

Curriculum Vitae

SUSAN ROBERTA KATZ

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School of Education
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EDUCATION

- Ph.D. Education in Language and Literacy. University of California, Berkeley, 1994.
- M.A. Education in Language and Literacy. University of California, Berkeley, 1989.
- B.A. *Magna Cum Laude*. Asian Studies (Honors) and Psychology (Distinction). Connecticut College, 1971.

TEACHING CREDENTIALS

- Multiple Subjects Teaching Credential, San Francisco State University, California, 1985.
- Single Subject Teaching Credential in Social Studies, California, 1986.
- Language Development Specialist Credential, California, 1988.

ACADEMIC AND PROFESSIONAL POSITIONS

University of San Francisco

- Professor, International and Multicultural Education, 2006-. Chair: 2007-2009. 2013-2015.
- Associate Professor, International and Multicultural Education, 2000-2006. Chair: 2003-2005.
- Acting Director, Center for Teaching Excellence & Social Justice, 2004-2005.
- Assistant Professor, Teacher Education. 1996-2000. Chair, 1998-2000.
 - Graduate courses: Dissertation Proposal Seminar, Research in Bilingualism and Bilingual Education, Cross-cultural Literacy, Human Rights Education, MA Research Methods, MA Field Project, Education of Bilingual Children: Theory and Practice, Academic Literacy, Secondary Student Teaching Seminar.

University of Pécs, Hungary

- Fulbright Senior Scholar and Lecturer in English Applied Linguistics, Spring 2003.
 - Courses: Research and Writing Skills, Creative Approaches to Language Teaching, Education of Bilingual Children (doctoral course).
- English Language Specialist, Summer 2006.
 - Doctoral course: Research in Bilingualism & Bilingual Education.

University of New Mexico

- Assistant Professor, Language, Literacy and Sociocultural Studies, 1994-1996.
 - Graduate/upper division courses: First and Second Language Acquisition, Teaching of Writing K-12, Teaching Writing in the ESL Classroom.

San Francisco Unified School District

- Bilingual Resource Teacher and Classroom Teacher in ESL, Language Arts, Social Studies, and Spanish. Grades 6-8. 1985-1994.

AWARDS AND HONORS

- Mentor of the Year, University of San Francisco, May 2022.
- Fulbright Specialist Roster, Fall 2016-Fall 2024.
- Sarlo Prize for Exemplary Teaching, University of San Francisco, May 2014.
- Fulbright Senior Scholar Fellowship, Facultad Latinoamericana de Ciencias Sociales (FLACSO) Sede Ecuador, Spring 2010.
- Fulbright Senior Scholar Fellowship, University of Pecs, Hungary, Spring 2003.
- Finalist, Distinguished Teaching Award, University of San Francisco, Spring 2001.
- First place winner, National Association of Bilingual Education Outstanding Dissertation Competition, 1996.
- Semifinalist, National Academy of Education Spencer Postdoctoral Fellowship, 1996.
- Summer Fellow, Center for Advanced Study in the Behavioral Sciences, 1995.
- Phi Beta Kappa Graduate Scholarship, University of California, Berkeley, 1993.

