning News. Work featured in Matt Galloway interview with Annie Kidder, Specialized Schools, April 25, 2017.
<http://www.cbc.ca/news/canada/toronto/programs/metromorning/specialized-schools-1.4084238>
10. The Toronto Star. Work featured in May Warren, “Review application process for special arts high schools, trustee urges TDSB,” April 25, 2017.
<https://www.thestar.com/news/gta/2017/04/24/review-application-process-for-special-arts-high-schools-trustee-urges-tdsb.html>
11. Metro Morning News. CBC. TDSB Arts Schools. Interview with Matt Galloway. April 24, 2017. <http://www.cbc.ca/news/canada/toronto/programs/metromorning/tdsb-art-schools-1.4082584>
12. CBC News Toronto. Work featured in Muriel Draaisma, “Students at public arts schools are twice as likely to be white, study finds,” April 24, 2017,
<http://www.cbc.ca/news/canada/toronto/programs/metromorning/white-wealthy-students-arts-schools-toronto-1.4082919>
13. Now Toronto. Work featured in Michelle Da Silva, “Toronto public art schools need to check their white privilege,” April 24, 2017, <https://nowtoronto.com/lifestyle/class-action/toronto-public-art-schools-need-to-check-white-privilege/>
14. Toronto Metro. Interview with May Warren, work featured in “Toronto's arts-focused high schools are overwhelmingly white, study shows,” April 24, 2017.
<http://www.metronews.ca/news/toronto/2017/04/24/toronto-arts-high-schools-white-study-oise.html>
15. The Toronto Star. Interview with May Warren, work featured in “Toronto’s art school students mostly white, from high-income families, study finds,” April 24, 2017,
<https://www.thestar.com/news/gta/2017/04/24/torontos-art-school-students-mostly-white-from-high-income-families-study-finds.html>
16. The Globe and Mail. Interview with Guy Dixon, quoted in “Montessori and other alternative primary schools: a different environment,” September 29, 2016,
<http://www.theglobeandmail.com/news/national/education/montessori-and-other-alternative-primary-schools-a-different-environment/article32108011/>

17. Al Jazeera America. Live television interview with John Seigenthaler, News. August 20, 2015.
18. The Globe and Mail. Interview with Guy Dixon, quoted in “Boarding school: becoming a leader or faking it?” September 29, 2014, <http://www.theglobeandmail.com/news/national/education/boarding-school-becoming-a-leader-or-faking-it/article20762076/>
19. The New York Times. Interview with Penelope Green, quoted in “Leaving home, but not the folks,” September 17, 2014, http://www.nytimes.com/2014/09/18/garden/leaving-home-but-not-the-folks.html?smid=fb-share&_r=0
20. The Toronto Star. Quoted in “Should Toronto schools speak one cultural language, or many?” by Louise Brown, April 5, 2014, http://www.thestar.com/yourtoronto/education/2014/04/05/should_torontos_schools_speak_one_cultural_language_or_many.html
21. The Agenda with Steve Paikin. TVO, Panelist in “Binders full of non-white guests needed?” March 11, 2013, <http://ww3.tvo.org/video/189089/binders-non-white-guests-needed>
22. Georgia Straight. Quoted in “Group aims to identify the challenges faced by local Hispanic students,” by Carlito Pablo, August 16, 2012, <http://www.straight.com/article-755516/vancouver/latinos-fall-through-cracks>
23. CBNoticias. Interview with José A. Marín. Featured in “Proyecto Latin@, iniciativa para ayudar a estudiantes de habla hispana en Canadá,” May 1, 2012, <http://cbnoticias.wordpress.com/2012/05/01/proyecto-latin-iniciativa-para-ayudar-a-estudiantes-de-habla-hispana-en-canada/>
24. The Agenda with Steve Paikin. TVO, Panelist in “Is specialized education fair?” February 6, 2012, <http://www.youtube.com/watch?v=6gk8-5G8EPw>
25. The Toronto Star. Interview with Wendy Gillis. Quoted in “Experts Support Rewards for At-Risk Students,” October 8, 2011, <http://www.thestar.com/news/article/1067097--experts-support-rewards-for-at-risk-students>
26. Pulsamérica.com. Interview with Melinda Macondo. Featured in “Latin Lessons: Proyecto Latin@ and the Canadian School System,” September 20, 2011, <http://www.pulsamerica.co.uk/2011/09/20/latin-lessons-proyecta-latin-and-the-canadian-school-system/?reload>
27. Here and Now, CBC Radio, Live Radio Interview with Laura DiBattista, June 27, 2011.
28. EDGE: Research and Innovation at the University of Toronto. Featured in and interviewed for “The challenge of staying in school” by Paul Fraumeni, Spring 2011. <http://www.research.utoronto.ca/edge/spring2011/7.html#1>

