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Ballot




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Council on Anthropology & Education

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PRESIDENT-ELECT 3-year term [year 1: president-elect, year 2: president; year 3: past president]

Instructions: (Your vote is optional) Please vote for only one choice

Bradley A. U. Levinson 

Katherine Schultz 

MEMBER-AT-LARGE 3-year term

Instructions: (Your vote is optional) Please vote for only one choice

Cindy Cruz 

Neriko Musha Doerr 

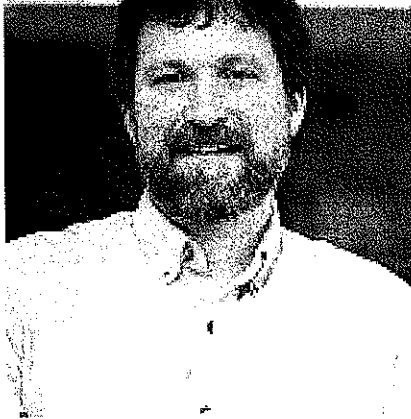


VOTE

Council on Anthropology & Education

View details for: PRESIDENT-ELECT 3-year term [year 1: president-elect; year 2: president; year 3: past president]

Bradley A. U. Levinson



BRADLEY A.U. LEVINSON (PhD, University of North Carolina, 1993) **Positions Held:** Director, Center for Latin American and Caribbean Studies,...

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Katherine Schultz



KATHERINE SCHULTZ (PhD, University of Pennsylvania, 1991) **Positions Held:** Associate Professor (2003-present) Graduate School of Education,...

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Council on Anthropology & Education

View details for: **PRESIDENT-ELECT 3-year term** [year 1: president-elect; year 2: president; year 3: past president]

Bradley A. U. Levinson



BRADLEY A.U. LEVINSON (PhD, University of North Carolina, 1993) **Positions Held:** Director, Center for Latin American and Caribbean Studies, Indiana University (2008- pres); Editor, Inter-American Journal of Education for Democracy (2006-pres); Associate Professor of Education and Adjunct Associate Professor of Anthropology and Latino Studies, Indiana University (2002-pres); Assistant Professor of Anthropology, Augustana College (1993-1996); **Interests and/or activities:** democratic citizenship and intercultural education; education policy; student culture and secondary education, especially in Mexico; **Significant Publications:**

"Citizenship, Identity, Democracy: Re-Engaging the Political in the Anthropology of Education," *Anthropology and Education Quarterly*, 2005; *Schooling the Symbolic Animal*, Rowman and Littlefield, 2001; *The Cultural Production of the Educated Person* (Ed. With D. Foley and D. Holland), SUNY Press, 1996.

I believe that CAE has enjoyed outstanding leadership for some time now, and I hope to continue this pattern. The growing economic crisis and the regime change in Washington provide ample challenges and opportunities. We must continue to grow our membership, reach out to new constituencies, and broaden our diversity. We must also continue to explore and exercise our political muscle in policy domains, and continue to develop our action research for social justice. Yet we must also balance the sense of urgency that informs these change efforts with an equally deep commitment to expanding and communicating the core intellectual insights of our field. To that end, I would work toward strengthening our bridges with the anthropological discipline; we need to continually nourish our own work with the latest anthropological theories and insights, but, as I have written elsewhere, we also need to **educate** our anthropological kin about the powerful work taking place in CAE. Finally, I believe that we need to internationalize CAE further. Even as we honor and promote social justice work in the United States, we should increasingly serve as a clearinghouse and public sphere for global anthropologies of education.

When I look at the proud history of CAE, as well as the recent advances in our work, I am humbled and honored to run for CAE President.

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Council on Anthropology & Education

View details for: **PRESIDENT-ELECT 3-year term [year 1: president-elect; year 2: president; year 3: past president]**

Katherine Schultz



KATHERINE SCHULTZ (PhD, University of Pennsylvania, 1991) **Positions Held:** Associate Professor (2003-present) Graduate School of Education, University of Pennsylvania; Director, Center for Collaborative Research and Practice of Teacher Education, Teacher Education, & the Philadelphia Writing Project (2005-present) University of Pennsylvania; Vice Chair, Education Empowerment Board (2007-present) Chester Upland School District; Assistant Professor (1997-2003) University of Pennsylvania; Elementary school teacher (1977-1986); **Interests and/or Activities:** preparation of urban teacher educators, multimodal literacy practices, anthropological perspectives on school reform; **Significant Publications:** Rethinking

Participation: *The Role of Silence in Teaching and Learning*, Teachers College Press, in press; *Listening: A Framework for Teaching Across Differences*, Teachers College Press, 2003; *School's Out: Bridging Out-of-School Literacy with Classroom Practices* (with Glynda Hull, PhD), Teachers College Press, 2002.

