

# CURRICULUM VITAE

Kevin J. Burke

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## 1. ACADEMIC HISTORY

**Name:** Kevin J. Burke

**Address:** Department of Language and Literacy Education  
306B Aderhold Hall  
Athens, GA 30605  
623.680.2188; burkekq@uga.edu

**Present Rank:** Associate Professor

**Proportion Time Assignments:** 2015-2018: .375 EFT Research; .375 EFT Instruction  
2018-Present: .375 EFT Research; .187 EFT Instruction; .187 EFT Service

**Tenure Status:** Tenured (August, 2017)

**Graduate Faculty Status:** Appointed to Graduate Faculty, August 2015

**Highest Degree:** Ph.D., Michigan State University, 2010 (Curriculum, Teaching, and Educational Policy)

### Academic Positions:

2017-Present Associate Professor, Department of Language and Literacy Education  
Affiliate Faculty, Interdisciplinary Qualitative Studies  
Affiliate Faculty, Institute for Women's Studies  
The University of Georgia

2018-Present Graduate Coordinator, Department of Language and Literacy Education

2015-2017 Assistant Professor, Department of Language and Literacy Education  
The University of Georgia

2010-2015 Faculty Fellow, Institute for Educational Initiatives  
University of Notre Dame

2006-2010 Graduate Assistant, Department of Teacher Education  
Michigan State University

### Other Professional Experiences

2004-2006 Graduate Assistant, Office of First Year Experience  
Boston College

2002-2004 Teacher, Bourgade Catholic High School, Phoenix, AZ  
Grade 11-12 English: British and American Literature  
Grade 10 Religion: Comparative Religion and Christian Scriptures

## 2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

### Teaching

The University of Georgia, 2015-present

Course	Title	Times Taught	Mean Enrollment
LLED 4461/6461	Field-Based Practicum Seminar in Secondary Education	2	17

LLED 7810E	Teachers as theorists in English education	2	18
LLED 7408/4400/6400	Planning and Instruction in English Education	2	16
LLED/QUAL 8055	Introduction to Youth Participatory Action Research	5	13
LLED 7430/E/4480/6480	Language and Literacies in Secondary English Education	8	15
LLED/EDUC 8070	Principles of Community-Based Research	2	6
LLED 6461	Field Practice in English Education	1	6
LLED 7420/4450	Teaching Writing in Secondary School	2	27
LLED 8065	Queer Theories in/as Education	2	6
LLED 8005	Intro to Critical Race Theory	1	7
LLED/EDUC 8075	Religion, Literacy and Teacher Identity	1	11
FYOS 1001	Schooling Masculinities/American Public Education: History, Policy, Context	5	15

The University of Notre Dame, 2010-2015

Course	Title	Times Taught
EDU 60605	English Language Arts Methods	5
EDU 60705	Advanced English Language Arts Methods	5
EDU 60020	Introduction to Teaching	6
EDU 60715	English Language Arts Assessment	5
EDU 65950	Supervised Teaching	5
EDU 65930	Clinical Seminar in Teaching	5
ESS 30604	Literacies: Education, Schooling and Power	1
ESS 30592	Schooling Masculinities	4
ESS 33600	Introduction to Education, Schooling, and Society	1
ESS 30682	The System: Education and America	1
ESS 43203	Youth Empowerment, Literacies, and Changing Urban Landscapes	2

### Academic Advising

The University of Georgia, 2015-present

10 Ph.D. students (Major Professor)

21 Ph.D. students (Committee Member)

1 Ed.S. student (Committee Member)

2 MAEd. students (Committee Member)

1 MFA student (Committee Member)

The University of Notre Dame, 2010-2015

2 Ph.D. students (Committee Member)

### 3. SCHOLARLY ACTIVITIES

#### a. Publications

\* Denotes a student co-author at the time of the work

#### Books authored or co-authored:

**Burke, K. J.**, & Greteman, A. J. (Under Contract). *On liking the other: Queer subjects and religious discourses*. Myers Education Press.

Harman, R., & **Burke, K. J.** (2020). *Culturally sustaining systemic functional linguistic praxis: Embodied inquiry in youth art spaces*. Routledge.

Greteman, A., & **Burke, K. J.** (2017). *The pedagogies and politics of liking*. New York: Routledge

**Burke, K. J.**, & Segall, A. (2017) *Christian privilege in U.S. education: Legacies and current issues*. New York: Routledge.

Reviewed: Sullivan, S.R. (2019). *International Journal of Christianity and Education*, 23(1), 81-82.