29. Télévision Francophone en Ontario. Interview with Nadine Valcine, May 20, 2011.
30. The Toronto Star. Featured and interviewed in “Saturday program pays Spanish-speaking students cash to study their peers” by Louise Brown, April 4, 2011.
<http://www.parentcentral.ca/parent/education/schoolsandresources/article/968852--saturday-program-pays-spanish-speaking-students-cash-to-study-their-peers>
31. The Agenda with Steve Paikin. TVO, Interview, “Latin American Dropout Rate” February 18, 2011.
<http://www.tvo.org/TVO/WebObjects/TVO.woa?videoid?794531951001>
32. The Varsity. Interview with Dwayne White. Quoted in “Study finds Spanish discrimination in schools,” February 14, 2011. <http://thevarsity.ca/articles/42401>
33. La Esquina, CHHA Radio - Voces Latinas. Live Radio Interview with Pablo Vivanco, February 5, 2011.
34. The Agenda with Steve Paikin. TVO, Panelist in “The Debate: What you bring, or what you get?” February 2, 2011.
<http://www.tvo.org/TVO/WebObjects/TVO.woa?videoid?776132974001>
35. Fox News Latino. Interview with Carolyn Salazar. Quoted in “Why Do 40% of Latinos Drop-Out of Toronto Schools?” February 2, 2011.
<http://latino.foxnews.com/latino/lifestyle/2012/02/02/latinos-drop-toronto-schools/#ixzz1CzykajD5>
36. The Globe and Mail. Interview with Joe Friesen. Quoted in “Academic success of East Asian immigrants overshadows struggles of others,” January 22, 2011.
<http://www.theglobeandmail.com/news/national/academic-success-of-east-asian-immigrants-overshadows-struggles-of-others/article1879602/>
37. Here and Now, CBC Radio, Live Radio Interview with Laura DiBattista, January 13, 2011.
38. The Globe and Mail. Interview with Kate Hammer. Quoted in “Solving the drop-out mystery of Toronto’s Spanish-speaking students,” January 12, 2011.
<http://www.theglobeandmail.com/news/national/toronto/solving-the-dropout-mystery-of-torontos-spanish-speaking-students/article1866589/>
39. The Toronto Star. Quoted in “Racism, Stereotypes hamper Latino students: Study” by Kristin Rushowy and Louise Brown, January 12, 2011. <http://www.parentcentral.ca/parent/education/article/920121--racism-stereotypes-hamper-latino-students-study>
40. The Next Big Idea, UofT Alumni Magazine, Research Profile by Scott Anderson, Winter, 2011 Published December 13, 2010. <http://www.magazine.utoronto.ca/feature/university-of-toronto-examples-of-innovations-emerging-trends/>.

41. The Mark Radio. Interview with Chris Mitchell, featured in “Improving Canadian Education,” August 30, 2010. <http://www.themarknews.com/articles/2184-improving-canadian-education>
42. Our Kids Go To School [Globe & Mail Supplement], Interview with Diana McLaren, August 13, 2010.
43. Our Kids Go To School, Interview with Sharon Aschaiek, Quoted in “Coed Schools,” May 19, 2010. <http://www.ourkids.net/school/coed-schools.php>
44. Forbes Magazine, Interview with Raquel Laneri. Quoted in “American’s Best Prep Schools,” April 29, 2010. http://www.forbes.com/2010/04/29/best-prep-schools-2010-opinions-private-education_2.html
45. Boston Magazine, Interview with Sascha De Gersforff. Quoted in “Best High Schools 2009: The best schools (for you and your kids),” August 18, 2010. <http://www.bostonmagazine.com/articles/bestschools2009/page2>
46. Boston Globe, Q&A: Private School Confidential, Interview with Francie Latour. September 20, 2010. http://www.boston.com/bostonglobe/ideas/articles/2009/09/20/qa_private_school_confidential/

(10) University and Professional Community Service

University Service

Administrative Positions

1. Program Coordinator, Curriculum Studies and Teacher Development (2015-Present).
2. Editor-in-Chief, Curriculum Inquiry (2014 – Present)
3. Director, Centre for Media and Culture in Education (2010-2017)
4. Interim Director, Centre for Urban Schooling (2017-2018)

Policy Committees

1. Department of Curriculum, Teaching and Learning, Faculty Council, OISE/UT (Member, 2013-Present; Vice-Chair, 2010 – 2012).
2. Faculty Council, OISE/UT (2006 – 2008, 2010-2012, 2016-2018)
3. Ph.D. Task Force, CSTD Program, OISE/UT, (2006 – 2007).