REFEREED ARTICLES

- Tibbitts, F., & Katz, S.R. (2018). Dilemmas and hopes for human rights education: Curriculum and learning in international contexts. *PROSPECTS: Comparative Journal of Curriculum, Learning and Assessment*, 47 (1-2). 31-40.
- Madrid, D. & Katz, S.R. (2018). Do *gitano* students feel discriminated against in their social and academic surroundings? A survey of schools in Granada, Spain. *Intercultural Education*. 363-378.
- Katz, S.R., Flowers, N., & Rudelius-Palmer, K. (2017). 7th International Conference on Human Rights Education, Santiago, Chile. *International Journal of Human Rights Education*.
- Katz, S.R., & Alishahi, A. (2015). Book review: Education and disadvantaged children and young people: Education as a humanitarian response. *Teachers College Record*.
- Katz, S.R., & Chumpi, C.L. (2014). *Recuperando la dignidad humana* [Recovering human dignity]: Shuar mothers speak out on intercultural bilingual education. *Intercultural Education*, 25(1). 29-40.
- Katz, S.R. (2012). Book review: Overtested: How high-stakes accountability fails English language learners. *Journal of Multilingual and Multicultural Development*. 209-211.
- Fuentes, E.H., Koirala-Azad, S., & Katz, S.R. (2012). Peace profile: Graduate studies in Human Rights Education: Extending the social justice discourse in education. *Peace Review*, 24 (2). 114-121.
- Dixon, O., Katz, S. & Schiller, J. (2011). Putting the emphasis on human rights in a post-9/11 world: Human rights education at the University of San Francisco. *Faculty Resource Network Online Journal*.
<http://www.nyu.edu/frn/publications/engaging.students/Dixon.Katz.Schiller.html>
- Katz, S.R. (2009). Human rights education: Concepts and pedagogies. *Human rights education in the school systems of Europe, Central Asia and North America: A compendium of good practice*. Human Rights Education Associates, OSCE/ODIHR, Council of Europe, and UNESCO.

- Katz, S.R. (2008). Introduction to the issue. *IMPACT: A multidisciplinary journal addressing the issues of urban youth*, 2 (1).
- Katz, S.R. (2005). Emerging from the cocoon of Roma pride: First graduates of the Gandhi Secondary School in Hungary. *Intercultural Education*, 16 (3). 247-261.
- Arriaza, G., Katz, S.R., & Fuentes, E.H. (2005). Overview: Special issue: Waging war over public education and youth services. *Social Justice*, 32 (3).
- Katz, S.R. (2004). Does the No Child Left Behind Act leave the U.S. behind in bilingual teacher education? *English Education*, 36 (2). 141-152.
- Katz, S.R. & Kohl, H. (2002). Banishing bilingualism. *The Nation*. December 9, 2002.
- Katz, S.R. & O'Leary, C. (2002). Overview. New pedagogies for social change. *Social Justice*, 29 (4). 1-7.
- Katz, S.R. (2000). Can a teacher know too much? Ethical considerations of practitioner research with students in gangs. *Educational Foundations*, 14 (1). 5-22.
- Katz, S.R. (2000). Promoting bilingualism in the era of Unz: Making sense of the gap between research, policy and practice in bilingual education. *Multicultural Education*, 8 (1). 2-7.
- Katz, S.R. (1999). Teaching in tensions: Latino immigrant youth, their teachers and the structures of schooling. *Teachers College Record*, 100 (4), 809-840.
- Muller, C., Katz, S.R., & Dance, L.J. (1999). Investing in teaching and learning: Dynamics of the teacher-student relationship from each actor's perspective. *Urban Education*, 34 (3). 292-337.
- Katz, S.R. (1997). Presumed guilty: How schools criminalize Latino youth. *Social Justice*, 24 (4). 77-95.
- Weinberg, S.Katz. (1997). L.S. Vigotski y Mijaíl Bajtín: Un estudio de los dos pensadores soviéticos. *Educación*. 27-30.
- Katz, S.R. (1996). Where the streets cross the classroom: A study of Latino students' perspectives on cultural identity in urban schools and neighborhood gangs. *Bilingual Research Journal*, 20(3-4), 603-631.
- Weinberg, S. Katz. (1996). Unforgettable memories: Using oral history in the classroom. *Voices from the Middle*, 3 (3), 18-25.

EDITED BOOKS

- Katz, S.R., & Spero, A.M. (Eds.) (2015). *Bringing human rights education to U.S. classrooms: Exemplary models from elementary grades through university*. New York: Palgrave McMillan.

BOOK CHAPTERS

- Katz, S.R. (In press). Foreword. In W. Liang, *Human rights education in China: Perspectives, policies and practices*. Springer.
- Katz, S.R., Tombé, M.R., & Tunubalá, G. (2021). To recover the land is to recover everything!": The decolonizing model of Indigenous Intercultural Bilingual Education of the Misak of Colombia. In J. MacDonald & J. Markides (Eds.), *Brave work in indigenous education* (pp. 41-66). DIO Press.
- Zerquera, D., Aldana, U.S., Fuentes, E., Katz, S.R. & Thomas, C. (2016). Reimagining doctoral education: Mission realignment for enacting social justice. In A. Ellis (Ed.), *Ed.D. programs as incubators for social justice leadership*. Boston, MA: Sense Publishers.
- Four Arrows & Katz, S.R. (2015). Partnerships, worldviews, and "primal vibration" lesson plans. In B-L Bartlett (Ed.), *Engaging first peoples in arts-based service learning*. Springer Publications.