Burke, K. J. (2011). *Masculinities and other hopeless causes at an all-boys catholic school*. New York: Peter Lang.

Reviewed: Leek, C. (2012). *Men and Masculinities*, 15(5), 548-549

Saylor, T.L. (2012). *Teachers College Record*. <https://tcrecord.org/books/abstract.asp?ContentId=16768>

Estrada, F. (2013). *Catholic Education: A Journal of Inquiry and Practice*, 17(2), 181-184.

Khoja-Moolji, S. S. (2013). *Religion and Gender*, 3(1), 140-142.

Partridge, K. (2013). *Gender and Education*, 25(3), 375-376.

Flanagan, P. (2017). Tales of gender(ed) identity constructions in one boys' Catholic school: A review of *Masculinities and Other Hopeless Causes at an All-Boys Catholic School*. *Journal of LGBT Youth*, 14(1), 133-137.

#### **Books edited or co-edited:**

Juzwik, M. M., Stone, J., **Burke, K. J.**, & Davila, D. (Eds.). (2019). *Legacies of Christian languaging and literacies in American education: Perspectives on English language arts curriculum, teaching, and learning*. New York: Routledge.

Greene, S., **Burke, K. J.**, & McKenna, M. (2016). (Eds.) *Youth voices, public spaces, and civic engagement*. New York: Routledge.

**Burke, K. J.**, Collier, B., & McKenna, M. (2013). (Eds.). *College student voices on educational reform: Challenging and changing conversations*. New York: Palgrave Macmillan.

#### **Chapters in books:**

Burke, K. J. (Forthcoming). Confessions. In K. Strunk & S. Shelton (Eds.), *Encyclopedia of queer studies in education*. Brill/Sense.

Burke, K. J. (Forthcoming). The everydayness of religious literacies. In D. Sumara & D. Alvermann (Eds.), *Ideas that changed literacy practices: First person accounts from leading voices*. Myers Education Press.

Burke, K. J. (2020). Tracking Catholic school funding from K-12 through higher education. In K. deMarrais, B. Herron, & J. Copple (Eds.), *Conservative philanthropies: Ideologies and actions shaping U.S. educational policy and practice*. Myers Education Press.

Greteman, A., & **Burke, K. J.** (2019). Befriending Foucault as a way of life. In D. Carlson & N. Rodriguez (Eds.), *Michel Foucault: Sexualities and genders in education: Friendship as ascesis*. (pp. 103-121). Palgrave Macmillan.

**Burke, K. J., & Greteman, A.** (2019). Popular movies that teach: How movies teach about schools and genders. In P. Leavy & A. Trier-Bieniek (Eds.), *Gender and pop culture: A text-reader*. 2<sup>nd</sup> Ed. (pp. 125-152) Boston: Sense Publishers.

Burke, K. J. (2019). Purity: Making present the stranger. In M. M. Juzwik, J. C. Stone, K. J. Burke, & D. Davila (Eds.), *Legacies of Christian languaging and literacies in American education: Perspectives on English language arts curriculum, teaching, and learning*. (pp. 67-70) New York: Routledge.

Juzwik, M.M., **Burke, K. J.**, Stone, J.C., & Dávila, D. (2019). Introduction: Legacies of Christian languaging and literacies in American education. In M. M. Juzwik, J. C. Stone, K. J. Burke, & D. Davila (Eds.), *Legacies of Christian languaging and literacies in American education: Perspectives on English language arts curriculum, teaching, and learning*. (pp. 1-16) New York: Routledge.

\*Hadley, H.L., \*Strickland, T.H., & **Burke, K. J.** (2018). Valuing uncertainty: The role of purposeful, supported discomfort in critical, project-based teacher education. In K. Zenkov & K. Pytash (Eds.), *Clinical Experiences in Teacher Education: Critical, Project-Based Interventions in Diverse Classrooms*. (pp. 34-48) New York: Routledge.

Burke, K. J. (2017). Foreword. In R. J. Rodriguez, *Literacies across communities: Latino/a scribes and their rites* (pp. xiii-xv). Lanham, MD: Lexington Books.

Greene, S., & **Burke, K. J.** (2016). No Child Left Behind. In G. Jarrett (Ed.), *Oxford Bibliographies in African American Studies*. Oxford: Oxford University Press. DOI: 10.1093/OBO/9780190280024-0039.

