

Curriculum Vitae

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Assistant Professor of Social Studies Education
New México State University

for Consideration for Promotion & Tenure
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EDUCATIONAL BACKGROUND

- PhD, Education/Curriculum; University of California, Los Angeles, UCLA; Graduate School of Education (1996)
- MA, Bilingual/Multicultural Education; California State University, Dominguez Hills (1991)
- Bilingual/Multicultural, Multiple Subject, Elementary Teaching Credential; California State University, Dominguez Hills (1989)

PRESENT POSITION

- Assistant Professor of Social Studies Education; New México State University, NMSU; College of Education; Department of Curriculum & Instruction (1996-Present)

PREVIOUS EXPERIENCE

- Teaching Assistant/Research Assistant; UCLA; Graduate School of Education (1991-1996)
- Bilingual/Multicultural Public School Teacher; Los Angeles Unified School District, LAUSD; Magnolia Avenue Elementary School (1987-1996)

INTRODUCTORY NARRATIVE

I am an assistant professor of social studies education at NMSU. I conduct research and produce scholarship around issues of social studies; teach social studies pedagogy courses to future teachers; and, perform service at the international, national, university, college, departmental and community levels in the areas of social studies and teacher education. Further, I attempt to connect this work to issues of central import to the majority Chicana/o and Mexicana/o pre-K-12 public school population of the state in general, and of the Chihuahuan Borderlands (the area two hours South and North of the México/U.S. border where the three states of New México, Texas and Chihuahua come together in the middle of the greater Chihuahuan desert) more specifically.

This, of course, begs two central questions: What *is* “social studies”? And what does it, or should it, look like in these Borderlands? I will briefly answer these questions, and then—at the beginning of each corresponding section of this vitae—elaborate how I have attempted to conduct my scholarship, teaching and service activities to fulfill my obligations as an assistant professor of social studies education at NMSU and in this larger community.

The National Council for the Social Studies (NCSS) offers a definition of the “primary purpose” of social studies that many in the criticalist tradition of social studies (Alquist, 1990; Kincheloe, 1988, 1993; McLaren, 1995, 1997; Nieto, 1996; Sleeter, 1996, 2001) consider very traditional. The Council holds that the field’s main goal is, or should be, to “help...young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world” (on-line, 1996). While this is a good starting place, I believe that the goal of social studies should go far beyond this. In drawing from critical pedagogy and multicultural education (Freire, 1970; Gramsci, 1971; McLaren, 1989, 1995; Nieto, 1996; Sleeter, 1996, 2001, among many others), I hold that social studies should have as one of its central objectives the development of students who are cultural/political social activists who are encouraged to manifest their beliefs with the ultimate goal of fighting oppression and furthering social justice, as they themselves define it.

The work of a growing number of social studies researchers/theorists (Alquist, 1990; Boyle-Baise, 1996; Chávez Chávez, 1999; Gibson, 1999; Green, 2001; Houser, 1995; Hursh & Ross, 2000; Pang, Rivera & Gillette, 1998; Poindexter, 1997; Pruyn, 1999, in press; Seixas, 1997; Segall, 1999; Vinson, 1999, 2001) and alternative/progressive historians (Bigelow, 1985, 1991, 1992; Loewen, 1995; Zinn, 1994, 1995, 1997) appears, when taken collectively, to advocate for the fusing of critical pedagogy, multicultural education and social studies—what my colleague Malott (Malott & Pruyn, 2001) and I call critical multicultural social studies (CMSS). This body of research seems to indicate that a CMSS would not only be more engaging for students and teachers—because it would allow participants to draw on their real-life experiences—but that, additionally, through collectively attempting to change problematic elements of their lives in real ways that address forms of oppression based on difference (ethnicity, gender, language, class, sexual orientation) students and teachers guided by a CMSS might begin to move beyond a social studies education geared toward grooming youngsters to become good “citizens” (Nelson, 1997) within a racist, sexist, xenophobic, classist and homophobic society; that it might, indeed, help students and teachers see themselves as validated social agents capable of and able to create social justice in their lives, communities and the world—to be Freire’s (1970) “Subjects” acting on the world versus “objects” being acted on by more powerful, and often oppressive, others and institutions.

In my estimation, a CMSS—whose goal is to empower students, teachers and communities to struggle for a life with more fairness and dignity—is nowhere more necessary than here in these Borderlands. Just across the border—and forty five minutes from NMSU—Juárez, México, is the NAFTA-inspired “Maquiladora”/sweatshop capital of the world; where economic, gender and political conditions are exploited to make super-profits for multinational corporations. And in the state of New México, a majority Chicana/o and Mexicana/o state, most families live well below the poverty line—each year, New México is consistently ranked as either the poorest or second poorest state in the U.S.

It is this growing, although still quite small, CMSS community of researchers and theorists within social studies, and the objective conditions of racism, sexism, xenophobia, economic oppression and homophobia that I have witnessed and studied in my region, state and beyond that have motivated me professionally, personally and morally to lend my intellectual labor power to the struggle for social justice through my scholarship, teaching and service as an assistant professor for the past five years at NMSU.

Additionally, it is important to note that as a politically progressive, critically-oriented—yet economically and ethnically advantaged—white man working in the academy in predominantly Chicana/o New México, Atzlán, of particular interest to me are notions of ethnic identity construction and deconstruction as contextualized within larger struggles against white, male, bourgeois and straight oppression. These are personal positionalities I am constantly trying to understand and problematize; as a researcher/theorist, teacher and colleague. And this struggle continues as I work within these various contexts in and around the academy.

TEACHING

Narrative on Teaching

Who, Where & What I Have Taught

I have taught undergraduate, MA and doctoral students here in New México (in Las Cruces and Carlsbad) as well as in Tubarão, Brazil, in the areas of social studies, curricular foundations, qualitative research, multicultural education and bilingual education. Although I regularly teach a variety of undergraduate, MA and doctoral courses each year, my primary assignment is to work in our teacher education (TE) social studies pedagogy courses. These courses are comprised of up to 20 undergraduates and 5 MA students. Demographically, and collectively, these TE folks have tended to be lower middle class/working class women in their early or mid-20s, 40% of whom are Chicana and 50% of whom are European American.

How I Have Attempted to Implement CMSS

I attempt to employ CMSS in my TE and other MA and doctoral courses in several ways. First, I provide students with readings, content and classroom experiences that will hopefully assist them in engaging with knowledges that are central to the field or area that is the focus of the course (i.e., social studies, multicultural education, curricular foundations, qualitative research, bilingual education, etc.). Second, I attempt to facilitate the development of their abilities to analyze, critique and/or incorporate the elements of those knowledges that might prove useful for the given field (i.e., being a teacher of social studies, conducting a qualitative study, etc.); that is, I try to encourage in student the development of forms of critical consciousness (Freire, 1970). Third, and finally, I try to co-create with students opportunities for them to “test” and apply their developing senses of conscientization to real-life issues they deem problematic in their personal and/or professional lives; that is, I want them to concretize growing senses of active “Subjectified” selves by making applications to, and struggling with and/or against, issues in the real world (acts of praxis).

