STANTON EMERSON FISHER WORTHAM

Present Position: Judy and Howard Berkowitz Professor
                          Graduate School of Education, University of Pennsylvania
                          3700 Walnut St., Philadelphia, PA 19104-6216
Phone & FAX: 215-898-6307; 215-898-4399 (FAX)
e-mail: stantonw@gse.upenn.edu
homepage: http://www.gse.upenn.edu/~stantonw

Educational Background

Undergraduate: Swarthmore College, Swarthmore, PA
                         (B.A. with highest honors, 1985, Psychology)
Graduate: The University of Chicago, Chicago, IL
                         (Ph.D., 1992, Department of Behavioral Sciences, Committee on
                         Human Development)

Honors and Fellowships

Swarthmore College Honors Program, B.A. with highest honors (1983-1985)
Phi Beta Kappa (1985)
University of Chicago Century Fellow (1985-1989)
National Graduate (Javits) Fellow (1986-1988)
Spencer Foundation Dissertation Fellow (1991-1992)
National Academy of Education/Spencer Postdoctoral Fellow (1996-1997)
Maine Campus Compact Faculty Service-Learning Award (1997)
American Educational Research Association Cattell Early Career Research Award (2001)

Teaching and Administrative Experience

Assistant Professor of Education, Bates College (1993-1998)
Assistant Professor of Education, University of Pennsylvania (1998-2000)
Associate Professor of Education, University of Pennsylvania (2000-2004)
Professor of Education, University of Pennsylvania (2004-)
Judy and Howard Berkowitz Professor of Education, University of Pennsylvania (2006-)
Acting Dean, Graduate School of Education, University of Pennsylvania (2002)
Interim Dean, Graduate School of Education, University of Pennsylvania (2006-2007)
Chair, Educational Leadership Division, GSE, University of Pennsylvania (2000-2004)
Associate Dean for Academic Affairs, GSE, University of Pennsylvania (2004-2006; 2007-)
Member, Anthropology Graduate Group, University of Pennsylvania (1999-)
Member, Folklore & Folklife Graduate Group, University of Pennsylvania (1999-)
Associated Faculty, Annenberg School for Communication, University of Pennsylvania (2000-)

Editorial Boards

Anthropology & Education Quarterly (2006-)
Critical Discourse Studies (2003-)
Discourse Processes (2002-)
Journal of Latinos and Education (2001-)
Journal of Linguistic Anthropology (2005-)
Linguistics & Education (1998-)
Mind, Culture & Activity (2003-) (Book Review Editor)
Pedagogies: An International Journal (2005-)
Theory & Psychology (1994-) (Book Review Editor)

Books

Acting out participant examples in the classroom. Philadelphia: John Benjamins, 1994.

Narratives in action: A strategy for research and analysis. New York: Teachers College Press, 2001.

Learning identity: The joint emergence of social identification and academic learning. New York: Cambridge University Press, 2006.

How thinking takes place in organizations. New York: Cambridge University Press, under contract.
    (Alexandra Michel & Stanton Wortham)

Volumes

The fate of the self in a constructivist age (Guest Editor). A special issue of the *Journal of Constructivist Psychology, 12*(2), 1999.

Language ideology and education (Stanton Wortham & Anthony Berkley, Guest Editors). A special issue of *Linguistics & Education*, *12*(3), 2001.

Education in the new Latino diaspora: Policy and the politics of identity (Stanton Wortham, Enrique Murillo & Edmund Hamann, Editors). Westport, CT: Ablex, 2002.

Linguistic anthropology of education (Stanton Wortham & Betsy Rymes, Editors). Westport, CT: Praeger, 2003.

Discourse across speech-events: Intertextuality and interdiscursivity in social life (Asif Agha & Stanton Wortham, Guest Editors). A special issue of *Journal of Linguistic Anthropology*, *15*(1), 2005.

Articles in Refereed Journals

Participant examples and classroom interaction. 1992. *Linguistics & Education*, *4*, 195-217.

The cast of the news. 1994. *Pragmatics*, *4*, 517-534. (Michael Locher & Stanton Wortham)

Experiencing the great books. 1995. *Mind, Culture, and Activity*, *2*, 67-80.

An educology of classroom discourse: A triangular view of classroom discourse which illustrates how classroom relationships and content can transform each other. 1995. *International Journal of Educology*, *9*, 146-179.

Mapping participant deictics: A technique for discovering speakers' footing. 1996. *Journal of Pragmatics*, *25*, 331-348.