**Burke, K. J., & Greteman, A.** (2016) Friendship as/and shared enmity. In D. Carlson & D. Linville (Eds.), *Beyond Borders: Queer Eros and Ethos (Ethics) in LGBTQ Young Adult Literature*. New York: Peter Lang.

Greene, S., **Burke, K. J.**, & McKenna, M.K. (2016). When words fail, art speaks: Learning to listen to youth in a community photovoice project. In S. Greene, K. Burke & M.K. McKenna (Eds.) *Reframing public spaces: Youth voices, literacies and civic engagement*. New York: Routledge.

Greene, S., **Burke, K. J.**, & McKenna, M.K. (2014). Reframing spatial inequality: Youth, photography, and a changing urban landscape. In H. Hall, C. Robinson & A. Kohli (Eds.), *Uprooting urban America: Multidisciplinary perspectives on race, class and gentrification*. (pp. 107-130) New York: Peter Lang.

Greteman, A. & **Burke, K. J.** (2014). Popular movies that teach: How movies teach about schools and gender. In P. Leavy & A. Trier-Bieniek (Eds.), *Gender and pop culture: A text-reader*. (pp. 121-150). Boston: Sense Publishers.

Burke, K. J. (2014). Impossible women: Saints, sinners, and the gendered mythology in a catholic school. In D. Carlson & E. Meyer (Eds.), *Gender and sexualities in education: A reader* (pp. 25-37). New York: Peter Lang.

**Burke, K. J.**, Collier, B.S., & McKenna, M.K. (2013). An editorial intervention: Mushfaking. In K. Burke, B. Collier & M. McKenna (Eds.), *College student voices on educational reform: Challenging and changing conversations* (29-32). New York: Palgrave Macmillan.

McKenna, M.K., **Burke, K. J.**, & Collier, B. S. (2013). Pulling ideas apart: Complicating the questions. In K. Burke, B. Collier & M. McKenna (Eds.), *College student voices on educational reform: Challenging and changing conversations* (105-125). New York: Palgrave Macmillan.

Collier, B. S, McKenna, M.K., & **Burke, K. J.** (2013). Introduction: A ‘conversation’ and the problem of positioning. In K. Burke, B. Collier & M. McKenna (Eds.), *College student voices on educational reform: Challenging and changing conversations* (1-28). New York: Palgrave Macmillan.

\*Grau, D. B., \*Mullins, K.B., \*Puszka, K. A., & **Burke, K. J.** (2013). Literacy: Fostering lifelong learning. In K. Burke, B. Collier & M. McKenna (Eds.), *College student voices on educational reform: Challenging and changing conversations* (33-52). New York: Palgrave Macmillan.

Burke, K. J. (2011). Not as the hypocrites. In L. Delfra and A. P. Berends (Eds.), *Five minutes with Christ: spiritual nourishment for busy teachers*. Notre Dame: Ave Maria Press.

Burke, K. J., Silhouettes. (2008). In L. Budzichowski, Z. Budzichowski, T. DeSapio, K. C. Kenney & K. Steinlage (Eds.), *The spirit of ACE: Celebrating 15 years*. Notre Dame: ACE Press.

### Refereed Journal Articles:

**Burke, K. J.** & Greteman, A. J. (2021). Educating tensions between religious and sexuality discourses: On resentment and hospitality. *Review of Education, Pedagogy, and Cultural Studies*. 43(1), 49-68

\*Wright, W., **Burke, K.J.**, & Hadley, H. (2020). “No, we should do it”: Youth training youth in activist research methods. *Urban Review*. 52(5), 970-991.

**Burke, K. J.**, & van Kessel, C. (2020). Thinking educational controversies through evil and prophetic indictment: Conversation versus conversion. *Educational Philosophy and Theory*, 53(1), 90-100.

\*Hadley, H., **Burke, K. J.**, & \*Wright, W. (2020). Opening spaces for restoration for youth through community-engaged critical literacy practices. *English Teaching: Practice and Critique*, 19(1), 95-106.

\*Jarvie, S., & **Burke, K. J.** (2019). Difficult knowledge(s) and the false religion(s) of schooling. *Journal of Educational Foundations*, 1-4, 5-23.

\*Jarvie, S., & **Burke, K. J.** (2019). Intellectual humility and the difficult knowledge of theology. *Journal of Curriculum and Pedagogy*, 16(3), 224-241.

DeLeon, A., & **Burke, K. J.** (2018). Intrusions into the human body: Quarantining disease, restraining bodies, and mapping the affective in state discourses. *Critical Education*, 9(14), 1-17.

