

**JERRY LEE ROSIEK**

Associate Professor of Education Studies  
Department of Teacher Education  
College of Education  
The University of Oregon  
*Last updated: September 30, 2011*

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**CURRENT POSITION**

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2006-present The University of Oregon, College of Education, Department of Teacher Education Eugene, Oregon,  
**Associate Professor, Education Studies**

**EDUCATIONAL HISTORY**

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- 1997      **Doctor of Philosophy**  
Stanford University, Stanford, CA  
Major: Curriculum and Teacher Education  
Disciplinary Minor: Philosophy
- 1988      **Bachelor of Science**  
Texas A&M University, College Station, TX  
Major: Physics
- 1987      **Bachelor of Arts**  
Texas A&M University, College Station, TX  
Major: Philosophy

**PROFESSIONAL AND TEACHING EXPERIENCE**

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- 2009-2011      The University of Oregon, College of Education, Director of the Ph.D. Program in Critical and Sociocultural Studies in Education, Eugene, Oregon.
- 2007-2010      The University of Oregon, College of Education, Head of the Department of Education Studies, Eugene, Oregon.
- 2006-present      The University of Oregon, College of Education, Department of

Education Studies, Eugene, Oregon

**Associate Professor, Education Studies**

- Area of specialization: Qualitative Research Methods and the Cultural Foundations of Education

1998-2005 The University of Alabama, College of Education, Department of Educational Research, Psychology, and Counseling, Program in Educational Research, Tuscaloosa, Alabama

**Associate Professor of Education (2004 - 2005)**

**Assistant Professor of Educational Research (1998 - 2004)**

- Area of specialization: Qualitative Research Methods

**Program Coordinator, Program in Education Research (2004-Present)**

- Responsibilities include faculty scheduling, supervising of teaching assistants and graduate research assistants, managing graduate applications, chairing searches, and advocating for the program.

**Founder and Director, Tuscaloosa City Schools/University of Alabama Research Collaborative (2003 – Present)**

- Responsibilities include: a) being the Principal Investigator on a five year ethnographic study of the restructuring of the high schools in the Tuscaloosa City School District High School and, b) fostering research and service collaborations between UA faculty and Tuscaloosa City School District educators.

**Designer and Manager, UA Qualitative Research Laboratory (1999 - Present)**

- Responsibilities include: a) designing and original construction of the Julie Laible Memorial Qualitative Research Lab, b) keeping lab equipment up to date by ordering new hardware and software and seeing that it is installed, c) keeping faculty and students informed about the services available in the lab, d) oversight of lab staff.

1995-1998 Portland State University, Portland, Oregon

**Assistant Professor of Education (1997 - 1998)**

**Instructor of Education (1995 - 1997)**

- Taught generally in the Secondary Teacher Education program, specializing in Science Education and Multicultural Education classes.

1991-1994 Stanford School of Education, Stanford University, California

**Teaching Assistant (1993)**

- "Foundations of Learning Class"

**Instructor (1991 - 1994)**

- Conducted intern teacher research groups in the Stanford Teacher Education Program

**Intern Teacher Supervisor (1991 - 1992)**

- Stanford Teacher Education Program, Stanford University, California

1987-1990 Pearsall Independent School District, Pearsall, Texas  
**High School Math and Physics Teacher**

## **OTHER PROFESSIONAL EXPERIENCE**

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- 2006-present Provided leadership for the comprehensive transformation of the University of Oregon Teacher Education Department into the Department of Education Studies. This involved replacing all existing undergraduate and graduate courses with 75 new syllabi, as well as replacing three existing degrees with four new degrees, including a Ph.D. in Critical and Socio-Cultural Studies in Education. This work included taking responsibility for shepherding these changes through College, University, Oregon Teaching Standards and Practices Commission, Oregon University System, and State School Board review processes. This work also involved chairing four tenure-line faculty searches and organizing several more full time non-tenure-track faculty searches.
- 2003-2007 Conducted an ethnographic study of a local school district in which a twenty-five year old court order to desegregate has recently been lifted. The district is now restructuring, resulting in increased class and racial segregation. This project examines the way teachers and administrators make sense of these changes and represent them to their students and to each other.
- 2001-2003 Conducted an extensive literature review on the relationship between pragmatic philosophy (specifically John Dewey's ontology of experience and Charles Sanders Peirce's materialist semiotics) and teacher practical knowledge theory resulting in two articles (see *Educational Psychologist* and *Educational Theory* publications.)
- 1999-2001 Established an AACTE/MetLife Institute on Culturally Responsive Teaching at UA. A group of eight experienced Alabama public school teachers were recruited and sponsored to meet once a month during a school year to discuss the insights and conditions that enable and disable culturally responsive teaching. (Supported by an AACTE-MetLife grant.)
- 1996-98 "Fresno Science Education Equity Task Force." I designed and lead a teacher research group sponsored by the Fresno Unified School District and the University of California Science Subject Matter Project. This project produced several case studies that looked at the kind of insights that enabled teachers to address equity issues in their science classrooms. Additionally it has provided an occasion for my exploration of possible

innovations in the modes of representation used to document and share teachers' practical knowledge. (Supported by a California Science Subject Matter Project Grant.)