Some interactional effects of teaching with examples. 1996. *Journal of Classroom Interaction*, *31*, 36-45.

Voicing on the news: An analytic technique for studying media bias. 1996. *Text*, *16*, 557-585. (Stanton Wortham & Michael Locher)

Denotationally cued interactional events: A special case. 1997. *Semiotica*, *114*, 295-317.

The heterogeneously distributed self. 1999. *Journal of Constructivist Psychology, 12,* 153-172.

Embedded metapragmatics and lying politicians. 1999. *Language & Communication*, *19*, 109-125. (Stanton Wortham & Michael Locher)

Interactional positioning and narrative self-construction. 2000. *Narrative Inquiry, 10,* 157-184.

Interactionally situated cognition: A classroom example. 2001. *Cognitive Science*, *25,* 37-66.

Video, politics & applied semiotics: Constructing meaning from broadcast news. 2001. *International Journal of Applied Semiotics, 2*, 131-141.

Teachers and students as novelists. 2001. *Journal of Adolescent and Adult Literacy, 45,* 126-137.

Struggling toward culturally relevant pedagogy in the Latino diaspora. 2002. *Journal of Latinos and Education, 1,* 133-144. (Stanton Wortham & Margaret Contreras)

Clearing away the self. 2002. *Theory & Psychology*, *12*, 625-650. (Alexandra Michel & Stanton Wortham)

Curriculum as a resource for the development of social identity. 2003. *Sociology of Education*, *76*, 229-247.

Situated identities of young, African American fathers in low-income urban settings. 2003. *Family Court Review, 41,* 381-399. (Vivian Gadsden, Stanton Wortham & Herbert Turner)

Accomplishing identity in participant-denoting discourse. 2003. *Journal of Linguistic Anthropology*, *13*, 1-22.

From good student to outcast: The emergence of a classroom identity. 2004. *Ethos, 32*, 164-187.

The interdependence of social identification and learning. 2004. *American Educational Research Journal*, *41*, 715-750.

Socialization beyond the speech event. 2005. *Journal of Linguistic Anthropology*, *15,* 95-112.

Linguistic anthropology of education. *Annual Review of Anthropology*, in press.

Other Articles, Book Chapters and Review Essays

Skepticism and the sociology of rational discourse. 1993. In H. Stam, L. Mos, W. Thorngate, and B. Kaplan (Eds.), *Recent trends in theoretical psychology* (volume 3), 463-470. New York: Springer.

Experience-near classroom examples as commodities. 1995. In D. Corson (Ed.), *Discourse and power in educational organizations*, 283-300. Cresskill, NJ: Hampton.

Are constructs personal? 1996. *Theory & Psychology*, *6*, 79-84.

Crossing boundaries between schools and colleges through teacher research partnerships. 1997. *Journal of Maine Education*, *13*, 33-35. (Stanton Wortham & Georgia Nigro)

The commodification of classroom discourse. 1997. In L. van Lier & D. Corson (Eds.), *Encyclopedia of language and education, Volume 6,* 251-260. Boston: Kluwer.

Service-learning through action research partnerships. 1998. In R. Bringle and D. Duffy (Eds.), *With service in mind: Concepts and models for service-learning in psychology*, 161-170. Washington, DC: American Association of Higher Education. (Georgia Nigro & Stanton Wortham)

Heterogeneously distributed cognition. 1998. In M. Gernsbacher & S. Derry (Eds.), *Proceedings of the twentieth annual conference of the Cognitive Science Society,* 1148-1153. Mahwah, NJ: Lawrence Erlbaum.

Knowledge and action in classroom practice: A dialogic approach. 1999. In S. Tozer (Ed.), *Philosophy of education 1998*, 370-377. Urbana: University of Illinois.

Social construction and pedagogical practice. 2001. In K. Gergen, *Social construction in context*, 115-136. Thousand Oaks, CA: Sage. (Kenneth Gergen & Stanton Wortham)

Language ideology and educational research. 2001. *Linguistics & Education*, *12*, 253-259.

Gender and school success in the Latino diaspora. 2001. In S. Wortham, E. Murillo & E. Hamann (Eds.), *Education in the new Latino diaspora: Policy and the politics of identity,* 117-141. Westport, CT: Ablex.

Education and policy in the new Latino diaspora. 2001. In S. Wortham, E. Murillo & E. Hamann (Eds.), *Education in the new Latino diaspora: Policy and the politics of identity,* 1-16. Westport, CT: Ablex. (Edmund Hamann, Stanton Wortham & Enrique Murillo)

Ventriloquating Shakespeare. 2001. *Working Papers in Applied Linguistics*, *17*, 47-64.