My work as a scholar, educator and activist has centered on the problem of preparing teachers for urban public schools. In order to do this work, I have sought a deeper understanding of the varied contexts in which people learn in and out of schools, in local and international contexts. I have looked to the perspectives of youth, community members, and teachers—whose voices are often marginalized and ignored—to inform the programs and policies I have created. Throughout my work, I have drawn on anthropological theory and methods to inform my work in public schools and communities. I have been actively involved in CAE since 1992, first as the chair for several sections and later as member-at-large on the Board. As president of CAE, I would continue to build linkages between scholars, policymakers and communities by creating opportunities to build the knowledge and experience of our membership to work together to make change at the local and national levels. Whether through publications, task forces, action research projects, or policy forums, I would work with colleagues to create structures that have a lasting impact on the education of youth who live in poverty. I plan to continue the work to make CAE accessible to scholars from diverse backgrounds and at varied points of their careers through increased mentoring opportunities. Each of us needs to be part of the change we believe in and through the office of president of CAE, I would create venues for discussion and action towards this end.

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Council on Anthropology & Education

View details for: MEMBER-AT-LARGE 3-year term

Cindy Cruz



CINDY CRUZ (PhD, University of California-Los Angeles, 2006) **Positions Held:** Assistant Professor (2008-Present) UC Santa Cruz; Postdoctoral Fellow (2006-2008) Co...

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Neriko Musha Doerr



NERIKO MUSHA DOERR (PhD, Cornell University, 2000) **Positions Held:** Lecturer (2000-present) Brookdale Community College; Co-chair of the CAE Mission Committee (20...

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Council on Anthropology & Education

View details for: **MEMBER-AT-LARGE 3-year term**

Cindy Cruz



CINDY CRUZ (PhD, University of California-Los Angeles, 2006) **Positions Held:** Assistant Professor (2008-Present) UC Santa Cruz; Postdoctoral Fellow (2006-2008) Cornell University. **Interests and/or Activities:** Urban ethnography, the social body, community-based schooling and curriculums, LGBTQ issues in schools, gender and education, testimonio. **Significant Publications:** Notes on Immigration, Youth and Ethnographic Silence: Stories of LGBTQ Migrant Youth. *Theory into Practice*, v. 47, no. 1, 2008; At one time, Fontana was the working class Eden. Book chapter in Isabel Killoran and Karleen

Pandleton Jimenez (Editors), *Unleashing the Unpopular: Talking About Sexual Orientation and Gender Diversity in Education*, 2007; *Epistemology of a Brown Body*. Book chapter in Elenes, A., Delgado-Bernal, D., Godinez, F., and Villenas, S. (Editors), *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*, SUNY Press, 2006.

My name is Cindy Cruz and I am an assistant professor in the department of education at UC Santa Cruz. I am a researcher who collects and compiles testimonios with LGBTQ street youth. I teach writing, U.S. Third World feminist theory, education and curriculum theory, and qualitative research methodologies.

As co-chair of the Latinos and Education Committee and a member of CAE since 2004, I have participated in projects and committees whose purpose is to open and make transparent the recruitment and governance processes of our Council. As First Year Member at Large, I am committed to a continuation of the process of self-study and action in creating a more accessible organization, including creating times and spaces for dialogue and praxical thinking among our members. I fully support the work of the Mission Committee to keep our organization focused on our commitments to social and racial justice and community-based research. Anthropology is changing—we change it every time our writing and research re-commits to our mission—and I believe it is important that CAE remain on this trajectory that supports community-based and activist research, that organizes to support our colleagues in not only tenure and promotion issues, but also is in solidarity with our colleagues, union-workers, schools and teachers struggling to build community under oppressive situations. If elected, I will do my very best in the spirit of the mission to support new projects and voices that will move our organization forward.

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View details for: **MEMBER-AT-LARGE 3-year term**

Neriko Musha Doerr



NERIKO MUSHA DOERR (PhD, Cornell University, 2000) **Positions Held:** Lecturer (2000-present) Brookdale Community College; Co-chair of the CAE Mission Committee (2006-2008); (Co)chairperson of Committee #6 Multicultural and Multilingual education, CAE (2003-2005). **Interests and/or Activities:** cultural politics in education, language politics, governmentality. **Significant Publications:** Native Speaker Effects: Standardization, Hybridity, and Power in Language Politics (as the editor), Mouton de Gruyter, Forthcoming; Meaningful Inconsistencies: Bicultural Nationhood, Free Market, and Schooling in Aotearoa/New Zealand, Berghahn Books, In Press; "Global Structures of Common Difference, Cultural

Objectification, and their Subversions: Cultural Politics in an Aotearoa/New Zealand School" Identities: Global Studies in Culture and Power, 2008.

I have found a home at CAE being attracted by its community spirit, democratic and transparent administrative processes, and warm mentorship. I would like to be part of enhancing these qualities of CAE.

If elected, as a first-year member-at-large, I would like to suggest (1) reviving the system in which reviewers of sessions recommend invited sessions; and (2) enhance mentoring by connecting the work-in-progress session to future collaboration.

As a second-year member-at-large charged to organize the invited poster session for new scholars, I would (1) match up participants of the new scholar poster session to junior and senior scholars working in a similar field for possible future collaboration and (2) guide the members of the session in developing their work into publication.

As a third-year member-at-large, I would like to make the nomination processes of CAE officers, and Outstanding Dissertation and Spindler Awards a part of community building by sharing more widely the work of all the nominees.

Serving for CAE as a member-at-large, I hope to be part of continuing the democratic community of mentorship I found CAE to be.

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