I also encourage the students I work with to model and experiment with similar kinds of consciousness raising/oppression challenging activities with K-12 students and the larger community; and even try to build these kinds of exercises and opportunities into my courses. Just this last semester (spring 2001), for example, groups of students identified and began acting to change elements they identified as negative or in need of amelioration within the community. One group began a recycling program in our building in coordination with the College, University and city. Another group, after visiting and consulting with our local battered women/children’s safe house in town, undertook a quite successful book drive to augment the shelter’s children’s library. My efforts at more fully understanding and implementing CMSS within my courses will continue as I myself attempt to further engage in the act of praxis.

“Mentoring” Students

Despite the slightly paternalistic impression the word leaves me with, I attempt to “mentor” students in several ways. First, I consistently encourage the undergraduate and MA TE students I work with to join professional associations that might assist them as soon-to-be teachers, such as the NCSS, the American Educational Research Association (AERA), the International Reading Association, the American Federation of Teachers, the National Association for Bilingual Education, the National Education Association, the National Association for Multicultural Education

and their corresponding state and local affiliates. Second, I also often suggest that students attend and/or present at the annual meetings of these groups as a way to network and learn from and with other teachers (especially those attempting to implement CMSS in their classroom and school communities). Third, and finally, I try to always go out of my way to share with TE students how and why they might want to continue their studies; that is, go on to get a masters or doctorate (at NMSU or any other institution that might meet their needs and match their interests). And many have chosen to do so.

I have attempted to “mentor” the MA and doctoral students I work with in similar ways, but also in additional ones. I regularly include graduate students in my research and writing projects as well as offer my intellectual labor power as a second author to projects they might want to collaborate on (see the citations below, under Research & Other Scholarly Activity, with Cálvo, Huerta-Charles, Malott, Smolinski and Valenzuela). I also try and connect graduate students with editors and publishers I know, so they can begin creating a record of single-author scholarship of their own. Finally, I *especially* encourage graduate students—in particular, doctoral students—to attend and present at annual professional conferences. And we often present together and/or stay together while at a conference; and I make attempts to introduce them to scholars I know who are working in the fields within which these graduate students are writing and may later want to find employment. And I feel I have been fairly successful in this endeavor. Ultimately, reviewers of this vitae and promotion & tenure packet might want to refer to the outside letters a number of students have submitted on my behalf (in the larger documentation notebooks) to get a student-oriented view on my attempts at “mentoring.”

Teaching/Research/Grant Load

Year 1 (1996/1997):

<i>Fall</i>		<i>Spring</i>	
Teaching Hours:	6	Teaching Hours:	6
Research Hours:	6	Research Hours:	6
Total:	<u>12</u>		<u>12</u>

Year 2 (1997/1998):

<i>Fall</i>		<i>Spring</i>	
Teaching Hours:	9	Teaching Hours:	9
Research Hours:	3	Research Hours:	3
Total:	<u>12</u>		<u>12</u>

Year 3 (1998/1999):

<i>Fall</i>		<i>Spring</i>	
Teaching Hours:	12	Teaching Hours:	9
Research Hours:	3	Research Hours:	3
Total:	<u>15</u>		<u>12</u>

Year 4 (1999/2000):

<i>Fall</i>		<i>Spring</i>	
Teaching Hours:	9	Teaching Hours:	15
Research Hours:	3	Research Hours:	3
Total:	<u>12</u>		<u>18</u>

Year 5 (2000/2001):

Fall

Teaching Hours: 6
Research Hours: 3
Grant Release: 3

Spring

Teaching Hours: 6
Research Hours: 3
Grant Release: 3

Total: 12

12

Year 5 (2001/2002):

Fall

Teaching Hours: 12
Research Hours: 3
Grant Release: 3

Total: 18

Courses Taught

Social Studies

- EDUC 554 - The Social Studies (MA)
- EDUC 554 - The Social Studies (MA)
- EDUC 454 - Los Estudios Sociales (undergraduate)
- EDUC 454 - The Social Studies (undergraduate)

Curriculum

- EDUC 604 - Pedagogies for a Diverse Society (doctoral)
- EDUC 595 - Directed Study in Education: Evaluation of Instructional Strategies (MA)
- EDUC 595 - Directed Study in Education: Foundations of Curriculum (MA)
- EDUC 539 - Evaluating Instructional Strategies (MA)
- EDUC 538 - Curriculum Development Processes (MA)

Multicultural Education

- EDUC 595 - Directed Study Course in Education: Advanced Inquiry in Feminist Studies (MA)
- EDUC 515 - Multicultural Education (MA)
- EDUC 315 - Multicultural Education (undergraduate)

Bilingual Education/TESOL

- EDUC 595 - Directed Study in Education: TESOL/Bilingual Education Research & Practice (MA)
- EDUC 595 - Directed Study in Education: Bilingual Education Research & Practice (MA)
- EDUC 590 - TESOL Practicum (MA)
- EDUC 501 - Literacy & Language Instruction for ESL Learners (MA)
- EDUC 343 - Lenguaje, Alfabetización, Cultura y “TESOL” en las Escuelas *Literacy* (undergraduate)

- BIL 650 - Bilingual Internship: Advanced Experiences in Educational Settings: Bilingual & Multicultural Education
- BIL 545 – Bilingual/Multicultural School & Community Relations
- BIL 550 - Bilingual Internship: Advanced Experiences in Educational Settings: Bilingual & Multicultural Education
- BIL 522 - Literacy Learning & Instruction for Bilingual Students (MA)
- BIL 520 - Issues in Schooling for Bilingual Learners (MA)

Reading/Literacy

- RDG 699 - Critical Literacy and Semiotic Analysis (doctoral)
- RDG 520 - Reading Strategies and Language Acquisition (MA)

Social Theory

- EDUC 605 - Current Issues in Critical Theory and Pedagogy (doctoral)
- EDUC 605 - Feminist Pedagogy in Theory and Practice (doctoral)
- EDUC 595 - Directed Study in Education: Community-Based/Critical Literacy Programs in Theory & Practice (MA)