The interdependence of representation and action. 2002. In S. Rice (Ed.), *Philosophy of education 2001*, 426-434. Urbana, IL: Philosophy of Education Society.

Spatiotemporal fluidity and culturally relevant pedagogy in the Latino diaspora. 2002. In B. Levinson, S. Cade, A. Elvir, & A. Padawer (Eds.), *Ethnography and educational policy: A view across the Americas,* 57-76. Westport, CT: Greenwood. (Stanton Wortham & Margaret Contreras)

Linguistic anthropology of education: An introduction. 2003. In S. Wortham & B. Rymes (Eds.), *Linguistic anthropology of education*, 1-29. Westport, CT: Praeger.

Learning in education. 2003. In L. Nadel (Ed.), *Encyclopedia of cognitive science, Volume 1,* 1079-1082. New York: Macmillan/Nature Publishing Group.

Representation and enactment in autobiographical narrative. 2003. In N. Stephenson, H. Radtke, R. Jorna & H. Stam (Eds.), *Theoretical psychology*, 258-266. Toronto: Captus Press.

Education in the new Latino diaspora: A reflection on polyvocality. 2004. *Journal of Thought, 39,* 83-102. (Edmund Hamann, Stanton Wortham & Enrique Murillo).

The Complexities of "Similarity" in Research Interviewing: A Case of Interviewing Urban Fathers. 2004. *Working Papers in Educational Linguistics*, *19,* 1-32. (Stanton Wortham & Vivian Gadsden).

Social identification beyond the speech event. 2005. *Texas Linguistic Forum, 48,* 31-49.

Beyond decontextualization and cynicism. 2006. *Pedagogies, 1*, 13-20.

Urban fathers positioning themselves through narrative: An approach to narrative self-construction.
> 2006. In A. De Fina, D. Schiffrin & M. Bamberg (Eds.), *Discourse and identity*, 315-341. New York: Cambridge University Press. (Stanton Wortham & Vivian Gadsden)

Shifting identities in the classroom. In C. Caldas-Coulthard, R. Iedema & S. Slembrouck (Eds.), *Identity Trouble: Critical Discourse and Contestations of Identification.* New York: Palgrave/Macmillan, in press.

The complexities of "similarity" in research interviewing. In K. Kumpulainen & M. César (Eds.), *Investigating classroom interaction: Methodologies in action*. (Stanton Wortham & Vivian Gadsden)

Constructionism in education. In J. Holstein and J. Gubrium (Eds.), *Handbook of constructionist research*. New York: Guilford, in press. (Stanton Wortham & Kara Jackson)

Linguistic anthropology of education. In *Encyclopedia of Language and Linguistics* (General Editor N. Hornberger), Volume 3, *Discourse and Education*, (Ed. M. Martin-Jones and A. M. de Mejia), Springer Verlag, in press.

Linguistic anthropology. In B. Spolsky & F. Hult (Eds.), *Handbook of Educational Linguistics*. Blackwell, in press.

Narrative, interpretation and dialogue: Concepts and models for using narrative in teacher education. In L. Rex and M. Juzwik (Eds.), Narrative analysis for teacher education. Cresskill, NJ: Hampton, in press. (Betsy Rymes & Stanton Wortham)

Book Reviews

Beyond reasons and causes in social cognition. 1992. *Theory & Psychology*, *2*, 505-507.

Psychology after dualism. 1994. *Theory & Psychology*, *4*, 296-298.

Review Note on *Journal of Narrative and Life History*, *2*:1, special issue on "The afterlife of the life history." 1994. *Mind, Culture & Activity*, *1*, 248.

Review of *TV news, urban conflict, and the inner city*, by Simon Cottle. 1995. *Discourse & Society*, *6*, 143-144.

Review of *Life stories*, by Charlotte Linde. 1995. *Anthropological Linguistics*, *37*, 102-104.

Does grammar shape thought? 1995. *Theory & Psychology*, *5*, 460-462.

Review of *Talk on television*, by Sonia Livingstone and Peter Lunt. 1995. *Discourse & Society*, *6*, 292-293.

Review of *Media discourse*, by Norman Fairclough. 1996. *Discourse & Society*, *7*, 565-566.

Review of *Voice in social interaction*, by Jeffery Pittam. 1997. *Discourse & Society*, *8*, 144-145.

