Curriculum Vitae

HUGH MEHAN
Department of Sociology
University of California, San Diego
La Jolla, California 92093-0533
(858) 822-2271

August 2008

PERSONAL

Date of Birth: May 28, 1941; Albany New York

Marital Status: Married

EDUCATION

B.A.   Psychology, Hobart College, Geneva, New York - June, 1963

M.A.   Sociology, San Jose State College, San Jose, Ca. - Jan. 1966

Ph.D.   Sociology, University of California, Santa Barbara - July, 1971

PROFESSIONAL HISTORY

1965-1966   Lecturer, San Jose State College

1970-1972   Assistant Professor of Sociology, Indiana University

1972-1979   Assistant Professor of Sociology; Director, Teacher Education Program, University of California, San Diego

Winter 1975: Visiting Assistant Professor, Northwestern University

1979-1983   Associate Professor of Sociology; Coordinator, Teacher Education Program; University of California, San Diego

Spring, 1982: Visiting Professor, Department of Sociology, Goldsmiths College, University of London

1983-present   Professor of Sociology, University of California, San Diego

1983-1999: Coordinator, Teacher Education Program, UCSD

Spring, 1986: Department of Educational Studies, Oxford University

Summer, 1995: Visiting Professor, Department of Educational Studies and Trinity College, Oxford University

1998-99: Interim Associate Director, Center for Research, Educational Equity and Teaching Excellence (CREATE), UCSD

July 1999-- present: Director, Center for Research, Educational Equity and Teaching Excellence (CREATE), UCSD

PUBLICATIONS

BOOKS AND EDITED COLLECTIONS

1974   *Language Use and School Performance* New York: Academic Press, (with Aaron Cicourel and others)

1975   *The Reality of Ethnomethodology*. New York: Wiley Interscience, (with Houston Wood)

1979   *Learning Lessons*. Cambridge: Harvard University Press

1980   The Social Organization of Intellectual Behavior. *Discourse Processes,* 3 (2): 101-184. Special Edition Editor.

1986   *The Write Help*. Chicago: Scott-Foresman, (Edited with Randall Souviney).

1986   *Handicapping the Handicapped: Decision Making in Students' Educational Careers*. Stanford: Stanford University Press, (with J. Lee Meihls and Alma J. Hertweck).

1988   The Discourse of the Nuclear Arms Race. *Multilingua*, Vol. 7(1/2)   (Edited with J. V. Wertsch).

1996   *Constructing School Success: The Consequences of Placing Low Achieving Students in High Track Classes.* Cambridge: Cambridge University Press. (with Irene Villanueva, Lea Hubbard and Angela Lintz).

2001   *L'Ethnografia Constitutiva* (tr. Anna M. Vernaleone). Lecce: Pensa Multimedia.

2002   *Extending School Reform: From One School to Many.* New York: Routledge Falmer. (with Amanda Datnow & Lea Hubbard)

2006   *Reform as Learning: When School Reform Collided with School Culture and Community Politics in San Diego*. New York: Routledge Falmer (with Lea Hubbard & Mary Kay Stein)

ARTICLES IN JOURNALS, CHAPTERS IN BOOKS

1972   Language using abilities, *Language Sciences* 22: 1-10.

Paralinguistics, kinesics, and teacher training. In R. Shuy (ed.), *Third Annual Round Table Meeting of Linguistics and Language Studies.* (with Bruce Fraser)

1973   Assessing children's language using abilities. In J. M. Armer & A. S. Grimshaw (eds.), *Comparative Sociological Research*. New York: Wiley-Interscience.

(Reprinted in H. P. Dreitzel (ed.). *Recent Sociology, Childhood and Socialization*, 5. New York: The MacMillan Co.)

1974   Accomplishing classroom lessons. In A.V. Cicourel, et al., *Language Use and School Performance*. New York: Academic Press.

Ethnomethodology and education. In D. O'Shea (ed.), *Sociology of School and Schooling*. Proceedings of Annual Sociology of Education Association Meetings. Washington, D.C.: National Institute of Education.