Educational Research

- EDUC 700 - Doctoral Research (doctoral)
- EDUC 605 - Independent Study Topics: Applied Qualitative Research Methods (doctoral)
- EDUC 605 - Independent Study Topics: Analyzing, Writing & Publishing Qualitative Research Data (doctoral)
- EDUC 605 - Independent Study Topics: Advanced Social Studies Research (doctoral)
- EDUC 595 - Directed Study Course in Education: Analyzing, Writing & Publishing Qualitative Research Data (MA)
- EDUC 576 - Qualitative Research Methods (MA/doctoral)

Early Childhood Education

- EDUC 489 - Current Issues in Early Childhood Education (MA)

Teaching at Institutions Other Than NMSU

Courses Taught at the Universidade del Sur de Santa Catarina (UNISUL, Tubarão, Santa Catarina, Brazil)

- EDUC 590 - TESOL Practicum (MA) (fall 2001)
- EDUC 501 - Literacy & Language Instruction for ESL Learners (MA) (spring 2000)

Courses Taught at NMSU-Carlsbad

- EDUC 539 - Evaluating Instructional Strategies (MA) (spring 2000)
- EDUC 538 - Curriculum Development Processes (MA) (fall 1998)

Narrative on Teaching Performance

Over the past five years of teaching at NMSU in Las Cruces, and elsewhere, I have taken my teaching very seriously. Not only have I been interested in how students perceive my courses, and how I might improve and refine them, but also in how students react to my teaching as contextualized within the larger concerns raised by, and goals of, CMSS. Therefore, I have done several things.

First, I have regularly collected end-of-term course evaluations. On these open-ended evaluation forms, I have posed four general questions/areas: “What did you like about this course?” “How would you improve in this course?” “What do you think about the instructor?” And, “Other comments...” Second, along with end-of-term course evaluations, I have also distributed open-ended beginning-of-term surveys, questioning students about what they think they will learn in the given course and what they would like to learn. Third, I have also regularly used end-of-term surveys, questioning students about what they think they did learn in the given course and what might have made this learning experience more fruitful. Fourth, in all of my courses where we have used electronic/web-based bulletin boards, I have included an envelope/thread/discussion on how we might improve the course as we are working our way through it. I have taken these comments very seriously, and often—after discussion and negotiation with the class—made mid-course changes/refinements. Fifth, I have consistently encouraged students to visit with me, or e-mail/write me (and/or my Department Head) to express both their possible positive and/or negative thoughts about my courses.

During the course of my stay here at NMSU, I am pleased to say, students have regularly, and exhibiting a marked lack of shyness, taken advantage of *all* of these possible modes of communication with me. And I have treated all of these solicited and unsolicited communications as data I then reduced and analyzed, not just in an attempt to improve my courses and the social studies teacher education program I help to run (along with numerous other talented colleagues), but also as data in my on-going—and now five-year-old—self-study on the impact/rejection/acceptance of CMSS in my courses (in all of my classes, but especially in my social studies pedagogy courses).

Long term and detailed analyses of these disparate data indicate that an average of 84% of students in all of my classes have been generally to enthusiastically pleased with both the content of their courses with me as well as the pedagogy I employ as I attempt to bring that content to our communities. An overall average of 4% of these collective students have been generally to enthusiastically displeased with both the content of their courses with me as well as the pedagogy I employ. An average of 12% of these collective students choose not to say one way or the other how they feel about my courses (i.e., they choose not to fill out the data gathering tools I use, they leave the forms largely blank and/or they do not share their thoughts with myself, my Department Head or my Dean).

How students react to both the content and pedagogy I attempt to use in my courses is of great personal, professional and research interest to me. And trying to explore these differing types of reactions, and how and why they are elicited, is central to my scholarship. I encourage evaluators of this vitae—and/or of the larger set of promotion and tenure documentation that lives in my Dean’s office at NMSU—to read, if possible, one of my latest publications. It is entitled, “Paulo Freire and Critical Multicultural Social Studies: One Case from the Teacher Education Borderlands” and is in press with *Taboo: The Journal of Culture and Education*. Outside reviewers have been supplied with this article. Other will have to seek it out. In this article, I provide many examples of the kinds of student responses I typically receive for my teaching and an analysis as to why this may be; that is, much qualitative flesh is put on the bones of those 84% and 4% figures. I encourage you to read it.

Additionally, as another window to evaluating my teaching, I suggest you peruse both the non-solicited notes and e-mails I have received from students over the years that are part of my

larger documentation packet, as well as the letters of support that students have decided to write to my Department Head after having heard of my quest for promotion and tenure. Collectively, I believe all of this will clearly indicate that I do a pretty good job of working with the bright, exciting, fascinating, diligent and always engaging students we are all fortunate enough to have as part of our NMSU/Borderlands community.

Narrative on Integrating Technology into My Courses

I have received training on how to integrate the latest in learning technologies into my all of the courses I teach at NMSU through the Institute for Technology-Assisted Learning (ITAL) here on campus as well as through the Preparing Tomorrow's Teachers Today (PT3) grant here in the Department of Curriculum & Instruction. These trainings, in-services, technical assistance/support as well as the generous provision of both hardware and software, have proven invaluable in my becoming a “wired,” “connected” e-pedagogue. But I must also admit that I have always been personally and professionally interested in attempting to connect technology with my pedagogical work—while at the same time still attempting to question the basic assumptions at the root of “technological advancement” raised by CMSS—even before these trainings and support came about. So even before my ITAL, PT3 and WebCT trainings, I was using (as have many of us) e-mail, web-based support services (bulletin boards, chat rooms), as well as other less flashy “technologies” (such as the overhead, PowerPoint, a CD player, the TV/VCR) to complement my teaching. I have been recognized as a leader within my Department in the area of evaluating and integrating learning technologies into my courses, and I plan to continue to learn, critique and implement them more—while at the same time viewing them through a CMSS lens.

Advising

Doctoral Committees Chaired

- James Smolinski; Literacy, Critical Pedagogy; Successfully Defended in November 1999
- Magdalena Aguilar; Bilingual Education, TESOL; Successfully Defended in April 2000
- Cecile Arquette; Literacy, Peer Tutoring; Successfully Defended in November 2000

Doctoral Committees Currently Chairing

- Jim Lambrinos; Literacy, Critical Pedagogy
- Curry Malott; Critical Social & Multicultural Education, Cultural Studies
- Emily Matthais; Interdisciplinary Doctorate in Education, History & Anthropology
- Joana Pope; Technology
- Luis Ronquillo; Youth of Color, Technology, Critical Pedagogy; Co-chair with Dr. María Mercado

Doctoral Committees Served On

- Alex Dumbuya; Successfully Defended in April 2000
- Luis Quiñones; Successfully Defended in April 2000
- Victor Adeogba; Successfully Defended in November 2000
- Julie Horton; Successfully Defended in May 2001

Doctoral Committees Currently Serving On

- Margaret Bustamante
- Andrew Gilbert
- Luis Charles-Huerta
- Jungkang Kim
- Cynthia Nations
- Abdurrahman Sahin

Advising/Work with Masters Students

I have served on numerous MA orals and thesis committees. Additionally, I have served as MA advisor for over 50 students during the last five years.