Sociocentric accounts of the mind. 1997. *Theory & Psychology*, *7*, 422-424.

Review of *Text and corpus analysis*, by Michael Stubbs. 1997. *Discourse & Society*, *8*, 429-430.

Review of *Constructing the self in a mediated world*, by Debra Grodin & Thomas Lindlof. 1997. *Theory & Psychology*, *7*, 716-718.

Genuinely social cognition. 1998. *Mind, Culture & Activity*, *5*, 76-79.

Review of *Collected works of L.S. Vygotsky, Volumes 3 and 4*. 1998. *American Scientist, 86*, 296-297.

Review of *What's social about social cognition?*, by Judith Nye and Aaron Brower. 1998. *Mind, Culture & Activity, 5*, 248-250.

Review of *Language ideologies*, edited by Bambi Schieffelin, Kathryn Woolard & Paul Kroskrity. 1999. *Discourse Studies*, *1,* 508-510.

Review of *Everyday literacies*, by Michele Knobel. 2000. *Anthropology & Education Quarterly*, *31*. (published electronically: http://www.aaanet.org/cae/aeq/br/knobel.htm)

Review of *Eloquence in trouble*, by James Wilce. 2001. *Discourse & Society*, *12*, 251-252.

Review of *Freudian repression*, by Michael Billig. 2001. *Discourse Studies, 3*, 253-255.

Review of *The grammar of autobiography: A developmental account*, by Jean Quigley. 2001. *Language in Society, 30*, 490-493.

Review of *Nexus analysis*, by Ron Scollon and Suzie Wong Scollon. 2006. *Journal of Sociolinguistics, 10*, 127-131.

Refereed Presentations at National and International Conferences

Talking heads: Dialogue as a pedagogical device. (Sophie Haroutunian-Gordon & Stanton Wortham). (American Educational Research Association, New Orleans, April, 1988).

Skepticism and the sociology of rational discourse. (International Society for Theoretical Psychology, Worcester, MA, June 1991).

The rich interactional implications of classroom participant examples. (American Association for Applied Linguistics, Atlanta, April, 1993).

A technique for discourse analysis: Uncovering interactional patterns in classrooms. (American Educational Research Association, Atlanta, April, 1993).

Interactional patterns in "great books" discussions: Cases from an urban high school. (American Educational Research Association, Atlanta, April, 1993).

A three-dimensional view of classroom discourse: How relationships and content can transform each other. (American Educational Research Association, New Orleans, April, 1994).

Examining how teachers and students play out societal patterns in classroom discourse. (American Educational Research Association, New Orleans, April, 1994).

Ventriloquating Shakespeare: How classroom discussions can communicate implicit moral messages. (American Educational Research Association, New Orleans, April, 1994).

Classroom participant examples: A case study of the relation between cognitive and interactional processes. (Society for Research in Child Development, Indianapolis, April, 1995).

Acting out the great books: A case study of how the implemented curriculum can differ from the planned curriculum. (American Educational Research Association, San Francisco, April, 1995).

The microstructure of multiculturalism: How relational dynamics in classroom language use help constitute what counts as knowledge. (American Educational Research Association, San Francisco, April, 1995).

Bakhtinian perspectives on discourse and the social construction of self. (Stanton Wortham & Deborah Hicks) (American Educational Research Association, San Francisco, April, 1995).

Implicit moral messages in the newsroom and the classroom: A systematic technique for analyzing "voicing." (Stanton Wortham & Michael Locher). (Society for Text and Discourse, Albuquerque, July, 1995).

The role of indexicals in creating community and facilitating cognition. (American Association for Applied Linguistics, Chicago, March, 1996).

The microgenesis of culture in a conversation about jail: A pragmatic approach to cultural transmission. (Stanton Wortham & Betsy Rymes). (American Anthropological Association, San Francisco, November, 1996).

Embedded metapragmatics and lying politicians. (Stanton Wortham & Michael Locher). (American Association for Applied Linguistics, Orlando, March, 1997).

Language, identity, and educational success: An ethnographic study of Spanish-speaking children in rural America. (American Educational Research Association, Chicago, March, 1997).

The organization of space and activity among Latinos: A strategy for making school more culturally familiar. (Stanton Wortham, Margaret Contreras, Levania Davis & Gerardo Joven). (American Educational Research Association, Chicago, March, 1997).

Facilitating teacher research through school-university partnerships. (Stanton Wortham, Georgia Nigro, Carnie Burns & Marjorie Clifford). (American Educational Research Association, Chicago, March, 1997).

