

# ARIANA MANGUAL FIGUEROA

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## **Current Position**

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- 2019 Associate Professor with Tenure in Urban Education and Latin American, Iberian, and Latino Cultures (LAILAC) at the Graduate Center, City University of New York
- 2017 Promoted to Associate Professor with Tenure in the Department of Learning and Teaching at the Graduate School of Education, Rutgers, the State University of New Jersey
- 2010 Assistant Professor in the Department of Learning and Teaching at the Graduate School of Education, Rutgers, the State University of New Jersey

## **Education**

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### **Highest Earned Degree**

- 2010 Ph.D. in Language, Literacy, and Culture, University of California, Berkeley

### **Other Earned Degrees**

- 2003 Ms.Ed. in Bilingual Education, Bank Street College of Education  
New York State Permanent Certification, PreK-6 teacher, with bilingual extension
- 2001 B.A. in Educational Studies, Brown University

## **Grants**

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- 2019 Co-Principal Investigator. New York State Department of Education Grant. City University of New York—Initiative on Immigration and Education (CUNY— IIE). Principal Investigator: Tatyana Kleyn (City College), also with Nancy Stern (City College) (\$6,000,000)
- Served as Interim-Principal Investigator for the 2021-2022 academic year.
- 2019 Co-Principal Investigator. William T. Grant Foundation Reducing Inequality Initiative Grant. Educator practices in immigrant-serving schools: responses to shifting immigration policies across contexts of reception. Principal Investigator: Rebecca Lowenhaupt (Boston College), also with Dafney Blanca Dabach (University of Washington, Seattle) and Roberto Gonzales (Harvard University) (\$574,488)
- 2018 Latino Studies Research Initiative Faculty Award (\$3,500)
- 2017 Co-Principal Investigator. William T. Grant Foundation Officer's Grant. Principal Investigator: Rebecca Lowenhaupt (Boston College), also with Dafney Blanca Dabach (University of Washington, Seattle) and Roberto Gonzales (Harvard University) (\$50,000)

- 2017 Spencer Foundation Small Grant. Principal Investigator: Rebecca Lowenhaupt (Boston College), also with Dafney Blanca Dabach (University of Washington, Seattle) and Roberto Gonzales (Harvard University) (\$50,000)
- 2016-2017 Rutgers Research Council Grant (\$3,500)
- 2014 Committee on Ethics of the American Anthropological Association Small Grants Program (for curriculum development, \$600)
- 2013-2014 National Academy of Education/Spencer Postdoctoral Fellowship (\$50,000)
- 2006 – 2007 Spencer Research Training Grant, University of California, Berkeley (\$10,000)

### **Awards**

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- 2018 Graduate School of Education Alumni Association Faculty Research Award
- 2012-2013 American Anthropological Association, Council on Anthropology and Education Presidential Fellow
- 2011-2012 American Educational Research Association Early Career Mentoring Program
- 2010-2011 American Educational Research Association Minority Dissertation Fellowship

### **Fellowships**

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- 2012-2013 Technologies without Borders, Rutgers University (\$700)
- 2011-2012 Institute for Research on Women, Rutgers University (Spring Course Release)
- 2010-2011 Teaching the World Fellowship, Rutgers University (\$3,000)
- 2009 – 2010 Continuing Student Fellowship, University of California, Berkeley (\$11,000)
- 2008 – 2009 Dean’s Normative Time Grant, University of California, Berkeley (\$16,000)
- 2005 – 2009 Eugene Cota-Robles Fellowship, University of California, Berkeley (\$14,000 annually)
- 2007 – 2008 Mentored Research Award, University of California, Berkeley (\$14,000)
- 2007 – 2008 Continuing Student Fellowship, University of California, Berkeley (\$10,000)
- Summer 2007 Foreign Language and Area Studies Grant, University of California, Berkeley (\$5,000)
- 2003 – 2004 Teachers of Tomorrow Scholarship, New York City Department of Education (\$3,400)

## Publications

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\* denotes works co-authored with current or former doctoral students

### Articles in Refereed Journals

- 2021 Lowenhaupt, R., Dabach, D.B. & **Mangual Figueroa, A.** Safety and Belonging in Immigrant-Serving Districts: Domains of Educator Practice in a Charged Political Landscape. *American Educational Research Journal Open* (7). <https://doi.org/10.1177/23328584211040084>
- \*2021 **Mangual Figueroa, A.**, & Barrales, W. Testimonio and counterstorytelling by immigrant-origin children and youth: Insights that amplify immigrant subjectivities. *Societies*, 11(2), 38. <https://doi.org/10.3390/soc11020038>
- 2020 **Mangual Figueroa, A.** Allá Sobre el Horizonte/There Beyond the Horizon. *Anthropology & Education Quarterly*, 51, 15-21. <https://doi.org/10.1111/aeq.12327> (Response to Thea Renda Abu El-Haj's Past Presidential address to the Council of Anthropology and Education of the American Anthropological Association.)
- 2019 **Mangual Figueroa, A.** Embodying the Breach: (In)Securitization and *Ethnographic Engagement in the U.S. Special Issue* edited by Ben Rampton and Constadina Charalambous for the Journal of Sociolinguistics. 24. <https://doi.org/10.1111/josl.12406>
- 2019 Turner, E. O. & **Mangual Figueroa, A.** Immigration Policy and Education: Theorizing Policy in Lived Reality. *Educational Researcher*. <https://doi.org/10.3102/0013189X19872496>
- 2019 **Mangual Figueroa, A.** Testing, Testing...Uno dos, uno dos. Special Issue with Brendan H. O'Connor, Katherine S. Mortimer, Lesley Bartlett, María Teresa de la Piedra, Ana Maria Rabelo Gomes, Gabriela Novaro, Marjorie Faulstic Orellana, and Char Ullman. *Applied Linguistics Review*. Special Issue: Cruzar fronteras em espaços acadêmicos: Transgressing "the limits of translanguaging." Available online as of August 2019.
- 2017 O'Connor, B. & **Mangual Figueroa, A.** A Time to Keep Silence and a Time to Speak. *Anthropology & Education Quarterly* 48(4), 411-419. Special Issue: Educational Anthropologists Respond to the 2016 Presidential Election. <https://doi.org/10.1111/aeq.12216>
- 2017 **Mangual Figueroa, A.** Speech or silence: Undocumented students' decisions to reveal their citizenship status in school. *American Educational Research Journal* 54(3), 485-523. <https://doi.org/10.3102/0002831217693937>
- \*2017 McConnochie, M. & **Mangual Figueroa, A.** "Dice que es Bajo" (She says he's