- Katz, S.R., & Spero, A.M. (2015). The challenges and triumphs of teaching human rights in U.S. schools. In S.R. Katz & A.M. Spero (Eds.), *Bringing human rights education to U.S. classrooms: Exemplary models from elementary grades through university*. New York: Palgrave MacMillan.
- Katz, S.R. (2007). Peer response in the EFL academic writing classroom in Hungary: A critical analysis. In R. Sheorey & J. Kiss-Gulyas (Eds.), *Studies in applied and theoretical linguistics*. Debrecen, Hungary: Kossuth Egyetemi Kiado.
- Katz, S.R., Kyuchukov, H., & Graziano, K. (2005). The complexity of language issues in school desegregation: Case studies of Latino students in the U.S. and Roma students in Bulgaria. In R. Hoosain & F. Salili (Eds.), *Language in multicultural education*. Greenwich, CT: Information Age Publishing. 231-254.

EDITED VOLUMES

- Bajaj, M.I., & Katz, S.R. (Eds.) (2021). Human rights education and Black liberation. *International Journal of Human Rights Education*.
- Tibbitts, F., & Katz, S.R.(Eds.) (2018). Dilemmas and hopes for human rights education in international contexts. *PROSPECTS: Comparative Journal of Curriculum, Learning, and Assessment*.
- Katz, S.R., Arriaza, G., & Fuentes, E. (2005). *Social Justice*, 32 (3). Waging war over public education and youth services.
- Katz, S. & O’Leary, C. (2002). *Social Justice*, 29 (4). New pedagogies for social change,
- Stein, N., Katz, S., Madriz, E., & Shick, S. (1997). *Social Justice*, 24, (4), Losing a generation: Probing the myths and realities of youth and violence.

CURRICULUM GUIDES

- Drummond, J.Z. & Weinberg, S. Katz (1995). *500 anos del pueblo Chicano /500 years of Chicano history: A curriculum guide*. Albuquerque, New Mexico: Southwest Organizing Project.

GRANTS

- USF Jesuit Foundation, Pedagogy grant for training in applied community research at the Institute of International Studies, Javeriana Cali Colombia. 2019-2020. \$5,000.
- USF Jesuit Foundation, Research grant for project on bilingual/intercultural education among Shuar in Ecuador. 2010-2011. \$4,800.
- Center for Law & Global Justice. Research fellowship for study of Human Rights Education and for publication, “Educating for Human Rights in a Post-9/11 Era.” \$5000
- USF Jesuit Foundation. Pedagogy grant in collaboration with Prof. Shabnam Koirala-Azad for curriculum development in Human Rights Education. 2007-2008. \$4,500.
- English Language Specialist Program, U.S. Embassy in Hungary. Teaching doctoral course and conducting workshops at the University of Pécs, Hungary. \$7,000.
- USF Jesuit Foundation. Research grant for project on Educational Justice for Roma Students. 2003-2004. \$5,000.
- Career Ladder Program, Title VII, U.S. Department of Education. 1999-2004. Scholarships for Bilingual Teachers. \$1,250,000.