- 1992-95 Research Assistant with J. Myron Atkin and Mary Budd Rowe - OECD Case Studies of Science Education. Participated in all stages of the development of case study of the California systemic effort at science education reform. Innovation (Supported by a grant from the U.S. Dept. of Ed. and the NSF).
- 1990-95 Research Assistant with Lee Shulman - Directed Intern Teacher research groups (Supported by Spencer Foundation grant):
- 93-95 "Investigations in the use of Pedagogical Representations Tailored to Address Students' Affective Relation to the Subject Matter" Provided first half of dissertation research.
  - 92-93 "Investigations in the use of Culturally Specific Representations as Pedagogical Content Knowledge" Focused on how Latino teachers teaching mostly Latino students drew on their shared cultural understandings to enhance their pedagogy.
  - 91-92 "Investigations in use of Pedagogical Representations in Mathematics Teaching"
  - 90-91 R. A. with Lee Shulman - Research and discussion group focused on the critique and refinement of Pedagogical Content Knowledge Theory (Supported by a Spencer Foundation Grant)

## **LIST OF COURSES TAUGHT**

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*The University of Oregon*

### **PHIL 607: Philosophy of Social Science (Ph.D. seminar in the philosophy of social science taught in the Department of Philosophy Spring '11.)**

The course examines the processes of identifying objects worthy of social science inquiry as well as the methods of representing those objects. It locates within these processes high-stakes philosophical questions about the relationship between knowledge, state power, and individual experience. Social science research methodology is presented as resting upon epistemic assumptions, which in turn involve double(d) ontological assumptions. Our conceptions of knowing involve assumptions about the nature of the objects known. They also involve assumptions about the nature of a knowing subject.

**EDST 670: Philosophy of Research: Winter 2007, 08, 09, 10, 11**

The course examines the philosophical assumptions that underlie various research methodologies in educational research. The course begins by introducing the idea that all fields of social science inquiry involve implicit or explicit premises about what is real and what can be known and what should be done. It introduces some basic methodological distinctions, such as naturalistic/experimental research, empiricism/rationalism, & quantitative/qualitative. It examines five philosophical traditions that have historically informed educational research: positivism/post-positivism, interpretivism/hermeneutics, critical theory, post-structuralism, and pragmatism.

**EDST 614: Cultural Foundations of Education: Summer 2009, 10, 11, Spring 2011**

Introduces Masters students who are seeking teaching licensure to a critical discussion of and research literature on the cultural context of teaching and learning in public schools. Provides a framework for moving beyond common sense assumptions about the purposes of schools how students experience the process of schooling.

**MSEC 619 Adolescent Studies: Summer 2007, 08**

Introduces students to the critical discussion research literature on the concept of adolescence. Provides a framework for moving beyond common sense assumptions about middle school and high school age children.

**TED 610/EDST 614 Scholarship of Teaching: Summer 2008, 09, 10, 11**

Examines the reflective turn in conceptions of teacher professionalism. It initiates students into the world of teacher inquiry. Students learn about the history of the field of teacher research, the link between respect for teachers as professionals and respect for teachers as producers of significant knowledge, and the limitations of practice-based research.

**TED 610/EDST 671 Qualitative Methods I: Interpretive Inquiry: annually since 2006**

Examines the early history of qualitative research in the study of human experience. Focuses primarily on the modern era of social science research, up to the 1970's. It emphasizes interpretive approaches to qualitative research, approaches that retain the regulative ideal of objectivity.

**TED 610/EDST 672 Qualitative Methods I: Reflexive Inquiry: annually since 2006**

Examines the recent history of qualitative research in the study of human experience. Focuses primarily on the crisis of representation and the reflexive turn in social science methodology. It emphasizes structuralist, post-structuralist, and other semiotic conceptions of qualitative research..

**EDLD 646 Action research: Spring 2006**

Designing and implementing quasi-experimental studies in classrooms; using outcomes to enhance educational programs and provide professional development for teachers.

**EDST 111 Educational Issues and Problems: Winter 2006**

Examines specific issues and problems confronting educators. Compares and contrasts different approaches to the ways in which society defines and deals with educational issues and problems.

**EDST 312 Introduction to Educational Research: Fall 2006**

Use of research to inform educational practice. Emphasizes the literature review process: identifying relevant literature, evaluating research reports, synthesizing findings.

*The University of Alabama*

**BER 630 Case Study Research Methods**

Examines the production of case studies of individual practices, discrete institutions and organizations, and state-level policies. Explores the research methods that can inform the production of case study representations of human experience, as well as the different styles of case study writing

**BER 631: Inquiry as Interpretation: Qualitative I.**

Examines the history and philosophy of naturalistic studies of human experience. Concentrates on post-positivistic, phenomenological, structuralist, and post-structuralist theory and modes of analysis. Course assignments provide practice with rudimentary qualitative research skills.

**BER 632 Reflexiveness and Resistance in Research Representation: Qualitative II**

Examines the irony and ideology of naturalistic studies of human experience. Examines the epistemic limits of any method of research representation, and the political and ethical implications of those limits for researchers. Course assignments provide practice with intermediate qualitative research skills.

**BER 633 Ethics and Aesthetics of Meaning Making: Qualitative III**

Examines the ethics, aesthetics, and opportunities for advocacy in naturalistic studies of human experience. Explores feminist, afrocentric, critical theoretic, artistic, and journalistic conceptions of data collection and a variety of styles and formulas for research writing.

**BER 673 Race, Racism, and Education**

Surveys the history of the influence of white supremacist ideologies on conceptions of schooling and on the educational experiences of communities marked as racially different. The course compares and contrasts the experiences of Native-Americans, African-Americans, Mexican-Americans, and Asian-Americans communities (with attention to the differences within those relatively

arbitrary category groupings). A common pattern of simultaneously enforced and prohibited assimilation characteristic of colonialism is identified in past and present schooling processes. Alternative political, cultural, and pedagogical practices are discussed.