Identity development among culturally isolated Latino adolescents: Evidence from life-history narratives. (Society for Research in Child Development, Washington DC, April, 1997).

Verbal and nonverbal cues in media bias. (Stanton Wortham & Michael Locher). (International Systemic Functional Linguistics Conference, Toronto, July, 1997.)

The heterogeneously distributed self. (American Psychological Association, Chicago, August, 1997).

Educational success among diaspora Latinos in New England. (American Anthropological Association, Washington, DC, November, 1997).

Knowledge and action in classroom practice: A dialogic approach. (Philosophy of Education Society, Boston, March, 1998).

Schooling as becoming a self: Bakhtinian perspectives. (Stanton Wortham, Deborah Hicks, George Kamberelis & Martin Packer). (American Educational Research Association, San Diego, April, 1998).

Denotational and interactional structure in autobiographical narrative: A dialogic approach. (Society for Text & Discourse, Madison, July, 1998).

Heterogeneously distributed cognition. (Cognitive Science Society, Madison, August, 1998).

Narrating oneself: A dialogic approach to analyzing life history interviews. (American Anthropological Association, Philadelphia, December, 1998).

Dialogic analysis of a life history from the Latino diaspora. (American Anthropological Association, Philadelphia, December, 1998).

Representation and enactment in autobiographical narrative. (American Association for Applied Linguistics, Stamford, March, 1999).

Mixed methods, mixed messages? Power and pitfalls of using combined research methods to study literacy, gender, and cultural identity. (Rosalie Fink, Marilyn Chambliss & Stanton Wortham). (American Educational Research Association, Montreal, April, 1999).

Theories of learning and theories of discourse: Complementary or contradictory? (Kristiina Kumpulainen & Stanton Wortham). (American Educational Research Association, Montreal, April, 1999).

Narrative, identity development, and schooling. (American Educational Research Association, Montreal, April, 1999).

Language ideology and education. (American Educational Research Association, Montreal, April, 1999).

Video, politics and applied semiotics: Constructing meaning from broadcast news. (American Educational Research Association, Montreal, April, 1999).

Doing what you say: Denotational and interactional parallelism in classroom and narrative discourse. (International Communication Association, San Francisco, May, 1999).

Cognitive and sociocultural analyses of social interaction in learning and instruction. (Kristiina Kumpulainen & Stanton Wortham) (European Conference for Research on Learning and Instruction, Göteborg, Sweden, August, 1999).

Studying the enacted self. (Society for Psychological Anthropology, Albuquerque, September, 1999).

Interactionally situated cognition. (American Anthropological Association, Chicago, November, 1999).

Self on the margin: Positioning the moral self in classroom literature discussions. (American Association for Applied Linguistics, Vancouver, March, 2000).

Maintaining the self in first-person discourse. (American Educational Research Association, New Orleans, April, 2000).

Teachers as novelists. (American Educational Research Association, New Orleans, April, 2000).

Linguistic anthropology of education. (American Anthropological Association, San Francisco, November, 2000).

Autobiographical dialogue: The enactment of self in narrative performance. (American Association for Applied Linguistics, St. Louis, February, 2001).

The interdependence of representation and action. (Philosophy of Education Society Meeting, Chicago, April, 2001).

Semiotic consciousness and indexical learning. (American Educational Research Association, Seattle, April, 2001).

How urban fathers represent intergenerational relations. (American Educational Research Association, Seattle, April, 2001). (Stanton Wortham & Vivian Gadsden)

Enacting oneself in the classroom: How students become themselves while discussing literature. (American Educational Research Association, Seattle, April, 2001).

Representing and enacting development. (Society for Research in Child Development, Minneapolis, April, 2001).

How urban fathers represent the transition to fathering: A discourse analysis of fathering narratives. (Society for Research in Child Development, Minneapolis, April, 2001). (Vivian Gadsden & Stanton Wortham)

Narratives in action. (International Society for Theoretical Psychology, Calgary, June, 2001).

Doing what you say: Ideational/interpersonal parallelism in classroom and narrative discourse. (International Systemic Functional Linguistics Conference, Ottowa, July, 2001).

Identity development in first-person discourse. (Society for Psychological Anthropology Biannual Meeting, Atlanta, October, 2001).

A phenomenological perspective on culture. (American Anthropological Association, Washington, DC, November, 2001). (Alexandra Michel & Stanton Wortham)

Enacting emotion. (American Anthropological Association, Washington, DC, November, 2001).