REFEREED PAPER PRESENTATIONS

- “To recover the land is to recover everything”: *The Misak model of intercultural bilingual education*. Comparative & International Education Society, San Francisco. April 2019.
- Human rights education in the U.S.: Old challenges and new progress*. International Human

- Rights Education Conference, Santiago, Chile, December 2016.
- Teaching with a human rights lens.* Community Scholars, National Council on the Social Studies annual conference, New Orleans, November 2015.
- Bringing human rights education to U.S. classrooms.* National Network on Educational Renewal. Chico State University, Chico, CA. October 2015.
- International English Minga as a model of intercultural education.* Hawaii International Conference on Education. Honolulu, Hawaii. January 2014.
- Recuperando la dignidad humana/Recovering human dignity: Shuar mothers speak out on intercultural bilingual education.* World Educational Research Association, Guanajuato, Mexico, November 2013.
- Recuperando la dignidad humana/Recovering human dignity: Shuar mothers speak out on intercultural bilingual education.* American Educational Research Association, San Francisco, April 2013.
- Intercultural bilingual education among the Shuar: A critical ethnographic study.* Comparative International Education Society, New Orleans, March 2013.
- Recuperando la dignidad humana/Recovering human dignity: Shuar mothers speak out on intercultural bilingual education.* University of Pennsylvania Urban Ethnography Forum, Philadelphia, PA, February 2013.
- Bilingual intercultural education among Shuar of Ecuador: A critical ethnographic study of the teacher training institute in Morona Santiago.* International Association of Intercultural Education. Veracruz, Mexico, February 2012.
- “Somos Shuar para siempre/We will always be Shuar”: Indigenous bilingual-intercultural student teachers in the Ecuadorian Amazon.* American Educational Research Association, New Orleans, April 2011.
- Putting the emphasis on human rights: The human rights education program at the University of San Francisco.* NYU Faculty Resource Network Symposium, Washington, D.C., November 2010.
- Educating for human rights in a post-9/11 world: A study of deepening commitment in a graduate level course.* 30th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA. March 2009.
- Educating for human rights in a post-9/11 world: A study of deepening commitment in a graduate level course.* American Educational Research Association, New York City, March 2008.
- Emerging from the cocoon of Romani pride: First graduates of the Gandhi Secondary School.* Third international conference on teacher education and social justice. Honolulu, Hawaii, October 2005.
- Towards educational justice for Roma students in Hungary: Reflections of the first graduates of the Gandhi Secondary School.* American Educational Research Association, Montreal, Canada, April 2005.
- Towards educational justice for Roma students in Hungary: Reflections from the first graduates of the Gandhi Secondary School.* 25th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA. February 2005.
- The use of peer response in the EFL university classroom in Eastern Europe: A critical analysis.* American Educational Research Association, San Diego, California. April 2004.
- Unforgettable memories: Making history come alive in the classroom.* North Coast Education Summit, Arcata, California, February 2004.
- Peer response in the EFL university classroom in Hungary: A critical analysis.* European Association for the Teaching of Academic Writing. Budapest, Hungary. June 2003.

- Cross-disciplinary reading apprenticeship journals: A critical analysis.* American Educational Research Association, New Orleans, Louisiana, March 2002.
- Enriching literacy and rethinking remediation: Social justice and equity in content area literacy instruction,* California Council on the Education of Teachers, March 2001.
- The role of social capital in the teacher-student relationship: A case study of Latino immigrant students and their teachers.* 22nd Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, March 2001.
- Mikhail Bakhtin and L.S. Vygotsky: A comparative look at two Soviet thinkers and implications for contemporary literacy educators.* NCTE Research Assembly, UC Berkeley, February 2001.
- Promoting bilingualism in the era of Unz: Making sense of the gap between research, policy and practice in the teacher education classroom.* American Educational Research Association, New Orleans, Louisiana, April 2000.
- Transforming perspectives towards bilingual education after Proposition 227: Case studies from a teacher education course.* 21st Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, March 2000.
- Can a teacher ever know too much? Ethical considerations of practitioner research with students in gangs.* 20th Annual Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, March 1999.
- Criminalizing Latino youth: The role that schools play.* Symposium on the social construction of youth violence in and out of school: Research on adolescent identity of African American, Latino and Pacific Islander youth, American Educational Research Association, San Diego, California, April 1998.
- The critical importance of the teacher-student relationship for Latino immigrant youth.* California Council on the Education of Teachers, San Jose, California, March 1998.
- How schools criminalize Latino students.* Coalition of Essential Schools annual conference, San Francisco, California, November 1997.
- Writing culture of Latino immigrant teens.* American Educational Research Association, Chicago, Illinois, March 1997.
- Encountering structural constraints: When teachers take a student-centered perspective for change.* Symposium on centrality of the teacher-student relationship in educational change for marginalized youth, American Educational Research Association, Chicago, Illinois, March 1997.
- Descubriendo el desconocido: A study of a dialogue journal exchange within a College of Education.* American Educational Research Association, New York, April 1996.
- L.S. Vigotski y Mijail Bajtín: Un estudio de los dos pensadores soviéticos. (Vygotsky and Bakhtin: A comparative look at two thinkers).* Interamerican conference on education and development from the historical-cultural perspective of L.S. Vygotsky. University of Havana, Havana, Cuba, January 1996.
- Student input into educational research, policy and practice.* Rocky Mountain Educational Research Association, Albuquerque, New Mexico, October 1995.
- Where the streets cross the classroom: A study of Latino students' perspectives on cultural identity in urban schools and neighborhood gangs.* American Educational Research Association, San Francisco, California, April 1995.
- 500 years of Chicano history.* New Mexico Association of Bilingual Education Conference, Albuquerque, New Mexico, March 1995.