**BEF 534 Multicultural Education.**

Examines selected aspects of the anthropological, sociological, critical theory, and cultural studies foundations of education, with a critical evaluation of their relevance for increasing and/or enhancing multicultural understanding.

**BEF 639 Educational Theory and Policy: Focus on Teacher Education**

A critique of teacher education theory with an emphasis on teacher knowledge research. Four major schools of thought are examined: The scholarship of teaching, action research and teacher inquiry, teacher personal practical knowledge theory, and critical cultural approaches to teacher knowledge research. Implications of this research literature for teacher education practice and policy are explored. Focus includes k-12 and higher education

**BEF 641 Studies in the Social Foundations of Education: Focus on John Dewey**

A special topics course providing an in-depth analysis of important individuals, theories, and contemporary issues in the social foundations of education. In this case the focus was on the philosophy of John Dewey.

**DISSERTATION TITLE AND CHAIR**

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**Dissertation Title:**

Affective Scaffolding: An Exploration of the Emotional Dimension of Pedagogical Content Knowledge

**Dissertation Committee:**

Lee Shuman, Chair; Nel Noddings, J. Myron Atkin, Denis Phillips, John Baugh

**AWARDS AND HONORS**

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- 2009 University of Oregon College of Education Award for promoting Diversity and Justice in the College.
- 2007 Early Career Award from the AERA Narrative and Research Special Interest Group.
- 2006 Outstanding Narrative Article Award (with Paokong John Chang) from the AERA Narrative and Research Special Interest Group
- 2005 UA College of Education Nominee for the UA Alumni Association Outstanding Commitment to Teaching Award
- 2003 UA COE Graduate Student Association Excellence in Teaching Award

- 2002 Spencer Post-Doctoral Fellowship Finalist
- 1994 Spencer Doctoral Dissertation Fellowship Finalist.
- Invited participant in the charter meeting of the "Process Philosophy of Education Association" - 7/93
- Editorial Column on Alternative Teacher Certification Programs Published in New York Times - 4/90.

## **EXTERNAL FUNDING**

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2001 - 2002	Received a contract from AACTE to evaluate a CD ROM based teacher education curriculum. Total amount: \$3000.00.
1999 - 2000	Received a grant from the American Association of Colleges of Teachers Education and MetLife corporation to support the establishment of a University of Alabama Institute for Culturally Responsive Teaching. Eight AACTE-MetLife fellows were invited to be participants. This group was brought together eight times for the purpose of developing commentary and critique on educational policy and practice from a teacher's perspective, with a focus on educational service to cultural minority students. Total amount: \$10,000.00.
1997-1999	Received a grant from the California Science Project for \$46,000 and a Contract from the Fresno Unified School District for \$20,000 for a two year teacher education curriculum development project. Eight case studies of multicultural science education practice were developed.

## **PROFESSIONAL ORGANIZATIONS**

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### American Educational Research Association

Division B (Section Chair, 1 year, member 12 years)

Division B (Lifetime Achievement award chair, 1 year, member 12 years)

Division K (12 years)

Narrative Research SIG (Chair 3 years, Program Chair 6 years, Member 11 years)

Qualitative Research SIG (10 years)

Art-Based Educational Research SIG (5 years)

Foucault in Education SIG (7 years)

Post-colonial SIG (7 years)

Semiotics in Education SIG (7 years)

American Education Studies Association (4 years)

American Association of Colleges of Teacher Education (6 years)



National Association of Research on Science Teaching (8 years)

Philosophy of Education Society (7 years)

John Dewey Society (10 years)

Society for the Advancement of American Philosophy (7 years)

## **SUMMARY OF WRITING**

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Fifteen journal articles published in the following journals:

- *Curriculum Inquiry*
- *Educational Psychologist*
- *Educational Researcher*
- *Educational Theory*
- *Equity and Excellence in Education*
- *Harvard Educational Review*
- *International Journal of Educational and the Arts*
- *Journal of Excellence in College Education*
- *Journal of Personnel Evaluation in Education*
- *Qualitative Inquiry*
- *Review of Education, Pedagogy, and Cultural Studies*
- *Teaching Education*
- *The Journal of Mind and Behavior*
- *The Journal of Teacher Education*

Nine chapters in books edited by leading scholars and published by reputable presses:

- Jean Clandinin, *Sage Publishing*
- Jim Garrison, ed. *Teachers College Press*.
- Carl Grant and Donaldo Macedo, eds. *Paradigm Publishers*.
- William Pinar and James Sears, eds. *Peter Lang*.
- Senta Raizen, ed. *Kluwer Publishing*.
- George Spindler, ed. *Lawrence Erlbaum Associates*.
- Patricia Goldblatt and Diedre Smith, ed. *Sage Publishing*.
- Lisa Mazzei, *Post-Structural Theory in Education, Sage Publishing*.
- Paul Schutz and Michael Zymbelas, *Emotion and Teaching, Wiley*.

Seven other publications, including:

- Three encyclopedia entries.

- A book review in *Journal of Personnel Evaluation in Education*
- A white paper for an AACTE consensus panel.
- Introduction to a book section for which I am editor.

Over seventy refereed presentations at meetings of the following organizations:

- American Education Studies Association
- American Educational Research Association
- Conference of Interdisciplinary Qualitative Studies (QUIG)
- National Science Teachers Association
- National Science Education Leaders Association
- Society for the Advancement of American Philosophy

## **PUBLICATIONS**

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### **Refereed Journal Articles**

(\*indicates co-authored with a graduate student, \*\*indicates co-authored with a teacher)

Rosiek, J. & Atkinson, B. (2007). The inevitability and importance of genre in narrative research. *Qualitative Inquiry*, (13) 2.