- low): Negotiating Breaches of Literacy Learner Identity in Two Mexican Families. *Linguistics & Education*, 38, 68-78.  
<https://doi.org/10.1016/j.linged.2017.02.005>
- 2016 **Mangual Figueroa, A.** Citizenship, beneficence, and informed consent: The ethics of working in mixed-status families. *International Journal of Qualitative Studies in Education* 29(10), 66-85. (Published online in November 2014).  
<https://doi.org/10.1080/09518398.2014.974722>
- 2015 **Mangual Figueroa, A.** Out of the Shadows: *Testimonio* as Civic Participation. *Journal of Latinos and Education*, 14(4), 244-260.  
<https://doi.org/10.1080/15348431.2014.1000539>
- \*2015 **Mangual Figueroa, A.,** Suh, S., & Byrnes, M.M. Co-constructing beliefs about parental involvement: Rehearsals and reflections in a family literacy program. *Linguistics & Education*, 31, 44-58. <https://doi.org/10.1016/j.linged.2015.05.005>
- 2015 Bridges, M., Cohen, S. R., Scott, L., Fuller, B., Anguiano, R., **Mangual Figueroa, A.** & Livas-Dlott, A. Home activities of Mexican American children: Structuring early socialization and cognitive engagement. *Cultural Diversity and Ethnic Minority Psychology*, 21(2), 181-190. <https://doi.org/10.1037/a0037927>
- 2014 **Mangual Figueroa, A.,** Baquedano-López, P., & Leyva-Cutler, B. *La Cosecha/The Harvest*: Sustainable models of school-community engagement at a bilingual program. *Bilingual Research Journal*, 37(1), 43-63.  
<https://doi.org/10.1080/15235882.2014.893932>
- 2013 **Mangual Figueroa, A.** “*Hay que hablar*”: *Testimonio* in the everyday lives of migrant mothers. *Language & Communication*, 33, 559-572.  
<https://doi.org/10.1016/j.langcom.2013.03.011>
- 2013 **Mangual Figueroa, A.** Citizenship and language education policy in an emerging Latino community in the United States. *Language Policy*, 12, 333-354.  
<https://doi.org/10.1007/s10993-013-9275-x>
- 2012 **Mangual Figueroa, A.** “I have papers so I can go anywhere!”: Everyday talk about citizenship in a mixed-status Mexican family. *Journal of Language, Identity, and Education*, 11(5), 291-311.  
<https://doi.org/10.1080/15348458.2012.722894>
- 2011 **Mangual Figueroa, A.** Citizenship and education in the homework completion routine. *Anthropology & Education Quarterly*, 42(3), 263-280.  
<https://doi.org/10.1111/j.1548-1492.2011.01131.x>
- 2010 Livas-Dlott, A., Fuller, B., Stein, G.S., Bridges, M., **Mangual Figueroa, A.,** & Mireles, L. Commands, competence, and cariño: Maternal socialization practices

in Mexican American families. *Developmental Psychology*, 46(3), 566-578.  
<https://doi.org/10.1037/a0018016>

### Refereed and Invited Chapters in Books

- accepted **Mangual Figueroa, A.** & Hernández, S.J. A Language Socialization Approach to Humanizing Ethnographic Methods in Latinx families' Homes. In K. Riley, B.C. Perley, and I.M. García-Sánchez (Eds.), *Language and Social Justice: A Global Perspective*. London, UK: Bloomsbury Publishing.
- 2022 Hernández, S.J. & **Mangual Figueroa, A.** (2022). Latina ethnographers consider ways of knowing and being in the field: A decolonial and humanizing approach to educational research with and for immigrant Latinx families. In Y. Medina & M. Machado-Casas (Eds), *Critical understandings of Latinx and global education*. (pp. 265-284). The Netherlands: Brill Publishing Company.
- \*2021 **Mangual, Figueroa, A.** & McConnochie, M. Critical Ethnography as Community-based Paradigm. In C.S. Clauss-Ehlers (Ed.). *Cambridge Handbook of Community Psychology* (pp. 175-196). Cambridge, U.K.: Cambridge University Press.
- 2020 **Mangual Figueroa, A.** & Fox, M. Refusing Closure Through Critical Care. In A. Ali and T. McCarty (Eds). *Critical Youth Research in Education: Methodologies of Praxis and Care Critical Care Methodologies, 1st Edition* (pp. 227-242). New York, NY: Routledge.  
<https://doi.org/10.4324/9780429277863>
- 2018 **Mangual Figueroa, A.** Topography of *trámities*: Mixed-Status families' map of the New Latino Diaspora. S. Salas and P. Portes (Eds.). *US Latinization Education and the New Latino South* (pp. 141-160). New York: SUNY Press.
- 2017 **Mangual Figueroa, A.** & Baquedano-López, P. Language Socialization and Schooling. In P. Duff (Ed). Volume 8: Language Socialization. *Encyclopedia of Language and Education, 3rd Edition* (pp. 1-13). New York: Springer.  
[https://doi.org/10.1007/978-3-319-02255-0\\_11](https://doi.org/10.1007/978-3-319-02255-0_11)
- 2017 **Mangual Figueroa, A.** Ethnography and Language Education. In K. King and Y-J. Lai (Eds.). Volume 10: Research Methods. *Encyclopedia of Language and Education, 3rd Edition* (pp. 269-282). New York: Springer.
- 2014 **Mangual Figueroa, A.** Finding a place: Migration and education in mixed-status families. In P.R. Portes, S. Salas, P. Baquedano-López & P. Mellom. (Eds.). *U.S. Latinos and education policy: Research-based directions for change* (pp. 149-172). New York, NY: Routledge.
- 2014 **Mangual Figueroa, A.** *La carta de responsabilidad*: The problem of departure.