Education and policy in the new Latino diaspora. (American Anthropological Association, Washington, DC, November, 2001). (Edmund Hamann, Stanton Wortham & Enrique Murillo)

At the intersection of learning, identity development, and social reproduction: Pivotal moments from one ninth grade class. (American Educational Research Association, New Orleans, April, 2002).

Education and policy in the new Latino diaspora. (American Educational Research Association, New Orleans, April, 2002). (Stanton Wortham, Enrique Murillo & Edmund Hamann).

Curriculum as a resource for social identity development. (American Educational Research Association, New Orleans, April, 2002).

The interdependence of social identification and learning. (International Conference of the Learning Sciences, Seattle, October, 2002).

Education in the new Latino diaspora: Policy and the politics of identity. (American Educational Studies Association, Pittsburgh, October, 2002). (Enrique Murillo, Michael Brunn, Edmund Hamann, Bradley Levinson & Stanton Wortham).

Curriculum as a resource for identity development. (American Anthropological Association, New Orleans, November, 2002).

Trajectories of social identification in one classroom. (Society for Psychological Anthropology, San Diego, April, 2003).

What embodiment reveals about culture and self that semiotics conceals. (Society for Psychological Anthropology, San Diego, April, 2003). (Alexandra Michel & Stanton Wortham).

Urban fathers' narrative constructions of self. (American Educational Research Association, Chicago, April, 2003). (Stanton Wortham & Vivian Gadsden).

The thickening of identity in one ninth grade classroom. (American Educational Research Association, Chicago, April, 2003).

Urban fathers positioning themselves through narrative. (International Pragmatics Association, Toronto, July, 2003). (Vivian Gadsden & Stanton Wortham).

The interdependence of social identification and cognition in classroom discourse. (International Pragmatics Association, Toronto, July, 2003).

Using linguistic anthropology to understand emergent institutional and individual identities in educational partnerships. (American Anthropological Association, Chicago, November, 2003). (Betsy Rymes, Stanton Wortham & Jennifer Aaron).

Listening at the meso-level. (American Educational Research Association, San Diego, April, 2004).

Socialization beyond the speech event. (Invited Keynote Address, Symposium about Language and Society, Austin, April 2004).

Developing as students and as scientists. (American Anthropological Association/Council on Anthropology and Education, San Francisco, November, 2004).

Civic education curricula: Leaving gendered attitudes unchallenged. (American Anthropological Association/Council on Anthropology and Education, San Francisco, November, 2004). (Sharareh Bhajracharya, Carol Thompson & Stanton Wortham).

"Contact with the world": An almost phenomenological approach to cognition and emotion. (Society for Psychological Anthropology, San Diego, April, 2005). (Alexandra Michel & Stanton Wortham).

Shifting configurations of mulitlingualism. (American Educational Research Association, Montréal, April, 2005).

Listening to intertwined academic/interactional/moral messages in classrooms. (American Educational Research Association, Montréal, April, 2005).

Academic literacy and social identification beyond the speech event. (World Congress of Applied Linguistics, Madison, July 2005).

Immanent cognition. (International Society for Cultural and Activity Research, Seville, September, 2005). (Alexandra Michel & Stanton Wortham).

The intertextual objectification of identity in science class. (American Anthropological Association, Washington, DC, December, 2005).

Chronicles of change: Models of Mexican immigrant identity in suburban community narratives. (American Educational Research Association, San Francisco, April, 2006). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Noticing Status. (American Educational Research Association, San Francisco, April, 2006). (Stanton Wortham & Betsy Rymes).

Conceptualizing Oneself in the Latino Diaspora. (American Anthropological Association, San Jose, November, 2006). (Stanton Wortham, Katherine Mortimer & Elaine Allard).

Migration, Trajectories and Timescales: Heterogeneous Resources for Social Identification in the Latino Diaspora. (International Society for Theoretical Psychology, Toronto, June, 2007). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Presentations at Regional Conferences and Colloquia

The reification of classroom discourse: Experience-near examples as commodities. (University of Pennsylvania Ethnography in Education Research Forum, February, 1993).

Interactional entailments of personal pronoun use: Evidence from a high school English class. (International Conference on Pragmatics and Language Learning, University of Illinois at Urbana, April, 1993).

Unintended interaction. (Inquiries in Social Construction Conference, Durham, NH, June, 1993).

How can reform *maintain* teacher engagement? (University of Pennsylvania Ethnography in Education Research Forum, February, 1994).