Rosiek, J. (2007). "The Future of Narrative Research," an Essay introducing a special edition of *Qualitative Inquiry* featuring eight articles, including articles by leaders in the field such as Donald Polkinghorne, Tom Barone, and Petra Munroe. *Qualitative Inquiry*, (13) 2.

\*Mitchell, R. & Rosiek, J. (2006). Professor as Embodied Racial Signifier: A Case Study of the Significance of Race in a University Classroom. *Review of Education, Pedagogy, and Cultural Studies* 28(3-4). 395-379.

\*Mitchell, R., & Rosiek, J., (2005). Searching for the knowledge that enables culturally responsive academic advising. *Journal of Excellence in College Education*, (16), 2. <http://celt.muohio.edu/ject/issue.php?v=16&n=2>.

\*Rosiek J., & Atkinson, B. (2005). Bridging the divides: The need for a pragmatic semiotics of teacher knowledge research. *Educational Theory*, (55)4, 231-266.

Rosiek J. (2003). A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism. *Educational Psychologist*, 38 (3), 165-175.

\*\*Chang, P., & Rosiek J. (2003). Anti-colonial antinomies: A case of cultural conflict in the high school biology curriculum. *Curriculum Inquiry*, 33(3), 251-290.

- Petrovic, J. & Rosiek, J. (2003). Disrupting the heteronormative subjectivities of pre-service teachers: A Deweyan prolegomenon. *Equity and Excellence in Education*, 36(2), 161-169.
- Rosiek, J. (2003). Emotional scaffolding: An exploration of teacher knowledge at the intersection of student emotion and subject matter content. *The Journal of Teacher Education*, 54(5) 399-412.
- \*\*Dibble, N. & Rosiek, J. (2002). White-out: A connection between a teacher's white identity and her science teaching. *International Journal of Educational and the Arts*, 5(3). <http://ijea.asu.edu/index.html>.
- \*\*Sconiers, Z., & Rosiek, J. (2000). Historical perspective as an important element of teacher knowledge: A sonata-form case study of equity issues in a chemistry classroom. *Harvard Educational Review*, (70)3, 370-404.
- Young, M., & Rosiek, J. (2000). Interrogating whiteness. *Educational Researcher*, (29)1, 29-34.
- Rosiek, J., & Iran-Nejad, A. (2000). Heeding Prawat and Hruby: Toward an articulation between biofunctional and postmodern theories of human experience. *The Journal of Mind and Behavior*, (21)1-2, 221-234.
- Rosiek, J. (1994). Caring, classroom management, and teacher education: The need for case study and narrative methods. *Teaching Education*, Fall/Winter 1994.

#### **Non-refereed Journal Articles**

- Rosiek, J. (2001). Teacher evaluation: A comprehensive guide to new directions and practices by Kenneth Peterson, a review. *Journal of Personnel Evaluation in Education*, 15 (1), 85-87.

#### **Book Chapters**

- Rosiek, J. & Beghetto, R. (2009). Emotional scaffolding: The emotional and imaginative dimensions of teaching and learning. In P. Schutz & M. Zembylas (Eds.), *Advances in teacher emotion research : The impact on teachers' lives*, (pp. 195-213). New York: Wiley Publishing.
- Atkinson, B. & Rosiek, J. (2008). Researching and representing teacher voice: A reader response approach. In Jackson, A. & Mazzei, L. (Eds.), *Voices in qualitative inquiry: Challenging conventional, interpretive, and critical conceptions in qualitative research*. (pp. 175-196). New York: Sage Publishing.
- Petrovic, J. & Rosiek, J. (2007). From teacher knowledge to queered teacher knowledge research: Escaping the epistemic straight jacket. In N. Rodriguez

- & B. Pinar (Eds.), *Queering straight teachers: Discourse and identity in education*. (pp. 201-232). New York: Peter Lang.
- Clandinin, D. J. & Rosiek, J. (2006). Borders, tensions and borderlands in narrative inquiry. In D.J. Clandinin (Ed.), *Handbook of narrative inquiry: Mapping a methodology*. (pp. 35-76). Thousand Oaks: Sage Publishing.
- Rosiek, J. (2006). Teacher knowledge about HIV/AIDS in the classroom: Meeting the discursive challenge. In Carl Grant and Donaldo Macedo (Eds.), *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*. Boulder: Paradigm Publishers.
- Rosiek J., (2005). Toward teacher education that takes the study of culture as foundational: Building bridges between teacher knowledge research and educational ethnography. In G. Spindler (Ed.), *New horizons in the ethnography of education*. (pp. 259-286). Mahwah, NJ: Lawrence Erlbaum Associates.
- \*Rosiek J. & Atkinson, B. (2005). Gender identity and elementary teaching: A commentary. In P. Goldblatt & D. Smith (Eds.), *Cases for teacher development: Preparing for the classroom*. Thousand Oaks: Sage Publishing.
- Rosiek, J. (2002). Pragmatism's unfinished project: What William James has to offer teacher knowledge researchers. In J. Garrison (Ed.), *William James and education*. New York: Teachers College Press.
- Atkin, M., Helms, J., Rosiek, J., & Siner, S. (1997). Building on strengths: Changing science teaching in California schools. In S. Raizen and E. Britton (Eds.), *Bold Ventures: US Innovations in Science and Mathematics Education*. Kluwer Academic Publishers.
- Other Publications**
- Rosiek, J. (2006). Humanizing pedagogy: A book section introduction. I was a section editor for a book entitled *Humanizing pedagogy through HIV/AIDS prevention: Transforming teacher education knowledge*, Carl Grant and Donaldo Macedo (Eds.). Boulder: Paradigm Publishers.
- Petrovic, J. E., & Rosiek, J. (2005). Identity politics. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Rosiek, J., & Petrovic, J. E. (2005). Pink triangle. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.
- Rosiek, J. (2005). The rainbow flag. In J. T. Sears (Ed.), *[Homo]Sexualities, education and youth: An encyclopedia*. Westport, CT: Greenwood Publishing Group.

