

Julia R. Daniels

2990 South Dakota Street • Seattle, WA 98102 • 510-292-5775 • juliardaniels@gmail.com

EDUCATION

University of Washington, Seattle, College of Education, Seattle, Washington

2013-Present *Expected 2018*: Doctor of Philosophy in Education, Curriculum and Instruction

Advisors: Manka M. Varghese and Kenneth Zeichner

University of California at Berkeley, Multicultural Urban Secondary English, Berkeley, California

2009- 2011 *May 2010*: Single Subject Teaching Credential in English

May 2011: Masters of Arts in Education

Oberlin College, Oberlin, Ohio

2004- 2008 *May 2008*: Bachelor of Arts

Major: Comparative Literature – Literature and Social Change

Senior Thesis: Education at the Crossroads: Literacy and Social Justice

FELLOWSHIPS AND AWARDS

Finalist, Best Graduate Student Paper Competition, Society for Linguistic Anthropology (2017)

Doi Dissertation Fellowship, University of Washington (2017)

Nominee, Presidential Fellowship, University of Washington (2016)

Flanders Fellowship, UC Berkeley Graduate School of Education (2009-2011)

John F. Oberlin Academic Achievement Award, Oberlin College (2004-2008)

Ralph Reed Endowed Merit Scholarship, Oberlin College (2004-2008)

PUBLICATIONS

Daniels, J. R. (accepted). “Never Tell Me How to Say It”: Race, Language, and Ideology in Secondary English Classrooms. In N. Avineri, E. Johnson, L. Graham, R. Riner, & J. Rosa (Eds.), *Language and Social Justice: Case Studies on Communication and the Creation of Just Societies*. Routledge Press.

Daniels, J. R. (accepted). “There’s No Way This Isn’t Racist”: White Women Teachers and the Raciolinguistic Ideologies of Teaching Code Switching. *Journal of Linguistic Anthropology*.

Daniels, J. R. & Hebard, H. (in press). Complicity, Responsibility, and Authorization: A Praxis of Critical Questioning for White Literacy Educators. *English Teaching: Practice and Critique*.

Daniels, J. R. (2014). Supporting student voices: Socratic seminars in the urban high school English classroom. In J. Mahiri & S.W. Freedman (Eds.), *The First Year of Teaching: Classroom Research to Increase Student Learning*. New York, NY: Teachers College Press.

UNDER REVIEW

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Daniels, J. R. & Varghese, M. (Under review). *Troubling Practice: Teacher Subjectivity and Practice-Based Teacher Education*. Submitted to *Educational Researcher*.

Daniels, J. R. (Under review). "How My Whiteness Matters": Power, Self-understanding, and the Consequences of Whiteness. Submitted to *Urban Education*.

Varghese, M., Daniels, J. R. & Park, C. (Under review). *Race-Based Causes in Teacher Education: Structures for Engaging Racialized Teacher Subjectivities*. Submitted to *Teachers College Record*.

IN PREPARATION

Daniels, J. R. "I'm Not the One They Need": Teaching, Trump, and the Construction of Whiteness

Hebard, H., Daniels, J. R., Wingert, K., & Winzenried, M.A. "...And Then Period and Then New Idea": Conventions Instruction as Counterhegemonic Practice.

PRESENTATIONS

Daniels, J. R. (2018, April). *"I'm not the one they need": Teaching, Trump, and the Construction of Whiteness*. Paper to be presented at the annual conference of the American Educational Research Association in New York, NY.

Varghese, M., Daniels, J. R. & Park, C. (2018, April). *Race-Based Causes in Teacher Education: Structures for Engaging Racialized Teacher Subjectivities*. Paper to be presented at the annual conference of the American Educational Research Association in New York, NY.

Daniels, J. R. (2017, November). *"I'm Not the One They Need": Teaching, Trump, and the Construction of Whiteness*. Paper to be presented at the annual conference of the American Anthropological Association, Washington D.C..