In D. Paris & M. T. Winn (eds.), *Humanizing research: Decolonizing qualitative inquiry with youth and communities* (pp. 129-146). Thousand Oaks, CA: Sage Publications. <https://dx.doi.org/10.4135/9781544329611.n7>

### Chapters in Books or Monographs (Non-refereed)

- 2021 **Mangual Figueroa, A.** Realtime Ruminations: Young Children's Thoughts on Social Life in 2020. In Lowenhaupt, R. & Theoharis, G. (Eds.), *The Collision of School, Work, and Life at Home A Collection of Essays* (pp. 65-72) Syracuse, NY: Syracuse University.
- 2014 **Mangual Figueroa, A.** The Fourteenth Amendment. In A. Ochoa O'Leary (Ed.), *Undocumented Immigrants in the United States: An Encyclopedia of their Experience* (pp. 274-276). Santa Barbara, CA: ABC-CLIO.
- 2011 Baquedano-López, P. & **Mangual Figueroa, A.** Language socialization and immigration. In A. Duranti, E. Ochs, & B.B. Schieffelin (Eds.), *Handbook of Language Socialization* (pp. 536-563). Malden, Mass.: Wiley-Blackwell. <https://doi.org/10.1002/9781444342901.ch23>
- 2011 Baquedano-López, P. & **Mangual Figueroa, A.**, Hernandez, S.J. An integrated approach to the study of transitions as learning activity: Two cases from Spanish immersion classrooms. In P. Portes & S. Salas (Eds.), *Vygotsky al sabor Latino: Cultural historical theory, research, and praxis for and with U.S. Latinos and other non-dominant communities* (pp. 180-198). New York, NY: Peter Lang Publishing, Inc.
- 2002 Heiner, B.T. & **Mangual, A.** The repressive social function of schools in racialized communities. In J. James (Ed.), *States of Confinement: Policing, Detention, and Prisons* (2<sup>nd</sup> ed., pp. 222-229). New York: Palgrave.

### Professional Journals and Textbooks (Non-refereed)

- 2020 Lowenhaupt, R., Yammine, J., Morales, M., Andrade, P., **Mangual Figueroa, A.**, Queenan, J., Blanca Dabach, D., Gonzales, R., and Tesfa, A. *Connectivity and Creativity in the Time of COVID-19: Immigrant Serving Districts Respond to the Pandemic*. Immigration Initiative at Harvard. [https://immigrationinitiative.harvard.edu/files/hii/files/issue\\_brief\\_4\\_english\\_for\\_websites.pdf?m=1596464365](https://immigrationinitiative.harvard.edu/files/hii/files/issue_brief_4_english_for_websites.pdf?m=1596464365)
- 2012 Leiva, C. & **Mangual, A.** Desde las entrañas del monstruo: Educadores en Nueva York luchando contra el neoliberalismo y el racismo. *Docencia*, 47, 90-98.
- 2009 Bill, V. L., Jamar, I., Smith, M.S., Campo, S., Hughes, E. & Goldman, P., **Mangual Figueroa, A.** (with Vennebush, P. & Badertscher, E.). *Accountable Learning supplemental curricula: TeachMath Algebra I teacher materials*. Pittsburgh, PA: University of Pittsburgh.

2009 Bill, V. L., Jamar, I., Smith, M.S., Campo, S., Hughes, E. & Metz, M.L. (with Vennebush, P., Badertscher, E., & **Mangual Figueroa, A.**). *Accountable Learning supplemental curricula: LearnMath Algebra I student materials*. Pittsburgh, PA: University of Pittsburgh.

### **Book Reviews**

2018 **Mangual Figueroa, A.** [Invited Book Review: *Feeling It: Language, Race and Affect in Latinx Youth Learning*.] *Journal of Sociolinguistics* 23(1), 1-5.

2009 **Mangual Figueroa, A.** [Review of the book *Bilingual Education an Introductory Reader*]. *Language Policy* 8 (3), 307-309.

### **Works in Progress**

under review García-Sánchez, I. & Mangual Figueroa, A. Youth and the Margins: Ethnographic Perspectives on Language and Liminality. Special Issue for the *International Journal of the Sociology of Language*.