Narrative on Course Development

I am currently developing a year-long team taught doctoral course with my colleagues Dr. Jim O'Donnell and Dr. Paula Wolfe in qualitative research. I would specialize in teaching the ethnography segment of the course, Paula would teach the discourse analysis element of the sequence and Jim would teach the interviewing component. Other content topics of the course we would all take a share in teaching. We hope to be able to offer this course next year.

RESEARCH & OTHER SCHOLARLY ACTIVITY

Narrative on Scholarship

Given my focus on Critical Multicultural Social Studies, you will see than my scholarship (published work, work in progress, conference presentations, key note addresses, etc.), while focusing largely on issues surrounding social studies, also explores important issues in the areas of critical pedagogy, multicultural education and cultural studies—and how all of these relate to and inform the field of social studies in general, and CMSS in particular. Further, I consistently attempt to bring all of these pedagogical and theoretical issues to bear on the majority Chicana/o and Mexican/o, working class population of my state and region.

While I try to put my all into all the scholarship I produce, I would like to mention that I am particularly proud of my book (1999), *Discourse Wars in Gotham West: A Latino, Immigrant, Urban Tale of Resistance & Agency* (cited below under Single Author Books). It has been enthusiastically welcomed by the educational academic community and has received three very thoughtful and interesting, non-solicited reviews. I cite them below and encourage readers of this vitae to refer to them (for those in Las Cruces, I have included copies of the reviews in my documentation file with the Dean). Currently, the book is sold out, and the publishers, Westview Press, are considering a second printing and possibly putting the book out in a more affordable and student-friendly paperback version.

- Baez, B. (1999). An essay book review of *Discourse Wars in Gotham West: A Latino, Immigrant, Urban Tale of Resistance & Agency*. Marc Pruyne. Boulder, CO: Westview Press, 1999. Pp. ix, 214. *Educational Studies*, 30(2), pp. 191-195.
- Chávez Chávez, R. (1999). ...walking the walk... A book review of *Discourse Wars in Gotham West: A Latino, Immigrant, Urban Tale of Resistance & Agency*. Marc Pruyne. Boulder, CO: Westview Press, 1999. Pp. ix, 214. *Multicultural Education*, 6(4), pp. 42-43.
- Green, C. (2001). *La Guerra: Struggles in Living and Teaching Critical Pedagogy*. A essay book review of *Discourse Wars in Gotham West: A Latino, Immigrant, Urban Tale of Resistance & Agency*. Marc Pruyne. Boulder, CO: Westview Press, 1999. Pp. ix, 214. *Theory & Research in Social Education*, 29(1), pp. 166-180.

Scholarship

Single Author Journal Articles

Pruyn, M. (in press) Paulo Freire and critical multicultural social studies: One case from the teacher education borderlands. *Taboo: The Journal of Culture and Education*.

Pruyn, M. (2001). *Journal of Curriculum Studies*. An essay book review of Purcell-Gates and Waterman's (2000) *Now we read, we see, we speak: Portrait of literacy development in an adult Freirean-based class*, 33(4), pp. 505-510.

Pruyn, M. (1999). Social education through a Marxist postmodernist lens: Towards a *Revolutionary Multiculturalism*. An essay book review of McLaren's (1997) *Revolutionary multiculturalism: Pedagogies of dissent for the new millennium*. *Theory and Research in Social Education*, 27(3), pp. 408-423.

Pruyn, M. (1994). Becoming subjects through critical practice: How students in one elementary classroom critically read and wrote their world. *International Journal of Educational Reform*, 3(1), pp. 37-50.

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Pruyn, M. (1994). Confronting ignorance and hate with a pedagogy of empowerment: The U.S. "English only" movement and critical bilingual education. *Trans/forms*, 1(1), pp. 73-88.

Pruyn, M. (1992). Peace without justice? *Voces*, 1(1), pp. 1-9.

Pruyn, M. (December, 1991). Why UTLA? A guest commentary. *United Teacher*. The newspaper of the United Teacher-Los Angeles.

Pruyn, M. (June, 1987). How I spent my summer vacation, and *survived* (despite Ronald Reagan). *Free Association: A Student-Run Independent Newspaper* from UCLA, p. 12.

Single Author Books

Pruyn, M. (1999). *Discourse wars in Gotham-West: A Latino immigrant urban tale of resistance and agency*. Boulder: Westview.

Single Author Book Chapters

Pruyn, M. (1999). The power of classroom hegemony: An examination of the impact of formal and post-formal teacher thinking in an inner-city Latina/o School. In Kincheloe, J., Steinberg, S. & Villaverde, L. (eds.) *Rethinking intelligence: Confronting psychological assumptions about teaching and learning*. New York: Routledge.

Pruyn, M. (1999). Formação crítica de professores em uma universidade norte-americana: Resistência, luta e a construção da conscientização. In da Silva, L. (ed.). *Século XXI: Qual conhecimento? Qual currículo?* Petrópolis, Brazil: Editora Vozes.

Single Author Reports

Pruyn, M. (2001). Final Evaluation for the Kellogg ACCESS Grant Project. Las Cruces: NMSU.

Collaborative Journal Articles

Cálvo, B. & Pruyn, M. (1997). Overview of inclusion practices in special education along the U.S./Mexico border. In Consorcio Internacional de Educación Fronteriza (Ed.) *Cuaderno de trabajo: Educación especial, Una visión fronterizo*, pp. 8-13. Ciudad Juárez: Centro de Estudios Regionales, Universidad Autónoma de Ciudad Juárez.

Huerta-Charles, L. and Pruyn, M. (2001). Una experiencia de formación crítica de profesores/as en los Estados Unidos: Paulo Freire, praxis y concientización. *Cuaderno de Formación Docente, Número Uno*, pp. 1-26. Monterrey: Gobierno del Estado de Nuevo León, Secretaría de Educación.

Huerta-Charles, L. and Pruyn, M. (2001). Compromiso moral, utopia y justicia social. *Cuaderno de Formación Docente, Número Uno*, pp. 27-37. Monterrey: Gobierno del Estado de Nuevo León, Secretaría de Educación.

Pruyn, M., Estrada, K., Kowalski, S. and Larson, J. (1992). Editorial: Getting our priorities straight: Teachers in the classrooms or bureaucrats downtown? *Voces*, 2(1), p. 3-4.

Pruyn, M. and García, M. (2001). Critical postmodernism from an educational perspective: The case for Freire. *Tamara: Journal of Critical Postmodern Organizational Science*, 1(1), pp. 79-82.