INVITED PRESENTATIONS

Katz, S.R. (2019). Decolonizing bilingual intercultural education: A case study of the Misak of

- Colombia. University of California, Berkeley, November 2019.
- Katz, S.R. (2017). *La historia oral en el aula multicultural: Un herramienta para la inclusión*. University of Granada, Granada, Spain, November 2017.
- Katz, S.R. (2017). Oral history in the multicultural classroom: A powerful tool for inclusion. Universidad Complutense de Madrid. November 2017.
- Katz, S.R. (2016). Transformative human rights education: Pedagogies for deepening interculturalism. Presentation at Faculty of Education, English-as-a-Foreign Language class. University of Granada. Granada, Spain. November 2016.
- Katz, S.R. (2016). *Presidencia de EEUU: Elecciones y repercusiones* (US presidency: Elections and repercussions). Faculty of Philosophy & Letters, University of Granada. Granada, Spain. November 4, 2016.
- Transformative human rights education for youth around the world*. 3rd Human Rights Education Youth Forum, Budapest, Hungary. October 2016. (Keynote address)
- Pedagogies at the heart of transformative human rights education*. George Arnhold International Summer School on Education for Sustainable Peace. Georg Eckert Institute. Braunschweig, Germany. July 2016.
- Bringing human rights education to U.S. classrooms*. Speak Truth to Power Summer Institute, Robert F. Kennedy Center for Justice & Human Rights. San Francisco, CA. August 2015.
- Recuperando la dignidad humana/Recovering human dignity: Shuar mothers speak out on intercultural bilingual education*. Center for Latin American Studies, University of San Francisco, April 2013.
- Embedding human rights in higher education*. Human rights in academia conference. Yale University. New Haven, CT. April 2011.
- Embedding human rights in education*. Teaching human rights monthly seminar. Stanford University, Palo Alto, CA, February 2011.
- “Somos Shuar para siempre!/We will always be Shuar”*: Student perspectives on bilingual intercultural education in Ecuador. Center for Latin American Studies, University of San Francisco, October 2010.
- “Somos Shuar para siempre!” Las perspectivas de los alumnos a ISPEDIBSHA*. FLACSO, Quito, Ecuador. May 18, 2010.
- Human rights education in a university setting*. University of Porto, Portugal, June 1, 2009.
- Linguistic rights and bilingual education in the U.S*. University of Porto, Portugal, June 3, 2009.
- Unforgettable memories: Family oral history project in the classroom*. University of Porto, Portugal, June 6, 2009.
- Educating for human rights in post-9/11 era*. Session at Amnesty International Regional Conference. San Francisco, November 2007.
- Addressing the challenges of Roma education*. Research symposium at University of Zagreb, Croatia, July 2006.
- Impact of teacher-student relationship on Latino youth*. Presentation for Urban Education Course, UC Berkeley, July 2001.
- Writing from your dissertation*. Presentation for Doctoral Course in Academic Writing, Graduate School of Education, UC Berkeley. March 2001.
- L.S. Vygotsky (1896-1934): What difference can he make for U.S. education in the 21st century?* University of San Francisco Chapter of Phi Delta Kappa and School of Education Graduate Student Council, December 2000.
- Impact of the teacher-student relationship for Latino immigrant students*. Presentation for Education 40-Race and Ethnicity in Education. UC Berkeley. September 2000.
- Unforgettable memories: Making history come alive in the ESL classroom*. ESL Endorsement Summer Institute, University of New Mexico. June 1999, June 2000.