\*under review **Mangual Figueroa, A.** & Barrales, W. The Ethics of Departure. In D. Martinez & E. Montaña (Eds.), Research Methods volume of the M. Winn & L. Winn (Eds.), *Bloomsbury Encyclopedia of Social Justice in Education*. London, UK: Bloomsbury Publishing.

in prep **Mangual Figueroa, A.** When Citizenship meets Schooling: Everyday Experiences of Latina Students in a Mixed-Status Community (tentative title). Contract with University of Minnesota Press.

### **Presentations**

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#### **Keynote Addresses**

2022 Mangual Figueroa, A. The Intersectional Realities of Students in Mixed-Status Families: Immigration Policy, Educational Practices, and Schooling Experiences. Institute for Teachers of Color. University of California, Riverside.

2018 Mangual Figueroa, A. Speech or Silence: Rights, Risks, and Responsibilities in the Public Education of Students from Mixed-Status Communities. University of Pennsylvania EthnoFest. Philadelphia, Pennsylvania.

2018 Mangual Figueroa, A. We all belong here: Immigration Policy and its Impact on Urban Education. Montclair State University. Montclair, New Jersey.

2017 Mangual Figueroa, A. From la muralla to punto y raya: Reflections on contemporary childhood and citizenship. Keynote address at the XXII Annual Graduate Student Conference, Hispanic and Luso-Brazilian Literatures and Languages. The Graduate Center of the City University of New York.

2014 Mangual Figueroa, A. A Three-Dimensional view of bidirectionality in the study of migration, education, and discourse. Keynote address at the Ninth Annual Discourse Analysis in Educational Research Conference. The Ohio State University. Columbus, Ohio.

### **Invited Lectures and Seminars**

2021 Mangual Figueroa, A. & Barrales, W. Testimonio as Pedagogy and Methodology: Our Stories of Schooling and the Findings of Our Research. Puerto Rican and Latino Studies Encuentro. Brooklyn College, CUNY. Brooklyn, New York.

2021 Mangual Figueroa, A. Speech or Silence: Undocumented Students' Decisions to Disclose or Disguise Their Citizenship Status in School. Université de Lausanne. Lausanne, Switzerland.

2021 Mangual Figueroa, A., Amezcua, A., Loza, S., & Magro, J. Spanish Heritage Language Education And Social Justice. 8th National Symposium On Spanish As A Heritage Language. The CUNY Graduate Center. New York, New York.

2021 Mangual Figueroa, A. There is a Portal: Views Into Ourselves and Each Other. Transformative Learning in the Humanities. The CUNY Graduate Center. New York, New York.

2019 Mangual Figueroa, A. "I don't want to sound racist,...": Latina elementary-aged children's expressions of metapragmatic awareness during everyday classroom conversations. Critical Psychology Brown Bag. CUNY Graduate Center. New York, New York.

2019 Mangual Figueroa, A. Plenary III: Rich Conceptualizations of Race and Racism. Reducing Inequality Convening. William T. Grant Foundation Reducing Inequality Initiative Grant. Washington, DC.

2019 Mangual Figueroa, A. Speech or Silence?: Citizenship and Childhood in Contemporary Schooling. Forum on Migration. Barnard College. New York, New York.

2017 Mangual Figueroa, A. From Researching to writing: Critical methods for working in community and in academia. CUNY Faculty Diversity Career Enhancement Initiative. Hunter College Faculty Seminar Speaker Series. New York, New York.

2017 ¿Fuiste nacida aquí o fuiste nacida en tu país? ("Were you born here or were you born in your country?"): Immigrant Girls' Expressions of Citizenship and Belonging. The City University of New York, Advanced Research Collaborative. The CUNY Graduate Center. New York, New York.

2017 Educating Immigrant Students in a Climate of Fear. Teachers College Reimagining Education Institute. New York, New York.



- 2017 Mangual Figueroa, A. Citizenship, beneficence, and informed consent. Arizona State University. Phoenix, Arizona.
- 2017 Mangual Figueroa, A. Punto y raya: Vulnerability and legality in ethnographic fieldwork. Rutgers University. Brown Bag Speaker Series. New Brunswick, NJ.
- 2016 Mangual Figueroa, A. Speech or Silence?: Undocumented Students Talk about Citizenship. Education in Americas: Knowledges and Perspectives. Teachers College. New York, NY.
- 2016 Mangual Figueroa, A. Citizenship, beneficence, and informed consent. Arizona State University. Phoenix, Arizona.
- 2014 Mangual Figueroa, A. Discourse analysis. Rutgers University. New Brunswick, New Jersey.
- 2014 Mangual Figueroa, A. Anthropological ethics. Presidential Panel, *American Anthropological Association*. Washington, DC.
- 2014 Mangual Figueroa, A. & Katz, V. An intellectual conversation on how children of immigrants negotiate community interactions for their families. Rutgers University. New Brunswick, New Jersey.
- 2013 Mangual Figueroa, A. Lessons from *la carta de responsabilidad*. Michigan State University. East Lansing, Michigan.
- 2012 Mangual Figueroa, A. Report cards and *la carta de responsabilidad*: The Circulation of papers in the everyday lives of mixed-status families. New York University, New York.
- 2012 Mangual Figueroa, A. Ethnic studies and the Dream Act: What's the connection? New Jersey Teachers of English to Speakers of other Languages Annual Spring Conference. New Brunswick, NJ.
- 2012 Mangual Figueroa, A. Report cards, *papeles*, and *la carta de responsabilidad*: The circulation of papers in the everyday lives of mixed-status families. Migration Studies Group, University of California, Los Angeles.
- 2011 Mangual Figueroa, A. Academic English in a secondary classroom: Policies & practices. Program in American Language Studies, Rutgers University.
- 2009 Apodaca, R., Mangual Figueroa, A., Mossberg, F., Invited Presentation. How can the IFL strengthen its support for English language learners? The Institute for Learning at the University of Pittsburgh.