**Burke, K. J.**, & \*Hadley, H. (2018). ‘I’m empowered by a better connection’: Youth participatory action research and critical literacy. *The High School Journal*, 101(4), 217-235.

Greene, S., **Burke, K. J.**, & McKenna, M. K. (2018). A review of research on new literacies and civic engagement: Toward an expanded model of critical youth empowerment. *Review of Educational Research*, 88(6), 844-878.

**Burke, K. J.**, & DeLeon, A. (2018) Wooden dolls and disarray: Rethinking United States’ teacher education to the side of quantification. *Critical Studies in Education*, 61(4), 480-495.

Van Kessel, C., & **Burke, K. J.** (2018). Teaching as immortality project: Positing weakness in response to terror. *Journal of the Philosophy of Education*, 52(2), 216-229.

**Burke, K. J.**, Harman, R., \*Hadley, H., & \*Mizell, J. (2018). ‘I almost feel like I didn’t get the chance to really begin’: Challenges and opportunities in a critical, project-based clinical experience. *The New Educator*, 14(3), 212-230.

McKenna, M., Greene, S., & **Burke, K. J.** (2017). Teaching from the outside in: Community-based pedagogy’s potential for transformation. *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, 27(2), 241-257.

**Burke, K. J.,** Greene, S., & McKenna, M.K. (2017). Youth voice, civic engagement and failure in participatory action research. *Urban Review*, 49(4), 585-601.

**Burke, K. J.,** Greene, S., & McKenna, M.K. (2016). A critical geographic approach to youth civic engagement: Reframing educational opportunity zones and the use of public spaces. *Urban Education*, 51(2), 143-169.

**Burke, K. J.,** & \*Gilbert, B. R. (2016). Racing tradition: Catholic schooling and the maintenance of boundaries. *Race Ethnicity and Education*, 19(3), 524-545.

**Burke, K. J.,** & Greene, S. (2015). Participatory action research, youth voices and civic engagement. *Language Arts*, 92(6), 389-402.

Burke, K. J. (2015). Curricular documents and the positioning of teachers and students in catholic schools: The cult of personality. *Religion & Education*, 42(3), 321-338.

\*Jarvie, S., & **Burke, K. J.** (2015). Difficult knowledge and the English classroom: A catholic framework using Cormac McCarthy's *The Road*. *Journal of Catholic Education*, 19(1), 76-93.

Burke, K. J. (2015). Queering Catholic fundamentalism: On liking theology in masculinities research. *Masculinities and Social Change*, 4(2), 144-162.

**Burke, K. J.,** & Segall, A. (2015). The religion of American public schooling: Standards, fidelity and cardinal principles. *Journal of Curriculum and Pedagogy*, 12(1), 73-91.

**Burke, K. J.,** & DeLeon, A. (2015). Nomadic teaching, vagabond dreaming: An examination of the spaces that schools might become. *Review of Education, Pedagogy, and Cultural Studies*, 37(1), 4-20.

**Burke, K. J.,** & Segall, A. (2015). Teaching as Jesus making: The hidden curriculum of Christ in schooling. *Teachers College Record*, 117(3), 1-27.

Segall, A., & **Burke, K. J.** (2013). Reading the Bible as a pedagogical text: Testing, testament, and some postmodern considerations about religion/the Bible in contemporary education. *Curriculum Inquiry*, 43(3), 305-331.

**Burke, K. J.,** & Greteman, A. (2013). Toward a theory of liking. *Educational Theory*, 63(2), 151-169.

Greene, S., **Burke, K. J.,** & McKenna, M. (2013). Forms of voice: Exploring the empowerment of youth at the intersection of art and action. *Urban Review*, 45(3), 311-344.

Burke, K. J. (2012). Strange bedfellows: The new neoliberalism of catholic schooling in the United States. *Journal of Pedagogy*, 3(2), 177-197.

Burke, K. J. (2012). Winemaking in California and the west: Craftsmanship, aggregation and a little bit of alcohol. *Journal of the West*, 51(1), 58-70.

Burke, K. J. (2012). A space apart: Kairos and masculine possibility in retreats of adolescents. *Journal of Men, Masculinities and Spirituality*, 6(2), 77-93.

Burke, K. J. (2012). The village in the city: Critical race theory, schooling, and a life. *Critical Race and Whiteness Studies*, 8(1), 1-18.

**Burke, K. J.** & Segall, A. (2011). Christianity and its legacy in education. *Journal of Curriculum Studies*, 43(5), 631-658.