1975   Five features of reality (with Houston Wood). In E. Wingarten, F. Sack & J. Schenkein (eds.), *Ethnomethodologie, Beitrage zu einer Soziologie des Altagsleben.* Frankfurt, Germany: Suhrkamp (a reprint of Chapter 2 of *The Reality of Ethnomethodology)*.

The morality of ethnomethodology (with Houston Wood). *Theory and Society,* 2, 509-30 (a reprint of Chapter 9 of *The Reality of Ethnomethodology*).

An Image of man for ethnomethodology (with Houston Wood). *Philosophy of the Social Sciences,* 5, 365-376 (a reprint of Chapter 8 of *The Reality of Ethnomethodology)*.

1976   De-secting ethnomethodology. A reply to Lewis A. Coser's Presidential address to the American Sociological Assoc. (with Houston Wood). *The American Sociologist,* 11 (1) 13-21.

Students' interactional competence in the classroom. *Newsletter of the Institute for Comparative Human Development*, 1 (1), 3-7.

1977   Students' formulating practices and instructional strategies. *The Annals of the New York Academy of Sciences*, 285, 451-475.

1978   Structuring school structure. *Harvard Educational Review,* 48 (1), 32-64.

(Reprinted in *L'Ethnografia Constitutiva* (tr. Anna M. Vernaleone). Lecce: Pensa Multimedia, 2001).

1979   What time is it Denise? Some observations on the organization and consequences of asking known information questions in classroom discourse. *Theory Into Practice,* 18 (4). 285-292.

The competent student. *Anthropology and Education Quarterly*, 11 (3), 131-152.

(Reprinted in *L'Ethnografia Constitutiva* (tr. Anna M. Vernaleone). Lecce: Pensa Multimedia, 2001).

Socialization: The view from classroom interactions. *Sociological Inquiry*, 50 (3-4),   357-392. (with Peg Griffin)

1981   Sense and ritual in classroom discourse. In F. Coulmas (Ed.), *Conversational Routine: Explorations in Standardized Communication Situations and Prepatterned Speech.* The Hague: Mouton Press (with Peg Griffin).

Identifying handicapped students. In S. B. Bacharach (ed.), *Organizational Behavior of Schools and School Districts.* New York: Praeger Press. (with J. Lee Meihls, Alma Hertweck and Margaret S. Crowdes)

Ethnography for bilingual education. In H. T. Trueba, G. P. Guthrie & K. Hu-Pei (eds.), *Culture and the Bilingual Classroom.* Rowley, Mass.: Newbury Press.

1982   Teachers' interpretations of students' behavior. In L. C. Wilkinson (ed.), *Communicating in the Classroom.* New York: Academic Press.

Teachers and students' instructional strategies. In L. L. Adler (ed.), *Cross-Cultural Research At Issue.* New York: Academic Press. (with Margaret M. Riel)

The structure of classroom events and their consequences for students' performance. In P. Gilmore (Ed.), *Ethnography and Education: Children In and Out of School.* Washington, D. C.: Center for Applied Linguistics.

1983   The role of language and the language of role in educational decision making. *Language in Society*, 12, 187-211. Reprinted in S. Fisher & A. Todd (eds.), *Language in Institutions*. Norwood. NJ: Ablex Publishing Company, 1986.

Real and non-real time interaction: Unraveling multiple threads of discourse. *Discourse Processes*, 59-75, (with James A. Levin, Steven Black and Clark Quinn).

Real education in non-real time: The use of electronic message systems for instruction. *Instructional Science,* 11, 313-327 (with Clark Quinn, James A. Levin and Steven D.Black).

Le constructivisme social en psychologie et en sociologie. *Sociologie et Societes*, 14 (2) 77-96.

(Reprinted in *L'Ethnografia Constitutiva* (tr. Anna M. Vernaleone). Lecce: Pensa Multimedia, 2001).

1984   Language and schooling. *Sociology of Education*, 57:174-183.

(An expanded version appears in: G. and L. Spindler (ed.), *Education as Cultural Process: Toward an Anthropology of Education.* New York: Lawrence Erlbaum.