Pruyn, M. and Huerta-Charles, L. (in press). An essay review of Peter McLaren's *Ché Guevara, Paulo Freire, and the pedagogy of revolution* (2000). *Theory & Society*.

Pruyn, M. (with Resnick, J., Valdivia, A., Henning, E., Foster, S., Jordan, J. Kleinbauer, K. and Franco, J.) (April, 1991). Education in the “New World Order.” *United Teacher*. The newspaper of the United Teacher-Los Angeles.

Michels, D. and Pruyn, M. (1993). The popular literacy movement in El Salvador. *Voices*, 2(2), pp. 5-7.

Collaborative Book Chapters

Pruyn, M. & Fischman, G. (2001). “*De nosotros sale nada*”: The construction of power relations in one critically-informed adult Spanish literacy classroom. In Steinberg, S and Kincheloe, Joe. (Eds.) *Multi/Intercultural Conversations*. New York: Peter Lang.

McLaren, P. & Pruyn, M. (1996). Indoctrination. J. J. Chambliss (editor) *Philosophy of Education: An Encyclopedia*. New York: Garland Publishing.

Collaborative Reports

Gallegos, R. and Pruyn, M. (2001). Annual performance report: Preparation of bilingual education teachers: A focus on literacy. Year one report for the BoCES \$500,000, four year, OBEMLA grant.

Collaborative Manuals

Cahill, B., Martin, J. and Pruyn, M. (1999). America reads challenge: Early childhood tutoring manual. Las Cruces: NMSU College of Education.

Work in Progress

Articles Under Consideration

Malott, C. and Pruyn, M. (under preparation). “Dirty Music,” “Extreme Profanity” & “Questionable Activities”: A case study of three Christian fundamentalist teacher education students. To be submitted to *Theory & Research in Social Education*.

Pruyn, M. and Valenzuela, T. (under consideration). Literacy, social studies and critical pedagogy: Reflecting on the application of Freire in two teacher education contexts. Submitted to the *New México Journal of Reading*.

Books Under Contract

Pruyn, M. and Huerta-Charles, L. *Teaching Peter McLaren*.

Seeking Book Contracts

Pruyn, M. (ed.). *Hegemony, ain't it a kick?: Critical perspectives on popular culture*.

Pruyn, M. O'Donnell, J. and Chávez Chávez, R. (eds.). *Reconceptualizing the social studies: A critical reader*.

Kincheloe, J. and Pruyn, M. (eds.). *Understanding critical consciousness: Freire's “conscientization” thirty years later*.

Articles Under Preparation

Malott, C. and Pruyn, M. (under preparation). Skaterpunks, hegemony and critical pedagogy. To be submitted to *Taboo: The Journal of Culture and Education*.

Pruyn, M. (under preparation). Our lost history: A calendar of the history and struggles of the working class and disenfranchised peoples of the United States. To be submitted to *Social Educator*.

Pruyn, M. (under preparation). Karl on campus: Reflections on a critical ethnography exploring Marxism and its relevance at the end of the cold war. To be submitted to *Educational Theory & Research*.

Pruyn, M. (under preparation). Exploring diversity through ethnic autobiographies and poesia: An examination of one critical multicultural social studies pedagogy course. To be submitted to the *International Social Studies Forum*.

Smolinski, J. and Pruyn, M. (under preparation). The commodification of conspiracy: The *X-Files*, cloning & critical inquiry into the Frankenstein myth. *Journal of Cultural Studies*.

Books Under Preparation

Pruyn, M. (under preparation). *Contextualizing the social studies: Un caso fronterizo*.

Pruyn, M. (under preparation). *Surviving the academy from doc student to associate professor: A guerrilla guide for educational radicals*.

Pruyn, M. (under preparation). *Illegal aliens: Representing gender, species and ethnicity in the "Alien" series: A cultural study*.

Collaborative Reports Under Preparation

Chávez Chávez, R., O'Donnell, J. and Pruyn, M. (primary authors) (under preparation). Final Report of the ATE/NCSS Commission on Social Justice in Teacher Education. Washington, DC: ATE & NCSS.

Manuscripts Reviewed For

- *American Educational Research Journal*
- *Urban Education*
- State University of New York Press

Proposals Reviewed For

- Division G, Social Contexts of Education, of AERA
- The Research in Social Studies Special Interest Group of AERA
- The Bilingual Education Research Special Interest Group of AERA

Funded Grant Participant

- Key Personnel for the “Preparing Future Elementary Teachers to Teach Mathematics, Science, Literacy and Social Studies in Spanish” grant written by Dr. Rick Scott (funded by the Commission on Higher Education of the state of New México for \$38,700 in 1998-1999)
- Participant in a grant from the Center for Latin American Studies at NMSU to fund the purchase of pedagogical materials from Latin America for use in out bilingual TEP program within the College of Education. Written by Dr. Rick Scott (funded for \$400 in 1997)

Total in funded grants (on which I am a participant): \$39,100

Grants in Process

- Participant from NMSU’s College of Education in the “Public History Program: Time Travel into New México’s History,” written by Jon Hunner of NMSU’s History Department to the National Endowment for the Humanities (amount to be determined) (2001)

Written, Non-funded Grants

- Early Career Scholar for “Going public: Training institute for early career scholars in education policy formulation and dissemination,” a proposed grant to the Spencer Foundation, written by Dr. Gustavo Fischman, et al. (\$60,000 sought) (2000)
- Author of “Education, Immigrant & Civic Identity, and Political Participation,” a proposal submitted to the Open Society Institute (\$30,000 sought) (1999)
- Co-writer and Co-PI for the VOCES Institute Grant for Learners Placed “At-Risk” through OERI with Dr. Rudolfo Chávez Chávez, Dr. Jeanette Haynes, Dr. Jim O’Donnell and Dr. Christine Clark (\$750,000 sought) (1997)

Total in grant funding sought (but not awarded): \$840,000

Professional Conference Presentations & Invited Lectures/Keynotes

Narrative on Professional Conference Presentations & Invited Lectures/Keynotes

I have attempted to publish and present my work in CMSS education in a variety of both hard copy and live venues. My single author and collaborative work has been (and is being) published in English, Spanish and Portuguese in the form of a book, several edited books, many journal pieces and numerous book chapters. I feel that by getting my scholarship “out there” in these various forms and in multiple languages, I will have the maximum effect possible in encouraging discussions, debates and theorizing around CMSS. Similarly, while I consistently give presentations at annual conferences held by groups such as the AERA, the NCSS, the College and University Faculty Assembly (CUFA) of the NCSS, I have also made an effort to present at the conferences of the ATE, the Annual Conference on Ethnographic & Qualitative Research in Education, the Ethnography in Education Research Forum, at the Reclaiming Voice: Ethnographic Inquiry and Qualitative Research in a Postmodern Age conference and the Borderwalking Conference sponsored by the Borderlands Center for Educational Studies (BoCES).