Daniels, J. R. (2016, November). *White Women Teachers and the Raciolinguistic Ideologies of Whiteness*. Paper presented at the annual conference of the American Anthropological Association, Minneapolis, MN..

Varghese, M. & Daniels, J. R. (2016, April). *Troubling Practice: Teacher Subjectivity and Practice-Based Teacher Education*. Paper presented at the annual conference of the American Educational Research Association in Washington D.C..

Hebard, H., Winzenried, M. A., Daniels, J.R., Wingert, K. (2016, April). *"...and then period and then new idea": Conventions instruction as counterhegemonic practice*. Poster presented at the annual conference of the American Educational Research Association in Washington D.C..

Daniels, J. R. (2015, November). *How Whiteness matters: Power, subjectivity, and self-understanding*. Paper presented at the annual conference of the American Anthropological Association, Denver, CO.

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Daniels, J. R. (2015, June). *Teaching literacy across disciplines: Writing and reading to learn*. Paper presented at the annual Gaining Early Awareness and Readiness for Undergraduate Programs conference at the University of Washington, Seattle.

Winzenried, M. A., Daniels, J.R., Wingert, K. (2015, May). "...and then period and then new idea": *Conventions instruction as counterhegemonic practice*. Paper presented at the Praxis Conference on Multilingual Learning at the University of Washington, Seattle.

Daniels, J. R. (2014, April). *The First Year of Teaching: Classroom Research to Increase Student Learning*. Paper presented at the annual conference of the American Education Research Association in Philadelphia, PA.

RESEARCH EXPERIENCE

Spring 2015- Present **Research Assistant**, Raciolinguistics in Teacher Education Research Group
University of Washington, College of Education
Principal Investigator: Dr. Manka Varghese

Spring 2015 **Research Assistant**, GEAR UP Educator Development Initiative, Office of Minority Affairs and Diversity, University of Washington

Spring 2014- Present **Research Assistant**, Middle Grades Writing Instruction Research Group
University of Washington, College of Education
Principal Investigator: Dr. Heather Hebard

Fall 2013- Fall 2015 **Student Researcher**, ELL Pedagogy Student-Lead Research Group
University of Washington, College of Education

Fall 2007- Fall 2008 **Research Assistant**, Embodied Learning Research Group
English Department, Sonoma State University, Rohnert Park, California
Principal Investigator: Dr. Mira-Lisa Katz

UNIVERSITY TEACHING

Fall 2017, Spring 2018 **Instructor**, *Seeking Educational Equity and Diversity (EDUC 251)*, College of Education, University of Washington

Winter 2017 **Instructor**, *Sociolinguistics and Education (EDC&I 547)*, Doctoral Seminar in Curriculum and Instruction, College of Education, University of Washington

Winter 2016, Winter 2018 **Instructor**, *Culturally and Linguistically Responsive Teaching (EDTEP 544)*, Elementary Teacher Education Program, College of Education, University of Washington

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Summer 2015 **Instructor**, *Working with English Language Learners & Literacy Across the Curriculum (EDTEP 575)*, Secondary Teacher Education Program, College of Education, University of Washington

Fall 2014 **Instructor**, *English Language Arts Methods (EDTEP 580)*, Secondary Teacher Education Program, College of Education, University of Washington

TEACHING ASSISTANTSHIPS & GUEST LECTURES

*Fall 2016-
Spring 2017* **Teaching Assistant**, *Seeking Educational Equity and Diversity (EDUC 251)*, College of Education, University of Washington
Instructor: Dr. Jondou Chase-Chen

Fall 2015 **Teaching Assistant**, *Literacy Methods (EDTEP 532)*, Elementary Teacher Education Program, College of Education, University of Washington
Professor: Dr. Sheila Valencia

Spring 2015 **Teaching Assistant**, *Teaching for Learning (EDTEP 560)*, Secondary Teacher Education Program, College of Education, University of Washington
Professor: Dr. Megan Bang