Practical decision making in naturally occurring institutional settings. In B. Rogoff & J. Lave (Eds.), *Everyday Cognition: Its Development in Social Context.* Cambridge, Mass.: Harvard University Press.

1985   Universal development, stratifying practices and status attainment. *Social Stratification and Mobility*, 4: 3-27 (with Aaron V. Cicourel).

The structure of classroom discourse. In T. A. van Dijk (ed.), *Handbook of Discourse Analysis* (Vol.3). London: Academic Press, 115-131.

Computers in the classroom: Social stratifiers or liberating equalizers? Science for the People 17 (1,2): 41-42.

Knowledge of text editing and control of literacy skills. *Language Arts*, (65) 5: (with M. Riel & B. Miller-Souviney

The Reality Constructor. In *Three Sociological Traditions. Selected Readings.* Randall Collins (ed.) Oxford University Press, N.Y. pp 300-319. A Reprint of Chapter 5 from *The Reality of Ethnomethodology.*

1986   Sociocultural resources in instruction: A context specific approach. In: *Beyond Language* (pp. 187-230). Sacramento, California, State Department of Education (with Esteban Diaz and Luis Moll).

Desegregation: An interactionist approach. In M. J. Lerner (ed.), *Advancing the Art of Inquiry in School Desegregation Research .* New York: Plenum (with Bennetta Jules Rosette).

The current state of microcomputer use in schools, and exploring the interactive capabilities of microcomputers. In H. Mehan & R. Souviney (eds.), *The Write Help.* Chicago: Scott-Foresman.

Metacognition and passing: Strategic interactions in the life of learning disabled students. *Anthropology and Education Quarterly*, 17(3): 145-165 (with Robert Rueda)

1987   Language and power in organizational process. *Discourse Processes* 10: 291-301.

1988   Educational handicaps as a cultural meaning system. *Ethos* 71-88.

Reykjavik: The breach and repair of the pure war script. *Multilingua,* 7(1/2): 35-66 .

MEND: A nurturing voice in the nuclear arms debate. *Social Problems,* 35 (4): 363-383 (with John Wills).

Professional and family understanding of impaired communication. *British Journal of Disorder of Communication.* 23:141-151 (with Philip Davies)

1989   Oracular reasoning in a psychiatric exam: The Resolution of Conflict in Language. In: Allen D. Grimshaw (Ed.), *Conflict Talk: Sociolinguistic Investigations of Arguments in Conversation.* Cambridge: Cambridge University Press.

(Reprinted in: Adam Jaworski and Nicholas Coupland (Eds.) The Discourse Reader. London: Routledge, 2004)

Microcomputers and classroom organization. *Anthropology and Education Quarterly* 20 (1): 4-21

Codes, culture and context: Principles from Anthropology and Sociology. In: Maynard Reynolds (ed.) *Knowledge Base for Beginning Teachers.* Boston: Peragon Press. (with C. B. Cazden)

1990   Nuclear Discourse in the 1980s: The Unraveling Conventions of the Cold War. *Discourse and Society* (with Charles E. Nathanson and James M. Skelly). 1(2): 133-   165.

Heterogeneous grouping and academic achievement. In: *Research for The 1990's* Proceeding of The Annual Conference of The Linguistic Minority Research Project. Santa Cruz: UCSC. (with Mary Catherine Swanson)

Does the nuclear policy depend on a special relationship with the USSR? In: Greg Urban and Ben Lee (Eds). *Boundaries of Power, Boundaries of Communication.* Working papers 42-46. Chicago: Center for Psychosocial Studies.

1991   The schools' work of sorting students. In: Don Zimmerman & Deidre Boden (Eds.), *Talk and Social Structure.* Cambridge: Polity Press

1992   Understanding inequality in schools: The contribution of interpretive studies. *The Sociology of Education. 65 (1): 1 - 20.*

Why I Like to Look: On the Use of videotape as an Instrument in Educational Research. In: M. Schratz (Ed.), *Qualitative Voices in Research.* New York: Falmer Press.

Sociological Foundations Supporting the Study of Cultural Diversity. Research Report #1. Santa Cruz, Ca.: The National Center for Research on Cultural Diversity and Second Language Learning.