Professional Conference Presentations

2001

- “‘Dirty Music,’ ‘Extreme Profanity’ & ‘Questionable Activities’: A Case Study of Three Christian Fundamentalist Teacher Education Students” accepted to present at the Annual Meeting of the CUFA of the NCSS, Washington, DC, November
- “Reconceptualizing Teachers’ Beliefs About Social Justice” presented with Rudolfo Chávez Chávez, Colin Green, James O’Donnell and Marta Baltodano at the Annual Meeting of the ATE.
- “Critical/Multicultural Social Studies: A Teacher Education Case Study” at the Annual Meeting of the AERA, Seattle, WA

2000

- “Social Justice in Teacher Education-Social Justice, Radical Pedagogies & the Struggle for Liberation: Reconceptualizing Teacher Education” presented with Colin Green at the Annual Conference of the NCSS. San Antonio, TX
- “A Town Meeting on Social Studies and Social Justice: Can/Should the College and University Faculty Assembly Play a Role in Social Change?” presented/facilitated as a member of the CUFA/NCSS’ Diversity and Social Justice Committee at the Annual Conference of the NCSS. San Antonio, TX
- “Diversity and Social Justice in Honoring the Past and Building the Future” presented/facilitated as a member of the CUFA/NCSS’ Diversity and Social Justice Committee at the Annual Conference of the NCSS. San Antonio, TX
- “Social Justice in Teacher Education: A Report of the ATE/NCSS Commission” presented with my colleagues from the Commission, and facilitated by Rudolfo Chávez Chávez, Commission Co-chair, at the Annual Conference of the ATE. Orlando, FL
- “The Complexity of Our ‘Gaze’: Teacher Educators as Researchers” presented at the Annual Conference of the ATE. Orlando, FL

1999

- “Discourse, Agency & Socialization: Constructing Critical Identities” presented at the Annual Conference of the NCSS. Orlando, FL
- “The Rouge Forum: Teaching for Democracy, Equality, and Social Justice” presented at the Annual Conference of the NCSS. Orlando, FL
- “Diversity and Social Justice in the Practice of Social Educators” presented at the Annual Conference of the NCSS. Orlando, FL
- “Un Análisis Crítico y Neo-Marxista de la Enseñanza de los Valores” presented on October 8, 1999 at the VII Congreso Internacional de Historia Regional. Ciudad Juárez, CH, MX
- “Formação Crítica de Professores em uma Universidade Norte-Americana: Resistência, Luta e a Construção da Conscientização” an invited paper presented in July 1999 at the VI Seminário Internacional de Reestruturacao Curricular. Porto Alegre, RGdoS, Brazil
- “Critical Pedagogy, Borders and Language: The Development of Immigrant Identities & Agency” presented in March 1999 at the Annual Meeting of the New Mexico Association for Bilingual Education NM-ABE. Las Cruces, NM

- “Teaching methods courses in Spanish” presented with Rick Scott, María Mercado and Alberto Rodriguez in March 1999 at the Annual Meeting of the NM-ABE. Las Cruces, NM
- “Is There Reality Outside the Classroom? Critical Postmodern Turns in Management/Organizational Behavior Pedagogy” presented with Steven Best, David Boje & Hermán García at the 1999 Organizational Behavior Teaching Conference. Las Cruces, NM
- “Empowering Youth Through Cultural & Political Action” presented at the 4th Annual MEChA Juventud Unida Conference, Mayfield High School, Las Cruces, NM, April 9th-10, 1999
- “Discourse, Agency & Hope: Constructing Transformative Identities” presented at the Annual Meeting of the AERA. Montreal, QB, Canada
- “Implementing Critical Pedagogy: A Study of One Group of Adult Latina/o Learners” presented at the Annual Meeting of the AERA. Montreal, QB, Canada
- “The Commodification of Conspiracy: The X-Files, Cloning and Critical Inquiry into the Frankenstein Myth” presented with James Smolinski at the Annual Meeting of the AERA. Montreal, QB, Canada
- “Praxis, Resistance and Shifting Identities: An Attempt at Critical Multicultural Social Studies in a Teacher Education Program” presented at the Annual Meeting of the AERA. Montreal, QB, Canada
- “‘When do we start learning about social studies?’ Resistance among Teacher Education Students to Including Themes from Multiculturalism and Critical Pedagogy in a Social Studies Methods Course” presented at the Annual Meeting of the AERA. Montreal, QB, Canada
- “Drawing and Talking: Critical Reflections on Pre-Service Teachers’ Representations of Teaching and Gender” presented with Gustavo Fischman at the Annual Meeting of the AERA. Montreal, QB, Canada

1998

- “Discourse Wars: The Role of Language, Symbol and Power A Case Study of Latina/o Learners” presented at the BoCES Borderwalking Conference. Las Cruces, NM
- “Valores Democráticos” given in Lima, Perú through the U.S. Information Agency
- “The Commodification of Conspiracy: The X-Files, Cloning and Critical Inquiry into the Frankenstein Myth” presented with James Smolinski at the Annual Meeting of the Society for the Study of Social Problems. San Francisco, CA
- “Drawing and Talking: Critical Reflections on Pre-Service Teachers’ Representations of Teaching and Gender” presented with Gustavo Fischman at the BoCES Borderwalking Conference. Las Cruces, NM
- “Rethinking Images: Students’ Representations of Schooling in Two Teacher Education Programs” presented with Gustavo Fischman at the Annual Meeting of the AERA. San Diego, CA

1997

- “Language, Literacy and Power: Poesía and Spoken Word in the Borderlands” a respondent presentation given at the “Interactive Keynoters’ Forum” of the 1997 BoCES Borderwalking Conference Las Cruces, NM
- “The Dilemmas of Researching ‘Critical’ Sites: One Urban Adult Popular Literacy Project” presented at the Ethnography in Education Research Forum. Philadelphia, PA

- “A Question of Method: Understanding a ‘Critical’ Adult Literacy Project” presented at the “Reclaiming Voice: Ethnographic Inquiry and Qualitative Research in a Postmodern Age” Conference. Los Angeles, CA
- “From Adult Learners in Los Angeles to Women Teachers in Buenos Aires: The Dilemmas of Researching ‘Critical’ Sites” presented with Gustavo Fischman at the Annual Meeting of the AERA. Chicago, IL