Rosiek, J. (2001). Educating teachers about A.I.D.S. A white paper produced for a consensus panel on the A.I.D.S. epidemic and teacher education convened by the American Association of Colleges of Teacher Education.

## **PRESENTATIONS**

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### **National Invited Addresses**

Rosiek, J. (2007). *The Knowledge that Enables Science Teaching Across Cultural Differences: Science Teacher Education for Equality*. Address presented at the annual meeting of the National Science Education Leadership Association in Monterey CA.

Rosiek, J., & Lopez-Freeman, M. (1997). *Beyond equity or excellence: New approaches to science education equity*. Keynote address presented at the "Weaving Equity into Science Education" Conference, Denver, CO.

Rosiek, J. (1996). *Science education equity and teacher professional development: Listening to and learning from teachers*. Keynote address presented at the annual meeting of the National Science Education Leadership Association in Santa Barbara, CA..

### **National Conference Presentations** (\*indicates co-authored with a graduate student)

Rosiek, J. (2011). "A Search for an Ontologically Generative Practice of Social Inquiry." Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.

Rosiek, J. & Pratt, S. (2011). Jane Addams as a Resource to Developing a Reflexively Realist Social Science Practice. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

Rosiek (2011). Workshop on Getting Narrative Research Published. Presented at the Narrative, Arts-based, and "Post" Approaches to Social Research, Tempe, AZ.

Rosiek, J. (2010). Troubling Pedagogical and Curricular Foundations of Teaching and Learning in Our 'Post Racial' Moment. Invited paper presentation at the 2010 Race and Pedagogy conference at the University of Puget Sound, Puget Sound, WA.

Rosiek, J. (2010). Organized and facilitated a Pre-Institute Seminar entitled "A Social Science Methodology Pragmatism Can Call its Own". Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.

- Rosiek, J. (2009). Why Applied Social Scientists Need Pragmatist Philosophers and Visa Versa. Presentation at the Society for the Advancement of American Philosophy Summer Institute in American Philosophy, Eugene, OR.
- Rosiek, J. (2009). Invited participant in a session on “Happiness and Growth in Ethics and Education.” Paper entitled “The Standards Movement and the Need for Philosophical Intervention in Public Education Debates.” Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, College Station Texas.
- Atkinson, B. & Rosiek, J. (2009). To Norm or Not to Norm: Examining an Irony at the Heart of the Reflective Practitioner Ideal in Teacher Education Curriculum. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Atkinson, B. & Rosiek, J. (2008). Reading Teacher Knowledge Research: A Reader Response Approach. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rosiek, J. (2008). Invited participant in a symposium on the Politics and Ethics of Narrative Research. Paper presented at the annual meeting of the American Educational Research Association, New York, NY.
- Rosiek, J. (2007). Varieties of Evidence and Inference: Illustrating the Multiple Uses of Evidence in Educational Research. Paper presented as part of a Division B symposium entitled “Standards of Evidence in Qualitative Inquiry” at the annual meeting of the American Educational Research Association, Chicago, IL.
- Lather, P., Feuer, M. St. Pierre, E., Rosiek, J. (2006 January). Preparing Qualitative Researchers after NCLB and SRE. A workshop presented at the 2<sup>nd</sup> annual International Congress of Qualitative Researchers, Urbana, IL.
- Clandinin, D. J., Murphy, S., Rosiek, J., Lyons, N., Pinnegar, S. (2006, April.) Looking Back, Imagining Forward: The Future of Narrative Inquiry. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- St. Pierre, E., Rosiek, J., Mazzei, L., Atkinson, B. (2006, April). Analysis and Representation: Poststructural Practices. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Clandinin, D. J., Rosiek, J., Huber, J., Mitchell, R., Young, M. Oyler, C., Benham, M. (2006, April). Narrative Inquiry and Social Justice. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

- \*Kinslow, K. M., & Rosiek, J. (2006, April). Rhetoric and Reality in a Unitary Status Inspired Restructuring. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lather, P. Moss, P. Pillow, W., St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006, April). Preparing Educational Researchers After Scientifically Based Research. Symposium presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Lather, P., Feuer, M. St. Pierre, E., Rosiek, J., Roulston, K., Talburt, S. (2006 January). Preparing Educational Researchers. A symposium presented at the annual QUIG conference, Athens, Georgia.
- \*Kinslow, K. M., & Rosiek, J. (2006, January). *Desegregation, unitary status, and curriculum: A case study of unitary status and the IB curriculum*. A paper presented at the annual QUIG conference, Athens, Georgia.
- \*Kinslow, K. M., & Rosiek, J. (2005, April). *(Re)segregation and Curriculum: A Case Study of Unitary Status and the IB Curriculum*. Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- \*Kinslow, K. M., & Rosiek, J. (2005, April). Desegregation and the Small School Movement: Rhetoric and Reality . Paper presented at the annual meeting of the American Educational Research Association, Montreal, CA.
- \*Rosiek, J. & Kinslow, K. M. (2004, November). *Documenting the meaning of desegregation: A different kind of argument for school desegregation*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
- Rosiek, J. & Petrovic, J. E. (2004, November). *Can teacher practical knowledge research be queered? Philosophical and practical challenges*. Paper presented at the annual meeting of the American Education Studies Association, Kansas City, Missouri.
- Rosiek, J. (2004, April). *The sonata-form: A case study format for looking at cultural difference in the classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *A qualitative research methodology psychology can call its own: Dewey's call for qualitative experimentalism*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *Narratives of teachers' experience as research product and/or as teacher education curriculum: A discussion*. A panel discussion presented at