#### **Bulletins or reports:**

**Burke, K.J.,** Hadley, H.L., \*Wright, W.T., \*Ervin, J., & \*Overton, L. (2020). *It's interesting how exclusion plays a role in self-worth*. Savannah, GA: The Deep Center.

**Burke, K. J.,** \*Wright, W. T., & \*Hadley, H. L. (2019). *Savannah is covered by a beautiful wallpaper, but behind it hide skeletons*. Savannah, GA: The Deep Center.

\*Hadley, H., & **Burke, K. J.** (2018). "They believe in a better version of you": *Opening spaces of restoration for youth through community-engaged pedagogical practices*. Savannah, GA: The Deep Center.

**Burke, K. J.,** & \*Hadley, H. (2017). *"I'm empowered by a better connection": Community-based research, youth, and rethinking planning in Savannah*. Savannah, GA: The Deep Center.

#### **Book Reviews:**

Burke, K. J. (2018). [Review of the book *Homophobia in the hallways: Heterosexism and transphobia in Canadian Catholic schools* by T. Callaghan]. *Canadian Journal of Education*, 41(3), iv-vi.

Burke, K. J. (2012). Troubling fundamentalism [Review of the book *Women and fundamentalism in Islam and Catholicism: Negotiating modernity in a globalized world* by P. Madigan]. *Religion and Gender*, 2(2), 352-355.

#### **Works submitted but not yet accepted:**

##### **Refereed Journal Articles:**

Burke, K. J. (Under Review). Re-engaging theology in educational studies. *Educational Studies*.

Wright, W.T., Hadley, H.L., **Burke, K.J.,** Ervin, J., & Overton, L. (Under Review). Toward a generative dissensus: Procedural wisdom and participatory challenges in a youth-led coalition-building enterprise. *Teachers College Record*.

#### **b. Creative Contributions Other Than Formal Presentations:**

Burke, K. J. (2019). 10 years deep: It's about the process. Retrieved from: <http://www.deepcenter.org/2019/12/04/10-years-deep-its-abut-the-prcess>

Burke, K. J. (2006). Handing each other along: Moral leadership and service. In Boston College (Ed.), *Lives of moral leadership: Men and women who have made a difference* (pp. 1-8). Chestnut Hill: Boston College.

#### **c. Grants and Contracts:**

2021

- \$742,512 Religious communities and racial justice: Building an infrastructure for activism, Henry Luce Foundation (w/Robert Foster and Joshua Patterson) (Pending)
- \$2000 Establishing sustainable community-based research partnerships, Willson Center Research Seminar Program (w/Julie Velásquez Runk and Ruth Harman)

2020

- \$20,000 Recruiting, preparing and inducting secondary mathematics and science teachers in Northeast Georgia, National Science Foundation (Senior Personnel w/Ruth Harman; PIs: Julie Luft, Dorothy White, Paula Lemons, and Nathaniel Hunsu)
- \$7,000 Glickman Challenge Grant Peer and youth civic leadership at Cedar Shoals High School (w/Ruth Harman, Katie B. Johnson and Cedar Shoals High School)

2019

- \$10,000 MDC/NSEM Youth research project, Step Up Savannah (w/Deep Center, Heidi Hadley, and William Wright)
- 2018
- \$45,782 Bridging the capitals of the Russian North and the American South: The U.S.-Russia Expertise Exchange on Youth Development and Service-Learning, US Department of State (w/Victoria Hasko, and Ruth Harman)
  - \$1500 Arts in Community Grant, Athens Cultural Affairs Commission
- 2017
- \$100,000 Aralee Strange Fund for Art and Poetry, Georgia Museum of Art (Endowed) (w/Ruth Harman)
- 2016
- \$5000 Early Career Faculty Grant, “Articulating a Theory of Change for Community/University Partnerships Seeking to Develop Civic Youth Engagement Through Multiple Affordance of Literacy.”
- 2015
- \$800 Better Way Foundation, “Engaging Youth, Engaging Neighborhoods Project.” (w/Stuart Greene and Maria McKenna)
- 2014
- \$1000 Better Way Foundation, “Engaging Youth, Engaging Neighborhoods Project.” (w/Stuart Greene and Maria McKenna)
  - \$7500 Rodney F. Ganey Collaborative Community-Based Research Grant, University of Notre Dame (w/Stuart Greene and Maria McKenna)
  - \$5000 Innovative Neighborhoods Solving Problems and Inspiring Resident Engagement, South Bend, IN (w/Stuart Greene and Maria McKenna)
- 2013
- \$2500 Research and Creative Work Grant, Institute for Scholarship in the Liberal Arts, University of Notre Dame (w/Stuart Greene and Maria McKenna)
- 2012
- \$1500 Undergraduate Research Opportunity Program, University of Notre Dame (w/Stuart Greene and Maria McKenna)
- 2011
- \$1000 Neighborhood Resources Corporation, South Bend, IN (w/Stuart Greene and Maria McKenna)
  - \$15000 Henkels Lecture Series, University of Notre Dame (w/Stuart Greene and Maria McKenna)