1996

- “The Social Construction of Literacy in One Critical Adult Spanish Literacy Classroom” presented with Gustavo Fischman at the Annual Meeting of the AERA. New York, NY
- “The Formation of Students’ Critical Identities in an Adult Literacy Setting” presented with Gustavo Fischman at the Annual Meeting of the AERA. New York, NY

1995

- “Human Rights, Social Conflict, and Immigrant Populations: Cultural Problematics as Pedagogical Tools in a Family Latino Literacy Project” presented at the Annual Convention of the National Council of Teachers of English (NCTE). San Diego, CA
- “Student Pedagogical Solidarity in One Multicultural, Critically-informed Adult Spanish Literacy Classroom” presented at “School, Ideology, and Culture: The Struggle for Critical Multiculturalism,” the Third Annual UCLA Graduate School of Education & Information Studies Conference. Los Angeles, CA
- “Student-to-Student Apprenticeship and Instructional Solidarity in One Critically-Informed Adult Spanish Literacy Classroom” presented at the Annual Meeting of the AERA. San Francisco, CA
- “Scaffolding and the Co-construction of ‘Face’ During Reading and Writing in an Adult Spanish Literacy Classroom” presented at the Annual Meeting of the AERA. San Francisco, CA

1994

- “Popular Education in Los Angeles: The Sociocultural Development of Power Relations in an Adult Literacy Context” presented with Gustavo Fischman at “Crossing Borders: Educational Perspectives,” the Fall 1994 Western Regional Conference of the Comparative and International Education Society. Los Angeles, CA
- “Adult Literacy Instruction, Immigrant Populations, and the Construction of Power Relations: A Case Study” presented with Gustavo Fischman at “Immigration and Education,” the Fall 1994 Conference of the Language Minority Research Institute. Riverside, CA
- “The Development of Power Relations and Social Identity in an Adult Literacy Classroom” presented at the Fall 1994 “Conference on Researching Language and Social Practice: Microanalysis of Everyday Life.” Santa Barbara, CA
- “‘De nosotros sale nada’: The Social Construction of Literacy in a Critically-Informed Adult Spanish Literacy Classroom” presented with Gustavo Fischman at the Annual Meeting of the AERA. New Orleans, LA

1993

- “Becoming Subjects Through Critical Practice: How Students in One Elementary Classroom Critically Read and Wrote Their World” presented at the Annual Meeting of the AERA. Atlanta, GA
- “The Social Contexts of Literacy Development for One Group of Elementary School Immigrant Children” presented at the Annual Convention of the NCTE. Pittsburgh, PA

1992

- “Critical Pedagogy in Urban Classrooms” presented at the “Human Rights Conference” of United Teachers-Los Angeles. Los Angeles, CA

Keynotes/Invited Lectures

2001

- Invited keynote address given at the 13th Annual Conference on Ethnographic & Qualitative Research in Education, June 2nd & 3rd, 2000 in Albany, NY: “A Chihuahuan Flâneur in Gotham West: Revisiting Resistance, Agency and Hegemony” based on my book, *Discourse wars in Gotham-West: A Latino immigrant urban tale of resistance and agency*.

2000

- “Indigenous/Native Youth, Education and Multiculturalism: Realizing Potential” presented at the Native American Computer Science Camp, NMSU, 2000.

1997

- “Qualitative Research in Action: Techniques for Data Collection, Reduction and Presentation” presented to a class meeting of “Qualitative Research Methods”; Jim O’Donnell, Professor; New Mexico State University
- “Social Studies in Poststructural and Critical Perspective” presented to a class meeting of “Research Methodologies in Curriculum and Instruction”; O.D. Hadfield, Professor; New Mexico State University

1996

- Panel member on “A Second Dialogue on Community Climate and Cultural Diversity,” sponsored by the Multicultural Student Alliance of NMSU; Christine Clark, Faculty Advisor
- “Research Topics in Social Studies: Applying Critical Theory and Critical Discourse Analysis” presented to a class meeting of “Research Methodologies in Curriculum & Instruction”; O.D. Hadfield, Professor; NMSU
- “Issues in Social Studies Education Today: A Colloquium” presented to the Department of Curriculum & Instruction; NMSU
- “From Theory into Practice: Building Critical Communities in Classrooms” presented to a graduate class meeting within the Graduate School of Education & Information Studies (GSE & IS); Peter McLaren, Professor; UCLA

1995

- “Qualitative Research and the Dissertation Proposal Preparation Process: Techniques for Data Collection, Reduction and Presentation” presented by to a class meeting of the GSE & IS Research Practicum; Kris Gutierrez, Professor; UCLA
- “Becoming Subjects Through Critical Practice: How Students in One Elementary Classroom Critically Read and Wrote Their World” presented in the course, “Nonformal Education and Community Development in East Los Angeles: Reflections on Theory and Practice”; Carlos Alberto Torres, Professor, UCLA

1994

- “Strength and Empowerment Through Diversity: Working with Linguistically and Culturally Diverse Student Populations in an Urban Setting” presented to a class meeting of the GSE & IS; Teacher Education Laboratory; Kris Gutierrez, Professor; UCLA
- “An Instantiation of Critical Bilingual Pedagogy: Teaching the United Nations’ ‘Rights of the Child’” presented to a class meeting of the GSE & IS; Teacher Education Laboratory; Alfredo Artiles, Professor; UCLA
- “*El desarrollo del alfabetización en niños jóvenes: la lectura y la escritura como procesos naturales*” (“The Development of Literacy in Young Children: Reading and Writing as Natural Processes”) presented to the Parent/Teacher Committee on Bilingualism at Magnolia Avenue School; Los Angeles, CA

1993

- “Critical Bilingual/Multicultural Education in Theory and Practice” presented at the quarterly meeting of the Asian Education Committee; UCLA
- “Co-constructing Empowering Literacy Activities in Bilingual and Monolingual Contexts” presented at a class meeting of the GSE & IS; Teacher Education Laboratory; Kris Gutierrez, Professor UCLA

1992

- “Reform, Governance, and Activism: Knowing Your Teacher Organizations” presented with Alberto Valdivia at a class meeting of the GSE & IS; Teacher Education Laboratory; M. Esfandiari, Instructor UCLA
- “Critical Pedagogy in Theory and Practice” presented at the “Undergraduate Education Summit”; UCLA

1987

- “Education in Post-1979 Nicaragua: Notes and Observations from a *Brigadista*’s Journal” presented at the University of California, Fullerton; Fullerton, CA
- “*Educación, Religión, y la Política en la Nueva Nicaragua: Observaciones de un Visitante Norteamericano*” (“Education, Religion, and Politics in the New Nicaragua: Observations from a North American Visitor”) presented at the Nicaraguan Cultural Center; Los Angeles, CA

SERVICE

Narrative on Service

In involving myself in the governance structures of various educational groups, institutions and entities, as well as with community and grassroots groups not associated with educational institutions, I do so with an eye to contributing to struggles against oppression and for social justice and dignity as inspired by critical multicultural social studies. To paraphrase the political saying, “We must work from within and from without.” I take this dicho to heart, and although it is not always easy—and while “service” (especially the institutional kind)—can take up a lot of a non-tenured professor’s time (time that could be spent on scholarship), I believe I’ve put together a fairly strong record of work in the area of “service,” at (in reverse hierarchical order) the community, Department, College, University, state, national and international levels.