- 2008 Mangual Figueroa, A. A framework for studying the language socialization practices in mixed-status families. Graduate Students in Linguistic Anthropology. University of California, Berkeley.
- 2008 Mangual Figueroa, A. Qualitative methods for studying talk in interaction. Modern Languages Department, Introduction to Qualitative Methods. Carnegie Mellon University.
- 2008 Mangual Figueroa, A. Local resources for immigrants in Pittsburgh: What and why teachers should know. Graduate School of Education, Instructing English Language Learners. University of Pittsburgh.
- 2008 Mangual Figueroa, A. Critical transitions: Policy and practice. Peace Corps Teaching Fellows. Columbia University Teachers College.
- 2007 Mangual Figueroa, A. Writing a literature review: notes and suggestions. University of California, Berkeley.

### **Invited Community Presentations**

- 2021 New York Coalition of Radical Educators. Invited panelist for Bree Picower Book Talk.
- 2016 Mangual Figueroa, A. Translation workshop for the cast of *Bloken Engrish*, a work in progress at the New Victory Theatre. New York, NY.
- 2015 Mangual Figueroa, A. and Coleman, S. Resistance. Joint presentation to fifth grade students studying social movements. Public School 24. New York, NY.
- 2012 El Barrio Firehouse Community Media Center. New York, NY. Invited moderator for panel entitled: Back to school or school closings?
- 2012 Brooklyn Girls Collaborative. Brooklyn, NY. Invited panelist at Yes she can! Summit 2012.

### **Peer Reviewed Conference Presentations**

- 2021 Mangual Figueroa, A. Youth at the Margins: Ethnographic Perspectives on Language and Liminality. Podcast organizer and co-host with Andrea (doctoral candidate, UC Santa Cruz). *American Anthropological Association*.
- 2021 Mangual Figueroa, A., Lees, A., Lysicott, J., & Yoshida L. K. Re(imagining) Teaching and Teacher Education: Centering the Epistemologies of Communities of Color. *American Educational Research Association*.
- 2021 Mangual Figueroa, A. Discussant. Taking Responsibility as Advocates: Research on Advocacy Work for Equitable Education of Immigrant-Origin Youth. *American Educational Research Association*.

- 2018 Mangual Figueroa, A. A Time to Keep Silence and a Time to Speak. *American Anthropological Association*. San Jose, California.
- 2018 Mangual Figueroa, A. & Baquedano-López, P. Rethinking Communicative Competence in Schools: Intersections of Language, Race, and Policy in Two Dual-Language Programs. *American Association of Applied Linguistics*. Chicago, Illinois.
- 2017 Mangual Figueroa, A. *¿Fuiste nacida aquí o fuiste nacida en tu país?* ("Were you born here or were you born in your country?"): Immigrant Girls' Expressions of Citizenship and Belonging. *American Anthropological Association*. Washington, D.C.
- 2017 Mangual Figueroa, A. Punto y Raya: Vulnerability and Legality in Ethnographic Fieldwork. XIV Simposio Interamericano de Investigación Etnográfica de la Educación. Ciudad Juárez, Mexico and El Paso, Texas.
- 2016 Mangual Figueroa, A. Panel Presentation. What are you willing to stand up for?: Elementary-aged undocumented students speak out on immigration reform. *2<sup>nd</sup> conference on anthropology and education*. Teachers College, New York, NY.
- 2016 What makes citizenship sayable or unspeakable?: Habitus, narrative, and evidence in mixed-status communities. *American Anthropological Association*. Minneapolis, MN.
- 2016 Mangual Figueroa, A. Speech or Silence?: Undocumented Students Talk about Citizenship. Rutgers University Diversity and Inclusion Symposium. New Brunswick, NJ.
- 2016 Mangual Figueroa, A. Citizenship, beneficence, and informed consent. *American Educational Research Association*. Washington, DC.
- 2015 Mangual Figueroa, A. Session Organizer and Presenter. Panel received Presidential Panel status by the Council of Anthropology and Education. Adult Surveillance or Youth Journalism?: Mixed-Status Latina Fifth-Graders Puzzle through the Significance of School-based Audio Recording Techniques. *American Anthropological Association*. Denver, Colorado.
- 2014 Mangual Figueroa, A. Citizenship status and language education policy in an emerging Latino community in the United States. *American Educational Research Association*. Philadelphia, Pennsylvania.