- the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (2004, April). *Self-study, narratives, biography, and lives of teachers: Research commonalities and differences*. A panel discussion presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J., & Husman, J. (2004, April). *Emotional scaffolding: Bringing together teachers' and students' hearts and minds*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Lee, T. C., & Rosiek, J. (2004, April). *Religious themes in breast cancer survivor narratives of African American women: Lessons for the public health educators*. A poster presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Givens, I., & Rosiek, J. (2004, April). *'But now I see' women, race, and school counseling in a Southern state*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Dillard, K., & Rosiek, J. (2004, April). *Schoolgirls at face value: The not-so-hidden curriculum of school beauty pageants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Mitchell, R., & Rosiek, J. (2004, April). *8-miles of separation: A case of cultural difference in a predominately African-American classroom*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Mitchell, R., & Rosiek, J. (2004, April). *Applying James Banks insider/outsider research distinctions to teacher*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- \*Givens, I., & Rosiek, J. (2004, January). *Putting parody into practice: Envisioning a critical pedagogy of White identity for educators*. A paper presented at the annual QUIG conference, Athens, Georgia.
- \*Mitchell, R., & Rosiek, J. (2004, January). *Past lives in the present: An inquiry into the historical dimensions of teachers' practical knowledge*. A paper presented at the annual QUIG conference, Athens, Georgia.
- \*Ballard, R. M., & Rosiek, J. (2004, January). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual QUIG conference, Athens, Georgia.



- \*Atkinson, B. M., & Rosiek, J. (2003, April). *Underlying conceptions of teacher identity in contemporary teacher practical knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Strickland, C., & Rosiek, J. (2003, April). *Science as a gendered signifier: the gendered meaning of science education in a high school context*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Givens, I., & Rosiek, J. (2003, April). *Putting parody into practice: envisioning a Butleresque treatment of white identity for educators*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Mitchell, R., & Rosiek, J. (2003, April). *Past lives in the present: An inquiry into the historical dimensions of teachers practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Mitchell, R., & Rosiek, J. (2003, April). *Where do you stand?: A narrative approach for a study of providing developmental advisement to African American students*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Ballard, R. M., & Rosiek, J. (2003, April). *'Judith Butler is full of crap. I was born a lesbian': Ethical dilemmas in applying queer theory to respondents who essentialize their own identity*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Dillard, K., & Rosiek, J. (2003, April). *Missing the girls: An ethnography of a school beauty pageant*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Atkinson, B. M., & Rosiek, J. (2003, April). *Gender and identity in teachers' practical knowledge: Addressing the silence*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- \*Atkinson, B. M., & Rosiek, J. (2003, January). *The promise of C. S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.
- \*Mitchell, R., & Rosiek, J. (2003, January). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the Conference of Interdisciplinary Qualitative Studies (QUIG), Athens, GA.

- \*Atkinson, B. M., & Rosiek, J. (2002, April). *Beyond modernism and post-modernism: Drawing a theoretical framework for the scholarship of teaching from Charles Sanders Peirce's pragmatic semiotics*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- \*Mitchell, R., & Rosiek, J. (2002, April). *The struggle to be real: An auto-ethnographic study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- \*Atkinson, B. M., & Rosiek, J. (2002, April). *The promise of C.S. Peirce's semiotics for teacher knowledge research*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2001, April). *Narrative and the future: A pragmatic rhetoric of justification in narrative approaches to research*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rosiek, J. (2001, April). *The sonata form case study: Fiction and fact in representations of teacher knowledge*. Paper presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- Rosiek, J. (2000, April). *Hearts and minds: An exploration of the emotional dimension of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2000, April). *Equity, emotion, and teacher knowledge: Bringing the margins to the center of teacher education theory*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (2000, April). *In search of genre: The sonata form as a format for narrative research representations of teachers' practical knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Paokong, J. C., & Rosiek, J. (1998, April). *Anti-colonial antinomies in science education: The case of a teaching a lesson about oncology to Hmong immigrants*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- Rosiek, J. (1998, April). *Border conflicts: Teaching of Latino students and different world views*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.

- Rosiek, J. (1998, April). *Science case studies, ways to approach issues of equity in the teaching of science*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1998, April). *Going back home: Issues of hopelessness as confronted in the science inquiry lesson*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1998, April). *Southeast Asian students and cultural beliefs: Unanticipated dilemmas in science for ALL students*. Paper presented at the annual meeting of the National Science Teachers Association, Las Vegas, Nevada.
- Rosiek, J. (1997, April). *Equity and science teacher professional development: A case study approach*. Paper presented at the annual meeting of the National Science Education Leaders Association, Las Vegas, Nevada.
- Lopez-Freeman, M., & Rosiek, J. (1996, April). *Culture, constructivism, and science teacher professional development: A new conception of teacher knowledge in Compton, California*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Equity, epistemology, and science education: Lessons learned from the California systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Sachse, T., & Rosiek, J. (1996, April). *The California approach to systemic science education reform: Lessons about the necessity of time, trust, and teacher professional development*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Epistemological alignment in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1996, April). *Subject matter specificity in systemic reform: The case of the California approach to systemic science education reform*. Paper presented at the annual meeting of the American Educational Research Association, New York City, NY.
- Rosiek, J. (1995, April). *Staff development: An essential element of the California framework*. Organized and participated as a discussant on panel presentation with Tom Sachse, Kathy DiRanna, Helen Kota, Sharon Janulaw, Suzanne Siner, and Jenifer Helms at the annual meeting of the American Educational Research Association, San Francisco, CA.