Untracking and College Enrollment. Research Report #4. Santa Cruz, Ca.: The National Center for Research on Cultural Diversity and Second Language Learning.

1993   Genius: A Social Construction. In: T.R. Sarbin and J.I. Kitsuse (Eds.), *Constructing the Social.* Los Angeles: Sage (with Tia deNora)

Gulliver Travels into a Math Class: In Search of Alternative Discourse in Teaching and Learning. *International Journal of Educational Research* (with Michael Schratz) .

Beneath the Skin and Between the Ears: A Case Study in the Politics of Representation. In: Jean Lave (Ed.), *Understanding Practice: Perspectives on Activity and Context.* Cambridge: Cambridge University Press.

(Reprinted in: Michael Silverstein and Greg Urban (Eds.) *The Natural History of Discourse* Chicago: The University of Chicago Press, 1995).

(Reprinted in: Margaret Wetherell et al (Eds.), *Discourse Theory and Practice.* London: Sage, 2001)

(Reprinted in Bradley A. U. Levinson et al. (Eds.), *Schooling the Symbolic Animal* .Boulder CO: Rowman & Littlefield Publishers, 2000)

1994   The Power of Language in Instruction, School and Reform. In: Beverly MacLeod (Ed.), *Language and Learning: Educating Linguistically Diverse Students.* Albany, NY: SUNY Press.

Tracking Untracking. Research Report #10. Santa Cruz, Ca.: The National Center for Research on Cultural Diversity and Second Language Learning.(with Angela Lintz, Lea Hubbard and Irene Villanueva)

(An expanded and revised version appears in Peter Hall (Ed). *Race, Ethnicity and Multiculturalism*. New York: Garland 1997).

Ethnographic Studies of Multicultural Education in Classrooms and Schools. In: James A. Banks and Cherry A. McGee Banks (Eds.), *Handbook on Research on Multicultural Education.* New York: MacMillan Publishing (with Angela Lintz, Dina Okamoto and John Wills).

(Revised version published in 2002)

The AVID Classroom: A System of Academic and Social Support for Low Achieving Students. In: Jeannie Oakes and Karen Hunter Quartz (Eds.), *Creating New Educational Communities;* 94th Volume of the National Society for the Study of Education.

Forming Academic Identities: Accommodation Without Assimilation Among Involuntary Minorities. *Anthropology and Education Quarterly* 24 (2), 1-27.

Untracking High School Students in Preparation for College: Implications for Latino Students. In: A. Hurtado and E. E. Garcia (Eds.), *The Educational Achievement of Latinos: Barriers and Successes;* Santa Cruz, CA: Regents of the University of California.

Resisting the Politics of Despair (CAE 1994 Presidential Address). A*nthropology and Education Quarterly* 26 (3): 239--250.

1995   The Institutional Uses of IQ Tests. Washington DC: National Academy of Sciences

Engineering Success Through Institutional Support. In: Aida Hurtado, Richard Figueroa and Eugene E. Garcia (Eds.), *The Educational Achievement of Latinos: Barriers and Successes.* Santa Cruz, CA: Regents of the University of California (with Olga Vasquez and Ricardo Stanton-Salazar).

(Reprinted in: Shiela T. Gregory, *The Academic Achievement of Minority Students*. Lanham NY: University Press of America, 2000)

1996   Constitutive Processes of Race and Exclusion. *Anthropology and Education Quarterly* 27 (2): 270--278.

A New Reproduction of Inequality Under the New Capitalism? *Organization* 3 (3): 419-24.

Recognizing Diversity Within a Common Historical Narrative: The Challenge to Teaching History and Social Studies. *Multicultural Education* 4 (1): 12-16. (with John Wills)

(An expanded version appears in: J. Liu and P. Kaheney (Eds.) *Contested Terrain: Diversity, Writing, and Knowledge*. Ann Arbor: Michigan University Press, 2001).

1997   The Discourse of the Immigration Debate: A Case Study in the Politics of Representation. *Discourse and Society*, 8 (2): 249--270.