California's seismic shift: How Proposition 227 is altering the landscape for English language learners. Panel discussion. American Educational Research Association, Montreal, Canada. April 1999.

"A question of race": Exploring ethnic roots through poetry writing. National Writing Project conference, UC Berkeley, March 1999.

Gang literacy. Graduate seminar on Literacy in Out of School Settings, Graduate School of Education, UC Berkeley, March 1997.

El discurso académico: Perspectiva estudiantil (Academic discourse: The student's perspective). University of Puerto Rico, Río Piedras, March 1996.

Writing in the elementary classroom. Armijo Elementary School, Albuquerque, New Mexico, January-February 1996.

Making history come alive: Oral history in the classroom. Bilingual education conference, Espanola School District, Espanola, New Mexico, October 1995.

Oral history in the classroom. Adult Basic Education Conference, Albuquerque Literacy Project, Albuquerque, New Mexico, April 1995.

La historia oral en la aula del inglés como segundo idioma (Using oral history in the ESL classroom). University of Guadalajara, Guadalajara, Mexico. December 1994.

Making history come alive in the ESL/LEP classroom: Immigration, oral history, and publication. Best Practices of the California Writing Project for the Teaching of Limited English Proficient Students, University of California, Irvine, December 1993.

Social science and language connections, Stanford Teacher Education Program, Stanford University, November 1993.

Making history come alive. Secondary Education Department, San Francisco State University, October 1992, April 1993, and October 1993.

Where the streets cross the classroom: A study of Latino students' perspectives on cultural identity in urban schools and neighborhood gangs. Secondary Education Department, San Francisco State University, October 1993.

Making history come alive. School of Education, University of San Francisco, November 1992 and April 1993.

Oral history in the ESL classroom. Through Different Eyes Conference, University of California, Berkeley, March 1992.

Writings of Mikhail Bakhtin. Humanities Department, San Francisco State University, October 1991.

Oral history in the classroom. English Department, UC Berkeley, August 1991.

Oral history in the ESL classroom. CATESOL conference, San Francisco, California, November 1990.

Crossing the bridge: Making the transition from personal to academic writing with ESL students, Graduate School of Education, UC Berkeley, November 1989.

Crossing the bridge: Making the transition from personal to academic writing with ESL students. Graduate School of Education, UC Berkeley, October 1989.

EDITORIAL REVIEW BOARDS

- *International Journal of Human Rights Education*, Book Reviews Editor. 2018-
- *Peace Review*, Editorial Board. 2000-2021.
- *Intercultural Education*, Editorial Board, 2005-present.
- *Multicultural Education*, Editorial Board, 1998-present.
- *Social Justice*, Editorial Board, 1997-2016; Advisory Board, 2016-present.

PROFESSIONAL AFFILIATIONS

- American Educational Research Association
- American Anthropology Association
- Amnesty International USA
- Comparative International Education Society
- Fulbright Association
- HRE-USA
- International Association of Intercultural Education
- National Association of Bilingual Education/California Association of Bilingual Education
- National Council of Teachers of English
- National Writing Project/Bay Area Writing Project
- Teachers 4 Social Justice
- University College Consortium of Human Rights Education (UCCHRE)

REFERENCES

Pedro Noguera, Distinguished Professor of Education, Graduate School of Education and Information Sciences, University of California, Los Angeles.

Guadalupe Valdés, Bonnie Katz Tenenbaum Professor of Education, Stanford University.

Jabari Mahiri, Professor and William and Mary Jane Brinton Family Chair of Urban Education, Language, Literacy, Society & Culture, UC Berkeley Graduate School of Education.