Summer 2014 **Teaching Assistant**, *Working with English Language Learners & Literacy Across the Curriculum (EDTEP 575)*, Secondary Teacher Education Program, College of Education, University of Washington
Professor: Dr. Heather Hebard

Spring 2014 **Teaching Assistant**, *English Language Arts Methods (EDTEP 580)*, Secondary Teacher Education Program, College of Education, University of Washington
Instructor: Karen Mikolasy

Fall 2017 **Guest Lecturer**, Questioning assumptions in the relationship between race and language. Multilingual Socialization and Development, College of Education, University of Washington

*Spring 2017,
Fall 2017* **Guest Lecturer**, Critical Whiteness and education: An introduction. Dream Project, College of Education, University of Washington

Spring 2015 **Guest Lecturer**, What are we teaching for?: New teachers in poor schools, Field Study for the Humanities. College of Humanities and the Arts, San Jose State University, San Jose, California.

Winter 2015 **Guest Lecturer**, Social Justice Language Pedagogy in the Secondary Classroom. Sociolinguistics in Education, College of Education, University of Washington

TEACHER EDUCATION SUPERVISION & TRAINING

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- Spring 2015-
Present* **Trainer**, Facilitating Race-Based Caucusing for Teacher Candidates, Secondary Teacher Education Program & Elementary Teacher Education Program, University of Washington
- Fall 2015-
Spring 2015* **Student Teaching Supervisor**, Elementary Teacher Education Program, College of Education, University of Washington
- Fall 2014-
Spring 2015* **English Language Arts Student Teaching Supervisor**, Secondary Teacher Education Program, College of Education, University of Washington
- Fall 2013-
Spring 2014* **School Site Supervisor**, Secondary Teacher Education Program, College of Education, University of Washington

SECONDARY TEACHING EXPERIENCE

- 2012-2013* **Lead Teacher, English Teacher**, Fremont High School 9th Grade House, Oakland, California
- 2012-2013* **Mentor Teacher**, Mills College, Oakland, California
- 2009-2012* **English Teacher**, Fremont Federation of High Schools, College Preparatory and Architecture Academy, Oakland, California
- Summer
2010,
Summer
2012* **English Teacher**, Academic Talent Development Program (Middle Grades Division), University of California at Berkeley, Berkeley, California

COMMUNITY ENGAGEMENT

- Summer
2016* **Seeking Educational Equity and Diversity**, New Leaders Training, San Anselmo, CA
- Winter 2014-
Winter 2015* **University Behind Bars**, Education Advisory Committee Member
Seattle, WA
- Fall 2012-
Fall 2013* **Community Teacher Writing Group**, Invited Member
Oakland, CA
- Fall 2012-
Summer
2013* **Anti-Racist Teaching Committee**, Founder
Fremont High School, Oakland, CA
- Fall 2012-
Summer
2013* **Family/Community Outreach Committee**, Teacher Representative
Fremont High School, Oakland, CA

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- Winter 2013-
Summer
2013* **Positive Behavior Interventions and Supports Task Force**, Teacher Representative
Fremont High School, Oakland, CA
- Spring 2011* **Curriculum Development Task Force**, English Teacher Representative
College Preparatory and Architecture Academy, Oakland, CA
- Spring 2011* **School Design Task Force**, Invited Teacher
Realm Charter School, Berkeley, CA
- Fall 2010-
Spring 2011* **Teaching Innovation Seminars**, Teacher Leader
College Preparatory and Architecture Academy, Oakland, CA
- Fall 2009* **Teachers for Social Justice**, Volunteer
Mission High School, San Francisco, CA
- Summer
2008* **Educators for Nonviolence Conference**, Attendee
Berkeley, CA

PROFESSIONAL AFFILIATIONS

- Spring 2015-
Present* **American Anthropological Association**, Member
- Fall 2014-
Present* **Philosophy of Education Society**, Member
- Fall 2013-
Present* **American Educational Research Association**, Member

Languages: fluent French, conversational Spanish