1998   Untracking Low Achieving Students: Implications for Educational Practice. In: Patricia Gándara (Ed.) *Capturing Latino Students in the Academic Pipeline*. Berkeley, CA: Chicano Latino Policy Project .

Scaling Up an Untracking Program: A Co-constructed Process. *JESPAR* 4 (1): 83-100 (with Lea Hubbard).

Social Interaction in Educational Settings: Accomplishments and Unresolved Issues. *Human Development* 41 (4): 1-25.

*(*Reprinted in *L'educazione 6 (8);* translated into Italian by Aessandro Panza*)*

Educational Reform Implementation: A Co-constructed Process. Research Report #5. Santa Cruz: Center for Research on Education, Diversity & Excellence (with Lea Hubbard & Amanda Datnow).

1999   Recommendations Regarding Research Priorities: An Advisory Report to the National Educational Research Policy and Priorities Board Submitted by the National Academy of Education (with A. L. Brown, J. G. Greeno, M. Lampert, and L. B. Resnick)

Closing the Achievement Gap in the San Diego City Schools. La Jolla: The San Diego Dialogue (with Scott Grimes).

2000   Race and Reform: Educational Niche Picking in a Hostile Environment. *Journal of Negro Education*. 12 (1): 115-130 (with Lea Hubbard).

Remedying Unequal Opportunities for Successful Participation in Advanced Placement Courses in California High Schools. A Proposed Action Plan submitted to the ACLU. (with Jeannie Oakes, John Rogers, Patricia McDonough, Daniel Solorzano, and Pedro Noguera).

Thinking the Nation: Representations of Nations and the Pacific Rim In Latin American and Asian Textbooks. *Narrative Inquiry* 11 (1): 1-21

2001   Partners for Preparation: Constructing and Distributing Social and Cultural Capital to Achieve Diversity. In: William G. Tierney & Linda S. Hagedorn (Eds.) *Extending Outreach: Strategies for Accessing College*. Albany NY: SUNY Press (with Makeba Jones and Susan Yonezawa).

2002   Shaping Pathways to Higher Education. *Educational Researcher* 3: 3-17. (with Makeba Jones, Susan Yonezawa and Elizabeth Ballesteros)

Special Education. *The Encyclopedia of Education and Sociology*. New York: Garland (with Jane Mercer and Robert Rueda)

2003   Why Educational Reforms Sustain Or Fail: Lessons For Educational Leaders. In D. Fink, & A. Hargreaves (Eds.), *Handbook of Educational Leadership and Management*. London: Pearson Education (with Amanda Datnow and Lea Hubbard)

Reconstructing Equality on New Political Ground: The Politics of Representation in the Charter School Debate at UCSD. *American Educational Research Journal* 40 (3): 655-682. (with Lisa Rosen)

Peter Hall's Contributions to Public Policy Research. *Studies in Symbolic Interaction* 26: 31-50. (with Amanda Datnow and Lea Hubbard)

2004   Reform Ideas that Travel Far Afield: The Two Cultures of Reform in New York City's District #2 and San Diego. *Journal of Educational Change* 5 (2): 161-197. (with Mary Kay Stein & Lea Hubbard)

Providing Educational Opportunities for Underrepresented Students. In: D. Lapp (Ed), *Teaching All The Children*. New York: Guilford Publications Inc. (with Doris Alvarez)

Commentary: The Changing but Underrealized Roles of State Education Agencies in School Reform. *JESPAR* 10 (1): 139-146

2005   When Reforms Travel: The Sequel. *Journal of Educational Change* 6 (1) 1-33 (with Lea Hubbard and Mary Kay Stein*)*

Whole-School Detracking: A Strategy for Equity and Excellence. *Theory into Practice* 45 (1): 82-89 (with Doris Alvarez)

2006   A Sociological Perspective on Opportunity To Learn and Assessment. In *Assessment, Equity, and Opportunity to Learn.* James Paul Gee, Edward Haertel, Pamela A. Moss, and Diana Pullin (Eds.). Cambridge: Cambridge University Press.