- 2014 Mangual Figueroa, A. ¡Hay que hablar!: Testimonio in the everyday lives of migrant mothers. *American Educational Research Association*. Philadelphia, Pennsylvania.
- 2014 Mangual Figueroa, A., Poster Presentation. Initial reflections on fieldwork in a mixed-status community. National Academy of Education/Spencer Foundation. *American Educational Research Association*. Philadelphia, Pennsylvania.
- 2013 Mangual Figueroa, A. ¡Hay que hablar!: Testimonio in the everyday lives of migrant mothers. *American Educational Research Association*. Chicago, IL.
- 2013 Mangual Figueroa, A. *La carta de responsabilidad: The problem of departure*. *American Educational Research Association*. San Francisco, CA.
- 2013 Mangual Figueroa, A., Baquedano-López, B., & Leyva-Cutler, B. La Cosecha/The Harvest: Sustainable models of school/community engagement. *American Educational Research Association*. San Francisco, CA.
- 2013 Mangual Figueroa, A., Suh, S., & Byrnes, M. Where culture meets the turn: An ethnography of communication approach to locating funds of knowledge in parent-teacher interactions. *American Educational Research Association*. San Francisco, CA.
- 2013 Mangual Figueroa, A., Suh, S., & Byrnes, M. Where culture meets the turn: An ethnography of communication approach to locating funds of knowledge in parent-teacher interactions. *Ethnography in Education Research Forum*. Philadelphia, PA.
- 2012 Mangual Figueroa, A. *La carta de responsabilidad: The problem of departure*. *American Anthropological Association*. San Francisco, CA.
- 2012 Mangual Figueroa, A., Byrnes, M. & Suh, Sora. W Where culture meets the turn: An ethnography of communication approach to locating funds of knowledge in classroom talk. *Language and Social interaction Working Group*. New York, NY.
- 2012 Mangual Figueroa, A., Session Organizer and Presenter. Parental expectations for public schools: Working together to make dreams come true. *American Educational Research Association*. Vancouver, BC.
- 2012 Curran, M., Ryan, S., Mangual Figueroa, A., Hyland, N., Curtis, J., Greer, D. Working with Linguistically and Culturally Diverse Families: Learning to Teach by Doing. *American Educational Research Association*. Vancouver, BC.
- 2012 Ryan, S., Mangual Figueroa, A., Hyland, N., Curran, M., Curtis, J., Greer, D.

Community-Based Teacher Education: Preparing Teachers to Work Effectively with ELL Populations. American Association of Colleges for Teacher Education. Chicago, IL.

- 2011 Mangual Figueroa, A., Paper Presentation. "I have papers so I can go anywhere!": Everyday talk about citizenship in a mixed-status Mexican family. *International Pragmatics Association*. Manchester, UK.
- 2011 Mangual Figueroa, A., Session Organizer and Presenter. "All that we've suffered and all that we've gained would be lost" if he forgets his English: Language ideologies in mixed-status Mexican families. *American Anthropological Association*. Montreal, Canada.
- 2011 Mangual Figueroa, A., Session Organizer and Presenter. Citizenship and education in the homework completion routine. *American Educational Research Association*. New Orleans, LA.
- 2011 Mangual Figueroa, A. Chair. The need for critical hope in education through persistence, resistance, *respeto*, and caring. *American Educational Research Association*. New Orleans, LA.
- 2011 Mangual Figueroa, A. Chair. Family advocacy and engagement in the learning experiences of students of color. *American Educational Research Association*. New Orleans, LA.
- 2011 Mangual Figueroa, A. Chair. Equitable yet? Desegregation, school choice and dis/inclusion. *American Educational Research Association*. New Orleans, LA.
- 2011 Mangual Figueroa, A. "All that we've gained and all that we've suffered would be lost" if he forgets his English: Language ideologies in mixed-status Mexican families. *American Educational Research Association*. New Orleans, LA.
- 2010 Mangual Figueroa, A., Paper Presentation. Citizenship and kinship in the planning for the future routine. *American Anthropological Association*. New Orleans, LA.
- 2010 Mangual Figueroa, A., Paper Presentation. Bringing the in-between up front and center: Learning during routine school transitions. *American Educational Research Association*. Denver, CO.
- 2010 Mangual Figueroa, A., Panel Presentation. Language socialization practices of mixed-status Mexican families in an emergent community. *American Educational Research Association*. Denver, CO.

- 2010 Picower, B., Catone, K. & Mangual Figueroa, A., Paper Presentation. The beautiful struggle: Teacher activism as professional development. *American Educational Research Association*. Denver, CO.
- 2009 Mangual Figueroa, A., Panel Presentation. Citizenship and education: Mixed-status families in the New Latino Diaspora. *First Triennial Conference on Latino Education and Immigrant Integration*. Athens, GA.
- 2008 Mangual Figueroa, A., Panel Presentation. From Policy to Practice: The Impact of Language Education Policy on the Language Socialization Process in a Bilingual After School Program. *American Educational Research Association Annual Meeting*. New York, NY.
- 2008 Mangual Figueroa, A., Panel Presentation. From Policy to Practice: The Impact of Language Education Policy on the Language Socialization Process in a Bilingual After School Program. *29<sup>th</sup> Annual Ethnography of Education Research Forum*. Philadelphia, PA.
- 2007 Mangual Figueroa, A. with A. Arzubiaga, B. Fuller, T. Fuster, L. Mireles, and T. Mitchell. Panel organizer and panel presenter. Mexican Mothers' Emic Concepts of Self and Other: Self-identification, Childrearing and Public Schooling. *American Educational Research Association Annual Meeting*. Chicago, IL.
- 2007 Mangual Figueroa, A. Panel Presentation. Ethnomethodological Approaches to Studying Mexican Mothers' Emic Concepts of Self and Other. *University of California, Berkeley Graduate School of Education Research Day*. Berkeley, CA.
- 2007 Mangual Figueroa, A. Panel Presentation. From Policy to Practice: Language Ideology and Learning in a Bilingual After School Program. *28<sup>th</sup> Annual Ethnography of Education Research Forum*. Philadelphia, PA.
- 2007 Mangual Figueroa, A. Panel Presentation. Historical and Contemporary Analyses of U.S. Language Policy. *28<sup>th</sup> Annual Ethnography of Education Research Forum*. Philadelphia, PA.
- 2006 Mangual Figueroa, A. Panel Presentation. Speaking two Languages at *La Escuelita / Hablando Dos Idiomas en La Escuelita*. University of California, Berkeley Graduate School of Education Research Day. Berkeley, CA.