- Rosiek, J. (1995, April). *Interlocking perspectives on teacher research in the classroom, school reform, and teacher education: A kiva exploration*. Participated in a panel/Kiva discussion (organized by OERI) at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J., & Cruz, J. (1995, April). *Cultural advantage theory: Further explorations in the pedagogical content knowledge of multicultural education*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (1995, April). *Affective scaffolding: Studies in the pedagogical content knowledge about student motivation*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J., Frezzo, D., & Yu-Yang, P. (1995, April). *Affective Scaffolding: A pedagogical approach to the affective aspect of constructivist, conceptual change, and inquiry based methods of teaching science*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Rosiek, J. (1994, April). *Educational ethnography: From interdisciplinary application to theoretical forefront*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J., & Gutierrez, R. (1994, April). *The need for subject specificity in multicultural education research: The case of mathematics education*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J., & Cruz, J. (1994, April). *Cultural advantage theory: Explorations in multicultural pedagogical content knowledge*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, LA.
- Rosiek, J. (1993, April). *Post-modernism, pragmatism, and the art of research: William James' and John Dewey's still timely message to qualitative researchers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Rosiek, J. (1993, April). *Investigating representations as pedagogical content knowledge: The value of pedagogical research for novice teachers*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.
- Rosiek, J. (1993, April). *Analogical and narrative representations: Explorations in the pedagogical content knowledge of mathematics*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

Rosiek, J. (1993, March). *Pragmatism, post-modernism, and the promise of the particular: How post-modern thinkers have cleared the way for pragmatism to come into its own*. Paper presented at the annual meeting of the Society for the Advancement of American Philosophy, Nashville, TN.

### **Regional Presentations**

Rosiek, (2007). NCLB and Resegregation. Presentation made to the Tuscaloosa Education Network, in Tuscaloosa Alabama.

Rosiek (2007). Race, Resegregation, and Educational Scholarship: While We Fiddle, Rome is Burning, a symposium presentation at the annual Julie Laible Memorial Lecture Series on Anti-Racist Scholarship and Social Action, University of Alabama.

\*Atkinson, B. M., & Rosiek, J. (2002 , February). *C.S. Peirce's semiotics and teacher education research*. Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.

\*Mitchell, R., & Rosiek, J. (2002 , February). *Identity and academic advising: A case study of providing developmental advisement to African-American students*. Paper presented at the annual meeting of the South East Philosophy of Education Society, Atlanta, GA.

Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Eastern Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.

Rosiek, J. (1997, March). *Case approaches to science education equity*. Paper presented at the Western Regional meeting of the National Science Education Leaders Association, Santa Barbara, CA.

Rosiek, J. (1997, October). News lens, new conceptualizations of science education equity. Paper presented at the western regional meeting of the National Science Teachers Association, Palm Springs, CA

### **Statewide Presentations**

Rosiek, J., & Cruz, J. (1993). *Cultural advantage theory: Latino teachers drawing on the understandings they share with their Latino students to enhance their pedagogy: the case of high school mathematics education*. Paper presented at the annual meeting of the California Association of Bilingual Educators, San Jose, CA.

Rosiek, J., Cruz, J., & Salas, M. (1993). *Where's the math? Culturally tailoring mathematics pedagogy*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

Rosiek, J., Cruz, J., Salas, M., & Zapata, T. (1993). *Recent research on multicultural instructional practices*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

Rosiek, J., & Zapata, T. (1993). *Teacher knowledge and transforming the social studies curriculum: a case study*. Paper presented at the annual meeting of the Association for Mexican American Educators, Burlingame, CA.

## **SERVICE**

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### **National Service**

- Member Board of Reviewers for the *Journal of Teacher Education* (12 reviews)
- Member Board of Reviewers for *Curriculum Inquiry* (8 reviews)
- Invited Reviewer for *Anthropology and Education Quarterly* (1 review)
- Invited Reviewer for *International Journal of Education and the Arts* (3 reviews)
- Invited Reviewer for *American Educational Research Journal* (2 reviews)
- Member of a eight person national consensus panel on ways to include A.I.D.S. education in teacher education curriculum 2001-present. Convened by the American Association of Colleges of Teacher Education (AACTE).
- Member of the editorial committee for the National Research Council publication "Science for All." A document that elaborates on the relation between the NRC's National Science Education Standards and Issues of Educational Equity 1997-1999.
- Chair, American Educational Research Association (AERA) SIG on Narrative Research 2000-2003.
- Program Chair, American Educational Research Association (AERA) SIG on Narrative Research 2003-2006.
- Section Chair AERA Division C 2007

### **University Service**

#### *The University of Oregon*

- 2007-present, Provost's Advisory Council on Academic Excellence
- 2007, Affirmative Action Office Compliance Officer Search Committee
- 2007, Center for Indigenous and Cultural Survival Director Search Committee