Discourse in a Religious Mode. *Pragmatics* 16 (1): 1-23 (with Gordon Chang)

Reprinted as: Chang, G.C. & Mehan, H.B. (2006): Diskurz vedeny nabozensky: Bushova vlada o valce s terorismem a alternativni diskurzy *Biograf* (40-41): 85-111

2007   Aaron Cicourel's Contributions to Language Use, Theory, Method, and Measurement *Text* & Talk 27 (6): 595-610. (with Philip Davies)

Restructuring and Reculturing Schools to Provide Students with Multiple Pathways to College and Career. UCLA's Institute for Democracy, Education and Access, Multiple Perspectives on Multiple Pathways Series paper mp-rr006-02077. http://repositories.cdlib.org/idea/mp.mp-rr006-0207.

Creating Educational Field Stations: A Remedy and a Model for Diversity and Access in Higher Education. http://www.law.berkeley.edu/centers/ewi/convenings/prop209/agenda.html. (with Cecil Lytle)

Inter-Organizational Collaboration: A Strategy To Improve Diversity And College Access for Underrepresented Minority Students. *Actio* 1: 63-92.

Foreward. In: Gilbero Q. Conchas and Louie F. Rodriguez. Small Schools and Urban Youth

2008   Engaging the Sociological Imagination: My Journey into Design Research and Public Sociology. *Anthropology and Education Quarterly* 39 (1): 77-91.

Why We Must Attack Iraq: Bush's Reasoning Practices and Argumentation System. *Discourse & Society* 19 (4): 449-478 (with Gordon C. Chang)

Classroom Discourse and Culture. A chapter to appear in R. Shweder (Ed.) *The Chicago Companion to the Child*. Chicago: The University of Chicago Press. (in press)

BOOK REVIEWS

1972   Review of Derek Phillips, Knowledge From What? *American Journal of Sociology,* 3: 714-717.

1974   Review of David Sudnow, Studies in Interaction. *Language and Society*, 3: 157-160.

1980   Review of Jim Schenkein, Studies in the organization of conversational interaction. *American Journal of Sociology*, Fall, 1980. (with J. Lee Meihls)

1985   Review of Frederick Erickson and Jeffrey Schultz, The Counselor as Gatekeeper. *Language in Society*, 13: 251-254.

1990   Review of Eric Livingston, Making Sense of Ethnomethodology. *Contemporary Sociology*; May, 1990: 484-485.

1992   Review of Annette Lareau, Home Advantage: Social Class and Parental Intervention in Elementary Education. *The Australian Journal of Education* 36: 111-113

1995   *The Bell Curve*: Legitimating a War on the Poor. *Thurgood Marshall College Review*, 2 (2): 3.

2005   Review of Hugh Gusterson, People of the Bomb. *Contemporary Sociology (*with J. M. Skelley)

HONORS AND TEACHING AWARDS

1985-86 British Council - Fulbright Commission Higher Education Link

1991   University of California, San Diego -Third College, "Outstanding Faculty Award"

1992   University of California, San Diego-Warren College, "Outstanding Teacher of the Year Award"

1997   University of California, San Diego, "Academic Senate Distinguished Teaching Award"

1999-01 The Spencer Foundation National Mentoring Award

2001   University of California, San Diego-Muir College, "MVP: Most Valuable Professor"

1998   Elected to the National Academy of Education

2004   UCSD Chancellors' Associates' Faculty Excellence Award for 2003-04

2005   UCSD Student Educational Advancement Program, "Outstanding Faculty Mentor"

2006   The George and Louise Spindler Award for "Outstanding Contributions to Anthropology and Education" presented by the Council of Anthropology and Education of the American Anthropological Association. November.

2007   The Elizabeth Cohen Award for "Outstanding Contributions to Applied Sociology," presented by the Sociology of Education Section of the American Educational Research Association. April.

2008   The American Educational Research Association Division G, Social Context of Education, Lifetime Achievement Award. March.