"Double voicing:" How speakers communicate implicit moral evaluations of others. (Stanton Wortham & Michael Locher). (International Conference on Pragmatics and Language Learning, University of Illinois at Urbana, April, 1994).

Bakhtin, life-stories, and identity. (Kentucky Conference on Narrative, University of Kentucky, October, 1994).

Knowledge as relationship, and the pedagogical project. (Kenneth Gergen & Stanton Wortham). (Temple University's 16th Annual Conference on Discourse Analysis, Philadelphia, April, 1995).

Action research partnerships: Can we integrate service learning and action research? (Stanton Wortham & Georgia Nigro). (University of Pennsylvania Ethnography in Education Research Forum, March, 1996).

Voicing on the news: A technique for analyzing media bias. (Stanton Wortham & Michael Locher). (Georgetown Linguistics Society Meetings, Washington, DC, October, 1996).

Service-learning through action research partnerships. (Georgia Nigro & Stanton Wortham). (National Institute on the Teaching of Psychology, St. Petersburg, January, 1997).

The systematic intertwining of social and cognitive patterns in classroom discourse: Implications for theory and practice. (Learning Research Development Center, University of Pittsburgh, March, 1997).

A dialogic approach to life stories. (National Academy of Education Fall Meeting, Boulder, September, 1997).

Emergent linguistic structure in classroom conversations: Social and cognitive implications. (University of California at Berkeley, Graduate School of Education, May, 1998).

Consciousness and interactional positioning in personal narrative. (Texas Tech Comparative Literature Symposium on Narrative and Consciousness, Lubbock, February, 1999).

Struggling toward bilingual education in the Latino diaspora. (Interamerican Symposium on

Ethnographic Educational Research, Bloomington, October, 1999).

Autobiographical dialogue. (Bryn Mawr College Psychology Department Colloquium Series, October, 1999).

Autobiographical dialogue: The enactment of self in narrative performance. (Lehigh University Psychology Department Colloquium Series, December, 1999).

Linguistic anthropology of education. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2000).

Interactional positioning on the news: A semiotic strategy for research on media bias. (Annenberg School for Communication Colloquium Series, Philadelphia, November, 2000).

Narrative analysis. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2001).

Maintaining the self in first person discourse. (Spencer Advanced Studies Seminar on Anthropology & Education, Chapel Hill, NC, September, 2001).

At the intersection of learning, identity development, and social reproduction: Pivotal moments from one ninth grade class. (Penn Semiotics Lab Seminar Series, Philadelphia, October, 2001).

The simultaneous construction of self and mind in one ninth grade classroom. (Teachers College Colloquium Series in Philosophy of Education, New York, December, 2001).

The construction of self through performed diagrams in classroom discourse. (Georgetown University Linguistics Department Colloquium Series, Washington, DC, January, 2002).

Adolescents' adaptive strategies in the new Latino diaspora. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, March, 2002).

Career trajectory. (Spencer Foundation Spring Forum, New Orleans, April, 2002).

Ritualized social identification. (University of Pennsylvania Folklore Colloquium Series, December, 2002).

Invited response to Richard Shweder, "The idea of moral progress." (Philosophy of Education Society, Miami, March, 2003).

Invited presentation on "Language in activity from a cultural-historical activity theory perspective."
(American Educational Research Association, Chicago, April, 2003).

At the intersection of learning, identity development, and social reproduction. (Centre for Research
in Pedagogy and Practice Seminar Series, National Institute of Education, Singapore, December, 2003).

The contextualization of linguistic forms across timescales. (Linguistic Data Consortium Seminar Series, University of Pennsylvania, February, 2004).

Discourse analysis in educational research. (Educational Linguistics Forum, University of Pennsylvania, February, 2004). (Kathryn Howard and Stanton Wortham).

Dimensions of listening. (Philosophy of Education Society, Toronto, March, 2004).

Invited presentation on "Relevance of Cultural Historical Activity Theory to Diverse Projects of Education Research." (American Educational Research Association, San Diego, April, 2004).

Learning identity. (Department of Humanities and Social Sciences Colloquium Series, NYU Steinhart School of Education, October, 2004).

Establishing authority and respect in science class. (Winter Text Conference, Jackson Hole, January, 2005).

Introductory remarks on immigration in Philadelphia. (Forum on Immigration, Race, and Urban Inequality, Institute for Urban Research, University of Pennsylvania, February, 2005).