Service

International

- Member, *Consortio Internacional de Educación Fronteriza* (1997-present)
- Treasurer, *Consortio Internacional de Educación Fronteriza* (1997-2000)

National

Manuscripts Reviewed For

- *American Educational Research Journal*
- *Urban Education*
- State University of New York Press

Proposals Reviewed For

- Division G, Social Contexts of Education, of AERA
- The Research in Social Studies Special Interest Group of AERA
- The Bilingual Education Research Special Interest Group of AERA

NCSS/CUFA

- Member, NCSS
- Member, the CUFA of the NCSS
- Member, Diversity and Social Justice Committee of CUFA/NCSS
- Member, Membership Committee, NCSS (1999-present)
- Vice Chair, Membership Committee, NCSS (2000/2001)

Editorial Boards

- *Theory and Research in Social Education* (1999-present)
- *Taboo: The Journal of Culture and Education* (1999-present)
- *International Social Studies Forum* (2000-present)
- *Tamara: Journal of Critical Postmodern Organizational Science* (2000-present)
- Co-founder and editorial board member of *Voces: The UCLA Graduate Journal of Critical Analysis in Education* (1992-1996)
- Co-founder and editorial board member of *Free Association: A Student-Run Independent Newspaper at UCLA* (1987)

AERA

- Chair, Research in Social Studies Education SIG of AERA (2000/2001)
- Program Chair, Research in Social Studies Education SIG of AERA (1999/2000)
- Chair, Bilingual Education Research SIG of AERA (1998/1999)
- Program Chair, Bilingual Education Research SIG of AERA (1997/1998)

National Commission Work

- Member, Association of Teacher Educators & NCSS Commission on Social Justice in Teacher Education (1998-present)

The State of New México

- Member, External Review Group of the draft Social Studies Content Standards, Benchmarks and Performance Standards of the state of New México (2001)

NMSU

- Member, Faculty Senate (2001-present)
- Member, Faculty Affairs Committee of the Faculty Senate (2001-present)
- Member, Flexible Faculty Appointment Committee (2001-present)
- Member, Latin America Core Faculty (2000-present)
- Trainee, Institute for Technology-Assisted Learning (ITAL) (1999)
- Member, TESOL Committee of the Center for International Programs (1998-present)
- Member, Staff & Faculty Internationalization Implementation Committee (1998-present)
- Chair, Distinguished Visiting Professor Committee (1999/2000)
- Member, Distinguished Visiting Professor Committee (1998-2000)
- Member, Graduate Faculty (1996-present)

College of Education

- Member, NCATE Accreditation Process Team (for social studies)
- Member, Elementary/Bilingual Licensure Restructuring Committee (2000-present)
- Member, Undergraduate Curriculum Committee (2000-present)
- Member, College Council (1999-2001)
- Co-coordinator, Teacher Education Program (1999-present)
- Member & Chair, Student Affairs Committee (1999-2001)
- Faculty Advisor, Roadrunner Literacy Council (1998-present)

- Faculty Advisor, College of Education Student Council (1997-1999)
- Member, Sub-Committee on Diversity & Multiculturalism, College Spring Retreat (1997)

Department of Curriculum & Instruction

Teacher Education

- Coordinators' Committee (for Social Studies and B-Block; 1999-present)
- Coordinator, TEP Block B (1999-present)
- Member, Teacher Education Program Admissions Committee (1997-present)
- Member, Teacher Education Program Appeals Committee (1999/2000)
- C & I TEP Orientation Committee (1999/2000)

Masters Program

- Member, Masters Restructuring Committee (2000-present)
- Member, Graduate Studies Committee (1996-1998)

Doctoral Program

- Co-chair of the Doctoral Intake Committee (with Dr. Macias) (1998-2000)
- Co-doctoral Intake Advisor (with Dr. Macias) (1998-2000)
- Member, Doctoral Intake Committee (1997-present)
- Member, Graduate Studies Committee (1996-1998)

Faculty Searches

- Chair, Literacy/Reading Faculty Search Committee (with Dr. Macias, Co-chair) (1999/2000)
- Member, Bilingual Education Faculty Search Committee (1998/1999)

Other

- Program Academic Coordinator, BoCES MA Project, "Preparation of Bilingual Education Teachers: A Focus on Literacy," A Four Year, OBEMLA, Title VII Grant (\$500,000 over four years)
- Co-chair of the Department's Fall Retreat (with Drs. Macias and Cahill) (1999/2000)
- Member, Preparing Tomorrow's Teachers Today (PT3) Grant (1999-present)

Evaluation & Consultation

Evaluation

- Paso del Norte "Families, Infant & Toddler" On-line Project; Project Evaluator (2001-present)
- Paso del Norte "Fatherhood" Project; Project Evaluator (2001-present)
- New México Children, Youth and Families Office of Child Development "Career Lattice" Survey; Translator (from English to Spanish) & Data Reducer (2001-present)
- Kellogg/ACCESS to Child Care and Early Project; Project Evaluator (1999-present)
- Paso del Norte/ACCESS to Child Care & Early Project; Project Evaluator (1999-present)

Consultation

- *Instituto Cultural Peruano Norteamericano*, Lima and Arequipa, Perú; through the US Information Agency; Consultant (1998/1999)
- Ministry of Education, Lima, Perú; through the US Information Agency; Consultant (1998/1999)
- Ministry of Education; Santiago, Chile; through the US Information Agency; Consultant (1998/1999)
- America Reads Program; New Mexico State University; College of Education; Consultant (1998/1999)

PROFESSIONAL ORGANIZATIONS

- American Association of University Professors
- The American Educational Research Association
 - Division G: The Social Contexts of Education
 - Research in Social Studies Education SIG
 - Critical Educators for Social Justice SIG
 - Bilingual Education Research SIG
- The College and University Faculty of the National Council of the Social Studies
- the National Council of the Social Studies

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Sleeter, C. (2001). *Culture, difference and power*. New York: Teachers' College Press.

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Vinson, K. (1999). National curriculum standards and social studies education: Dewey, Freire, Foucault and the construction of a radical critique. *Theory & Research in Social Education*, 27(3), pp. 296-328.

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