2008   Fellow, American Educational Research Association. August.

FELLOWSHIPS AND GRANTS

1969-70 National Institute of Mental Health Predoctoral Fellowship, UC Santa Barbara

1970   Indiana University Foundation Grant, "Language and Interpretation"

1974   Ford Foundation Grant, "Classroom Interaction Study"

1975   Ford Foundation Grant, "Students' Instructional Strategies"

1978   Carnegie Corporation Grant, "Educational Decision Making in Students' Careers: A Pilot Study"

1978-81 National Institute of Education Grant, "Educational Decision Making in Students' Careers"

1983-84 California Department of Education Grant, "Basic Skills Instruction in Elementary Schools"

1983-84 National Institute of Education, "A Quasi Experiment in Guided Change"

1986-88 Institute on Global Conflict and Cooperation, Grant, "The Discourse of the Nuclear Arms Debate" (with A.V. Cicourel, J. Wertsch, C. Nathanson & J. Skelly).

1988-89 Institute on Global Conflict and Cooperation, Grant, "The Politics of Representation and the Nuclear Arms Race" (with A.V. Cicourel, C. Nathanson & J. Skelly).

1990-93 UC OP Grant, "Heterogeneous Grouping and Student Achievement"

1991-96 Office of Education Research and Implementation (OERI) Grant, "Heterogeneous Grouping and Student Achievement"

1995-96 UC OP Grant, "Scientific Sense Making"

1995-96 UC OP Grant, "The School as a Community Center"

1996-00 OERI: "Tracking Untracking: Charting the Progress of an Educational Innovation

1996-99 The Dana Foundation Grant: "Tracking Untracking: Charting the Progress of an Educational Innovation"

1999-00 The Spencer Foundation Grant: "Constructing San Diego's Institute for Learning"

1999-01 The Spencer Foundation Grant: "Mentorship"

2000-05 The Spencer Foundation and OERI Grants: "Reform as Learning in the SDCS"

2000-07 The Carnegie Corporation Grant: "High School Reform in the San Diego City Schools"

2004-05 The Girard Foundation Grant: "The Educational Consequences of Rigorous Instruction Supported by Academic and Social Scaffolds"

2007-2010 The Spencer Foundation Grant: "Adapting the Principles of Learning from the Preuss School to Neighborhood Schools"

PROFESSIONAL ACTIVITY

American Sociological Association

American Anthropological Association; Executive Council, 1993 - 1995

American Educational Research Association

Council of Anthropology and Education

Social Science Research Council Committee on Sociolinguistics, 1977-79.

Advisor, Center for Applied Linguistics, 1976-79.

Board of Advisors, Far West Lab. for Educational Research and Development, 1978-81.

Advisor, National Institute of Education, Teaching and Learning Division, July, 1979.

Board of Advisors, Institute for Research on Teaching, Michigan State, 1979-81.

Senior Advisor, Center for Language, Education and Research (CLEAR) 1985-1988.

Board of Advisors, Educational Affairs, Apple Computer Company, 1986-87.

Advisory Board, UC Urban School--University Collaborative, 1987--1999.

Vice President & President, Council of Anthropology and Education, AAA, 1990-1994.

Board of Advisors, The National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL), 1991 - 1995

Educational Advisory Board, TERC, 1994-1995.

Advisory Committee, Linguistic Minority Research Institute, 1984-00; Chair, 1984-85; 1996-97

Board of Directors, the Preuss School, UCSD, 1998-present

Selection Committee, NAEd/Spencer Foundation Postdoctoral Fellowships, 1998-2004

Executive Committee, UC ACCORD, 2001-present

Board of Directors, Gompers Charter Middle School, 2005-present

EDITORIAL BOARDS
Language in Society, 1979-1992.
Research on Teaching Monograph Series, Longmans Publishing Company, 1980-1983.
Anthropology and Educational Quarterly, 1980
Instructional Sciences, 1981-1993.
Center for Applied Linguistics Series on Ethnography, 1981-82
American Sociological Review, 1982-85
Discourse Processes, 1983-1994
Sociology of Education, 1987-1989
Sociology of Education Series, Teacher College Press, 1992 - 2001
Cognition and Instruction, 1992-1997
Social Psychology of Education, 1996—2001
American Educational Research Journal, 2000-2002