Program Committees

1. Research Advisory Committee, Department of Curriculum Teaching and Learning, OISE, (2009 – Present).
2. Course Planning Committee, Curriculum Studies and Teacher Development Program, OISE, (2006 – 2012, 2014 – Present)
3. Advisory Committee, Office of Teaching Support, OISE, (2010 – 2012)
4. Comprehensive Exams Committee, Curriculum Studies and Teacher Development Program, OISE, (2007 – 2012).
5. Teaching Awards Committee, Office of Teaching Support, OISE (2010-2011).

Student Funding Committees

1. Awards Committee, Department of Curriculum Teaching and Learning, OISE, (2006 – 2007, 2013 – 2014)

Centre Affiliations

1. Centre for Urban Schooling, (2006 – Present)
2. Centre for Media and Culture in Education, (2006 – Present)
3. Centre for International and Comparative Education, (2009 – Present)

Professional and Community Service

Membership on Journal Editorial Boards (8)

1. Revista Internacional de Educación Musical, (2011 – Present)
2. Qualitative Sociology, (2010 – Present)
3. High School Journal (Advisory Board), (2009 – Present)
4. Journal of the Canadian Association for Curriculum Studies, (2007 – Present)
5. Curriculum Inquiry (2009 – 2014)
6. Sociology of Education, (2011 – 2014)
7. Journal of Curriculum & Pedagogy, (2004 – 2010)
8. Harvard Educational Review, (2001 – 2003)

Executive Positions (11)

1. Senior Editor, Decolonization: Indigeneity, Education & Society (2011 – Present)
2. Co-Director, Centre for Media and Culture in Education (2010 – 2017)
3. Conference Section Chair, Culture and Inequality, American Sociological Association (2017).
4. Program Co-Chair, AERA Division B: Curriculum Studies (2015 – 2016)
5. Human Right Award Committee Chair, AERA Division B: Curriculum Studies (2015)
6. Co-Chair, AERA Division B: Curriculum Studies, Section 2: Historical, Philosophical, and Disciplinary Knowledges (2010 – 2011)
7. Co-Chair, AERA Division B: Curriculum Studies, Section 3: Challenging Methodological Boundaries in Research (2009 – 2010)
8. Chair, Publications Committee, Curriculum and Pedagogy Group (2009)
9. Chair, Governing Council, Curriculum and Pedagogy Group (2008)
10. Chair-Elect, Governing Council, Curriculum and Pedagogy Group (2007)
11. Co-chair, Editorial Board, Harvard Educational Review (2002-2003)

Other Organizations

1. Advisory Committee, AVENIDA Latin@ Youth Magazine (2012-Present)
2. Erick Jackman Institute for Child Studies Advisory Board, OISE/UT (2012 – Present)
3. Program Committee, NSERC CREATE: Academic Rehabilitation Engineering Program, Institute of Biomaterials and Biomedical Engineering, University of Toronto (2009-2013)
4. Advisory Board, Whole Child School, Alternative Toronto District School Board, Toronto, ON (2008 – 2011)
5. Advisory Board, New Roots Public Charter School Ithaca Public Schools, Ithaca, New York (2008 – 2010)

6. Media Education Working Group, CMCE, OISE/UT (2006 – 2010)
7. Nominations Committee, Division B: Curriculum Studies (AERA 2009)
8. Lifetime Achievement Award Committee, Division B: Curriculum Studies, AERA (2009)
9. Inner City Advisory Council, Initial Teacher Education and Centre for Urban Schooling, OISE/UT, (2006 – 2008)
10. Canadian Society for Studies in Education (2006 – Present)
11. American Association for the Advancement of Curriculum Studies (2003 – Present)
12. American Educational Research Association (2002 – Present)
13. Curriculum & Pedagogy Conference Group (2001 – Present)
14. Organizing Committee – music ficta/Lived Realities: Engaging Others in Music, Education, and the Arts, Faculty of Music, University of Toronto (2007 – 2008).
15. Tri-Annual World Conference Advisory Council International Association for the Advancement of Curriculum Studies (2004 – 2006)

(11) Honours and Awards (5)

1. **2013 Publication Award.** Arts Researchers and Teachers Society, Canadian Association for Curriculum Studies, Canadian Society for the Study of Education.
2. **2011 Early Career Award.** Critical Issues in Curriculum and Cultural Studies SIG. American Educational Research Association.
3. **2005 Achievement in Instructional Technology Award,** Presidential Instructional Technology Fellows Program, Harvard University
4. **2004 Outstanding Faculty/Staff Member Recognition Award,** African, Latino, Asian, and Native American Advisory Council (ALANA), Harvard Graduate School of Education
5. **2001-2004 Spencer Research Training Grant,** Harvard Graduate School of Education