## **Professional Experience**

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### **University Teaching and Advising**

- 2019-present Associate Professor, City University of New York, Graduate Center

### **Courses Taught**

2019-present What's In a Name?

This seminar explores the significance of names and naming practices as they relate to the study of language and identity. Drawing on social theory from diverse intellectual traditions, we will consider the following questions: How do we reconcile the tension between essentialization and variation inherent in identifying and naming cultural practices? What is at stake in adopting or applying certain typifying labels over others, and how do these labels signify in the broader sociopolitical context? What term or terms have been, and could be, used to represent the shifting and growing population of Spanish-speakers living in the United States? Using these as guiding questions for shared inquiry, we will simultaneously explore the significance of names while also naming those theories that we employ in our own scholarship. We will develop critical perspectives on the significance of names by considering contemporary debates across the domains of schooling, demography, and contemporary politics.

#### Urban Education Colloquium

The core Colloquium course in the Ph.D. program in Urban Education serves a dual-role: first, to welcome our newest cohort into our intellectual community (with closed seminar sessions in which we work to demystify this thing we call "the academy"); and second, to engage in community-wide conversations that are pressing in education (with open, public sessions that include invited speakers and community dialogue).

#### Intro to Research

This course is designed to introduce students to key concepts and approaches undergirding research related to urban education in the United States. The readings and assignments will introduce students to key terms in the field of urban education, enduring dilemmas and debates in educational research, and ethical concerns in the social sciences. Throughout the semester, students will: 1) continue to articulate their research interests and situate them within the field of educational research, 2) craft and revise an emerging set of research questions, 3) synthesize contemporary scholarship and explore a range of methodologies, and 4) learn from one another and established scholars in the field of urban education.

#### **Advising:**

Urban Education (primary affiliation), Latin American, Iberian, and Latino Cultures (LAILaC), and Critical Psychology:

2019-Present Chair - 12 students

2019-Present Committee Member - 6 students

- 2017-2019 Associate Professor, Rutgers, the State University of New Jersey
- 2010-2016 Assistant Professor, Rutgers, the State University of New Jersey

#### **Courses Taught:**

2010-2019 Immigration, education, and globalization (doctoral seminar)

Academic English in the Content Areas

Bilingual-Bicultural Education (in-person and online)

English Structure and Phonology  
Introduction to English as a Second Language (in-person and online)  
Language Socialization (advanced masters and doctoral seminar)  
Qualitative Methods I (doctoral seminar)  
Teaching English Language Learners

- 2008-2010 Instructor, University of Pittsburgh, Graduate School of Education

Collaborated to design the new course on English Language Learners required by the Pennsylvania Department of Education for all teacher certification students. Taught a seminar entitled “Teaching English Language Learners.”

### **Research Appointments**

- 2008-2010 Research Associate, The Institute for Learning, University of Pittsburgh  
Designed curricula and professional development modules using current research on English Language Learners. Led sessions for IFL Fellows and Member Districts on providing equitable educational opportunities for English Language Learners.
- 2007-2008 Researcher, California Tomorrow, Oakland, California  
Conducted external review of bilingual programs in the Fremont School District by interviewing teachers, reviewing achievement data, and submitting reports to the local educational authorities.
- 2005-2006 Graduate Research Assistant, Policy Analysis for California Education, University of California, Berkeley. *Proyecto Educando Niños* (Spencer Foundation Grant). Principal Investigators: Bruce Fuller, Eugene Garcia. Conducted participant research with families of Mexican descent in the Bay Area in order to document how mothers socialized their preschool children. Created coding constructs, worked to achieve inter-rater reliability, and trained in using NVIVO software for data analysis.

### **K-12 Teaching**

- 2004-2005 Teacher, Cypress Hills Community School, Brooklyn, NY  
Taught English as a Second Language to students in grades 3-8 as well as Spanish as a Foreign Language to students in grades 7-8. Coordinated the administration of standardized tests for students in grades 3-8.
- 2003-2004 Teacher, ges Global English School, Madrid, Spain  
Taught English as a Second Language to businessmen and businesswomen.
- Summer 2003 Teacher, Double Discovery Center at Teachers College, New York, NY  
Designed and taught three courses entitled “Literature of Spain and Latin America,” “Spanish Language,” and “Spanish Literature and Writing.”
- 2001-2003 Teacher, Banana Kelly High School, Bronx, NY



Taught Spanish (Levels I through IV) and English as a Second Language, to students in grades 9-12. Developed curriculum and assessments for each course.

## **Service**

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### **Society at Large**

- 2021 Professional Learning Session for Borough/Citywide Office ELL Team Members. Community Panel. Division of Multilingual Learners and The Borough/Citywide Office of ELLs. Department of Education. New York, New York (virtual).
- 2018 What Educators Need to Know About Dreamers and How to Support the Movement. Presentation with Carlos Fernandez (Director, Rutgers Center for Latino Arts and Culture), Jason Hernandez Esq. (Rutgers Immigrant Community Assistance Project), Daniela Velez (Director, UndocuJersey). Middle States Forum. Philadelphia, Pennsylvania.
- 2017 Supporting Undocumented Immigrant Students and their Families. Presentation with Dr. Dan Battey to the New Jersey School Development Council. North Brunswick, New Jersey.
- 2017 K-12 Educators: Rights, Responsibilities, and Challenges. Presentation at the UndocuJersey and New Jersey Department of Education Professional Development Session for Guidance Counselors. Newark, New Jersey.
- 2016 "Building Inclusive Pathways for Undocumented Students." Co-organizer and presenter. Conference for K-12 educators and staff in higher education working to develop support systems for undocumented students in New Jersey. Cook Campus Center, Rutgers University. New Brunswick, NJ.
- 2013 "Documenting undocumented lives: scholars and students talk about citizenship, education, and social responsibility in their everyday lives." Virtual panel convening immigration and education scholars, immigrant student activists, and local educators and graduate students.
- 2012 "HB-2281, What is it and what does it have to do with us?," Teach-in Co-organizer and Presenter. A workshop for pre-service teachers, Rutgers undergraduates and graduate students, and Rutgers faculty. The Center for Latino Arts and Culture, Rutgers University, New Brunswick, NJ.
- 2012 "Working with undocumented youth in K-12 settings," Co-organizer and Panelist. A workshop for K-12 educators and administrators. Graduate School of Education, Rutgers University, New Brunswick, NJ.