#### *The University of Alabama*

- 2004-2005, Graduate Council

- 2000-2003, Faculty Senator
- 2000-2001, Member Faculty Senate Research Committee
- 2001-2003, Member Faculty Senate Faculty Life Committee
- 2002-2003, Chair Faculty Senate Faculty Life Committee
- 2002-2003, Member Faculty Senate Steering Committee
- 2000-2001, Member Vice-President of Student Affairs' Diversity Think-Tank

### **College of Education Service**

#### *The University of Oregon*

- 2007-present, Teacher Education Department Head
- 2006-present, provided leadership in developing proposals for four new degree programs and 76 new courses for the teacher Education Department and shepherding those proposals through the appropriate review and approval processes.
- 2006-present, Chair of the Qualitative Research methods Course Committee
- 2007, Chair Search Committee for Adolescent Literacy Faculty Position
- 2006-07, Chair Search Committee for Bilingual Education Faculty Position
- 2006, Chair Search Committee for Elementary Education Coordinator
- 2006-07, COE Doctoral Curriculum Committee

#### *The University of Alabama*

- 2005-2005, Dean's Core Curriculum Advisory Committee
- 2004-2005, Qualitative Research Coordination Committee
- 2000-2005, Member of 5 search committees
- 2003-2005, Chair of 2 search committees
- 2002-2004, Dean's Committee on Promotion and Tenure Standards
- 2000-2001, Curriculum Committee
- 1998-2000, Research Action Committee

### **Other Committee Activity**

#### *The University of Oregon*

- 2006, Convened University-wide meeting of qualitative research methods instructors to discuss the possibility of creating a cross-college graduate level certificate of specialization in qualitative research methodology
- 2007-present, Faculty Advisor for a Qualitative Research Graduate Student Group
- 2007-present, Participant in Center for Race, Ethnicity, and Sexuality Studies activities.
- 2007-present, Participating faculty in Ethnic Studies Program

#### *The University of Alabama*

- 2001-2005, Faculty Advisor and Organizer of the Post-Qualitative Graduate Student Research Group
- 1999-2005, Chair and Organizer of the Interdisciplinary and Interpretive Research Writing Group (I&I Group, serves 30+ faculty)

- 1998-2005, Founder and primary facilitator of the UA Committee for the Retention of Assistant Professors in the System (serves 150+ faculty)
- 2000-2005, Primary organizer and fund-raiser for the Julie Laible Memorial Lecture Series on Anti-Racist Scholarship, Education, and Social Activism (Endowed 2004)
- 2000-2005, Member Coalition for Diversity and Inclusiveness

**Dissertation Committee Service** (\*Indicates chair or co-chair of committee)

*The University of Oregon*

Johnny Lake. (Educational Leadership. Dissertation committee). Comprehensive exams passed. Proposal in process.

Julia Heffernan, (Educational Leadership. Dissertation committee member).  
Comprehensive exams underway.

*The University of Alabama*

\*Becky M. Atkinson (Educational Research). (Current). Dissertation: *Responses to Teacher Knowledge Research: A Semiotic Analysis*.

\*Roland Mitchell (Educational Research). (Current). Dissertation: *The Scholarship of Culturally Responsive Teaching*.

Rebecca M. Ballard. (Instructional Leadership). (Current). Dissertation: *Life Histories of Queer Women in Higher Education: Student Tales from Out of the Closet*.

\*Daniel Blair (Educational Research). (Current). Dissertation: *Seminary Education and Disabilities: A Curricular Analysis*.

\*Ingie Givens (Educational Research). (Current). Dissertation: *Unitary Status and High School Counselors: Interpretations and Interventions*.

\*Kathy Kinslow (Foundations). (Current). Dissertation: *Documenting the Meaning of Restructuring: A Different Kind of Argument for School Desegregation*.

\*Cay Strickland (Foundations). (Current). Dissertation: *The Practical work of Feminist Teachers: An analysis of Teachers' Practical Knowledge About Promoting Gender Equity*.

Gerald Wood (Foundations). (Current). Dissertation: *Geographies of School Violence*.

Susan Hargett (Educational Leadership). (Current). Dissertation: *The Impact of High Stakes Mandatory Testing on Rural At-Risk Students: A Critique*.

Dymaneke Mitchell (Foundations). (Current). Dissertation: Currently Untitled.

Robert Anderson (Higher Education). (Current). Dissertation: Currently Untitled.



\*Beth Thompson (Secondary Education: co-chair). (Current). Dissertation: Currently Untitled.

Nance Riffe (Communication Studies). (Current). Dissertation: Currently Untitled.

\*Torhonda Lee (Health Education: co-chair). (Current). Dissertation: Currently Untitled.

Timothy M. Cook (Communication). (May, 2004). Dissertation: Disciplining television: ideology as read through high school distance learning videos.

Seidu Sofo (Physical Education). (May, 2003). Dissertation: Development of preservice teachers' value orientations and beliefs during a secondary methods course and early field experience

Samuel E. Jones (Educational Psychology). (May, 2002). Dissertation: *Evaluation of an electronic mentoring program involving community college students and sixth-grade students in a rural school.*

Nathan Andrew McCaughtry (Physical Education). (May, 2001). Dissertation: *An inquiry into two secondary physical education teacher's pedagogical content knowledge of students' experiences.*

Verdell L. Dawson (Educational Leadership). (May 2000). Dissertation: *A contextual examination of quality teachers of African American students : perceptions, beliefs, attitudes, and practice in the Black Belt*

\*Catherine R. Strickland (Educational Research). (May, 2000). Dissertation: *Gendered enactments :Identity in southern college women.*