Urban fathers positioning themselves through narrative: An approach to narrative self-construction.
(Georgetown Linguistics Society, Washington, DC, February, 2005).

Shifting configurations of multilingualism. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2005).

Studying classroom identity: Mixed methods and generalizability. (George Washington University, Discourse Lab Seminar Series, Washington, DC, March, 2005).

Globalization and teacher education. (First International Conference on Globalization and Learning, Stockholm, March, 2005).

Units of Analysis for Language Socialization. (University of Pennsylvania Ethnography in Education Research Forum, Philadelphia, February, 2006).

Inquiry, equity and integration: Education and applied social science for the public good. (University of Illinois College of Education, Urbana, March 2006).

Critique and Construction: Examining Interconnections between Academic Cognition and Social Identification. (Swarthmore College Psychology Department, April, 2006).

Another Example of Listening for Identity and Listening across Timescales, from a Middle School Science Class. (Northwestern University Conference on Listening, Evanston, October, 2006).

Timescales and the Emergence of Educational Identities. (Queensland University of Technology, Brisbane, December, 2006).

Imagining new Americans. (University of Pennsylvania Latino Education Roundtable, Philadelphia, January 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).

Identity, Learning and Discourse across Timescales. (University of Copenhagen, Psychology Department, February, 2007).

Emergence across Timescales: Models of Immigrant Identity in the New Latino Diaspora. (Cross-London Seminar, Kings College London, March, 2007). (Stanton Wortham, Elaine Allard & Katherine Mortimer).

Imagining New Americans: Schooling Immigrant Mexican Youth in the Latino Diaspora. (University of Pennsylvania Race in the Academy Lecture Series, Philadelphia, March, 2007). (Stanton Wortham, Katherine Mortimer & Elaine Allard).

Networks and trajectories. (Penn GSE Parasession at AERA, Chicago, April, 2007).

Editorial Reviewer

American Educational Research Journal
Anthropological Linguistics
Anthropology & Education Quarterly
Applied Linguistics
Child Development
Critical Discourse Studies
Discourse & Society
Discourse Processes
Distance Education
Educational Researcher
Educational Theory
Expedition Magazine
Human Development
International Journal of Applied Semiotics
International Journal of Qualitative Studies in Education

Issues in Applied Linguistics
Journal of Constructivist Psychology
Journal of Curriculum Studies
Journal of Latin American Anthropology
Journal of Latinos and Education
Journal of Linguistic Anthropology
Journal of Pragmatics
Language in Society
Linguistics & Education
Mind, Culture & Activity
Narrative Inquiry
Pedagogies
Reading Research Quarterly
Research in the Teaching of English
Social Analysis
Teachers College Record
Teaching Education
Text
The Sociological Quarterly
Theory & Psychology
Urban Education

American Educational Research Association
American Psychological Association
Cambridge University Press
Lawrence Erlbaum Associates
Multilingual Matters Publishers
National Science Foundation
OERI Center on English Learning and Achievement
Oxford University Press
Palgrave Publishing/Macmillan
Polity Press
Routledge/Falmer
Spencer Foundation
Westview Press

Professional Associations

American Anthropological Association
American Association for Applied Linguistics
American Educational Research Association
Council on Anthropology & Education
International Society for Theoretical Psychology
Philosophy of Education Society
Society for Linguistic Anthropology

Courses Taught

Action Research in Psychology & Education (Bates College)
Curriculum (Bates College)
Education, Culture & Society (University of Pennsylvania)
Introduction to Ethnographic and Qualitative Methods (University of Pennsylvania)
Introductory Psychology (Swarthmore College)
Learning (Bates College)
Linguistic Anthropology of Education (University of Pennsylvania)
Methods of Discourse Analysis (University of Pennsylvania)
Mind: Conceptual Schemes and Interpretations of Culture (University of Chicago)
Narrating the Self (University of Pennsylvania)
Perspectives on Education (Bates College)
The Presentation of Self (Swarthmore College)
Psychological Knowledge: Development and Justification (Swarthmore College)
Self, Culture & Society (University of Chicago)

References

Frederick Erickson
Graduate School of Education
UCLA

Susan Fuhrman
President
Teachers College

Kenneth Gergen
Department of Psychology
Swarthmore College

Amy Gutmann
President
University of Pennsylvania

Jay Lemke
Graduate School of Education
University of Michigan

Richard Shweder
Committee on Human Development
University of Chicago

Michael Silverstein
Department of Anthropology
University of Chicago

Greg Urban
Department of Anthropology
University of Pennsylvania