### **Professional Field**

- 2020-2022 Co-Chair Adhoc Committee on Membership (with Reva Jaffe-Walter), Council of Anthropology & Education, American Anthropological Association.

- 2020 Member, Division G Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education, American Educational Research Association
- 2019-2022 Elected Member-at-large for the Council of Anthropology & Education, American Anthropological Association (3-year term).
- 2018 Manuscript Reviewer for *Pragmatics*
- 2017 Works-in-Progress Mentor. Council of Anthropology & Education, American Anthropological Association.
- 2017 Book Chapter Manuscript Reviewer for Advancing Knowledge and Building Capacity for Early Childhood Research: Creating Synergies Among Segregated Scholarly Communities.” American Educational Research Association.
- 2017 Appointed Associate Editor of *Anthropology & Education Quarterly*
- 2016 Proposal Reviewer, Council of Anthropology and Education, American Anthropological Association
- 2016 Member, Council on Anthropology and Education Frederick Erickson Outstanding Dissertation Award Selection Committee, American Anthropological Association
- 2015 Manuscript Reviewer for *Diaspora, Indigenous, and Minority Education (DIME)*
- 2014 Manuscript Reviewer for the *Bilingual Research Journal*
- 2014 Committee Member of the American Anthropological Association Society for Linguistic Anthropology Award for Public Outreach and Community Service
- 2013 Manuscript Reviewer for the *American Educational Research Journal*
- 2013 Manuscript Reviewer for the *Journal of Latinos and Education*
- 2011 Member, Editorial Board *Anthropology & Education Quarterly*
- 2011 Proposal Reviewer, American Anthropological Association
- 2011 Member, Council on Anthropology and Education Nominating Committee, American Anthropological Association
- 2011 Manuscript Reviewer for *Anthropology & Education Quarterly*
- 2011 Manuscript Reviewer for the *Journal of Linguistic Anthropology*
- 2011 Book Reviewer, Routledge
- 2006 Proposal Reviewer, American Educational Research Association
- 2010 Manuscript Reviewer for the *International Journal of Bilingual Education and Bilingualism*
- 2008 Founding Editor, *Berkeley Review of Education*

### **CUNY Graduate Center**

- 2022-present Working committee on admissions and funding for undocumented doctoral students
- 2020-2022 Moderator for speaker series titled “Blackness in Hispanic Sociolinguistics” in the Ph.D. Program in Latin American, Iberian, and Latino Cultures
- Spring 2021 Interim member, Executive Committee Latin American, Iberian, and Latino Cultures
- 2020-present Member, Executive Committee in Urban Education (3 year term)
- 2020-2022 Member, Central Faculty Steering Committee for the CUNY Graduate Center (2 year term)

### **Rutgers University**

- 2017-2018 Co-chair search committee for tenure-track position in Educational Foundations
- 2017-2018 Member, Brown Bag Speaker Series Committee

- 2016-2017 Co-chair search committee for two tenure-track positions in Urban Teacher Education
- 2016-2017 Co-coordinator of the program in Language Education at the GSE
- 2016-present Member, UndocuRutgers Conference Planning Committee
- 2016-present Member, Teacher Education Executive Committee
- 2015-present Member, GSE PhD Executive Committee
- 2015-present Member, PhD Core Courses Committee
- 2015 Member, Faculty support group for students organizing UndocuRutgers
- 2015 Member, University-wide Latino Americans History Project
- 2015 Member, GSE Aesthetics Committee
- 2015 Member, GSE Teacher Education Committee
- 2015 Member, GSE Space Allocation Committee
- 2013 Member, GSE Brown Bag Speaker Series in Educational Policy
- 2012 Member, University-wide 10<sup>th</sup> International Symposium of Bilingualism Conference Planning Committee
- 2012 Member, GSE PhD Program Evaluation Committee
- 2011-2013 Member, GSE Teacher Education Committee

### **Affiliations**

- 2019-present Center for the Study of Social Difference, Columbia University. Three-year working group titled “Migrant Personhood and Rights: Crises of Recognition.” (Convened by Thea Abu El-Haj and J.C. Salyer)
- 2017 ELL Policy Working Group Member (Convened by Kenji Hakuta)
- 2011 American Educational Research Association Working Group: “Citizenship Education for the Public Good: Diversity, Immigration, and Schooling”
- 2010- present The National Latino/a Educational Research Agenda Project
- 2008-present American Anthropological Association, Council on Anthropology and Education
- 2008-2010 Social Meaning in Language Working Group, University of Pittsburgh and Carnegie Mellon
- 2006-present American Educational Research Association
- 2005-2010 Linguistic Anthropology Working Group, University of California, Berkeley
- 2005-present Laboratory for the Study of Language and Interaction in Educational Research, University of California, Berkeley