*Selected Unfunded Proposals:*

- 2020
- STEM POP=UP (provide open program=unlimited progress) Project, National Science Foundation (w/Julie Luft)
- 2019
- Interdisciplinary Research Leaders Grant (with the Deep Center and the AU/UGA Medical School Partnership)
- 2018
- Building a partnership: Arts-based and community change from Savannah to Athens, Willson Center for Humanities and Arts
  - UGA Office of Experiential Learning, “Experiential Learning Innovation Grant”
- 2017
- National Science Foundation, “STEM for the 21<sup>st</sup> Century Community”

**d. Recognition and Outstanding Achievements:**

2020-2021 – Aspire Faculty Fellow, University of Georgia, Office of the Provost, University of Georgia  
 2019-2020 – Kofi Lomotey Outstanding Reviewer Award, *Urban Education*  
 2019 – Emerging Scholar Award, AERA Religion & Education SIG



2018-2019 – Service-Learning Fellow, Office of Service-Learning, University of Georgia  
 2018 – First Year Odyssey Teaching Award, Office of Instruction, University of Georgia  
 2016 – Early Career Faculty Grant, College of Education, University of Georgia  
 2015-2016 – University of Georgia Writing Fellow  
 2014 – Article of the Year Award (for ‘Toward a Theory of Liking’), AERA Queer Studies SIG  
 2014 – Rodney F. Ganey Community-Based Research Award, University of Notre Dame  
 2010 – Dissertation Completion Fellowship, Michigan State University  
 2009 – Summer Research Fellowship, Michigan State University

**e. Areas in Which Research is Done:**

English Education  
 Teacher Education  
 Curriculum Theory  
 Religion and Education  
 Community-Based Research

**f. Supervision of Student Research:**

<b>Doctoral Dissertation Chair</b>		
<b>Student</b>	<b>Department</b>	<b>Graduation Date</b>
<b>Sarah Stice</b>	Language and Literacy Education	Anticipated Spring 2021
<b>Brandy Pass</b>	Language and Literacy Education	Anticipated Spring 2023
<b>William Wright</b>	Language and Literacy Education	Anticipated Spring 2022
<b>Katie Baker Johnson</b>	Language and Literacy Education	Anticipated Spring 2023
<b>Jennifer Ervin</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Lemell Overton</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Terry Miller</b> <i>Conflicting subjectivities: Understanding religious teachers in public schools</i>	Language and Literacy Education	Fall 2020
<b>Jessica Ewalt</b> <i>Learning to decenter whiteness: A world history teacher’s struggle</i>	Educational Theory and Practice	Fall 2019
<b>Heidi Hadley</b> <i>Navigating moments of uncertainty: Portraits of evangelical early career teachers</i>	Language and Literacy Education	Summer 2019
<b>Hunter Strickland</b> <i>Moving toward a method for YAL in English teacher education</i>	Language and Literacy Education	Summer 2019
<b>Dissertation Committee Member</b>		
<b>Amber Waters-Pitt</b>	Art Education	Anticipated Spring 2022
<b>Lisa Novak</b>	Art Education	Anticipated Spring 2022
<b>Nick Thompson</b>	Language and Literacy Education	Anticipated Spring 2022
<b>Caleb Chandler</b>	Educational Theory and Practice	Anticipated Spring 2022
<b>Mariah Parker</b>	Language and Literacy Education	Anticipated Spring 2022
<b>Kaitlyn Wegrzyn</b>	Educational Theory and Practice	Anticipated Spring 2022
<b>Mel Kutner</b>	Educational Theory and Practice	Anticipated Spring 2022
<b>Kihyun Nam</b>	Art Education	Anticipated Spring 2022
<b>Sharon Naruddin</b>	Language and Literacy Education	Anticipated Spring 2022
<b>Vicki Scullion</b>	Educational Theory and Practice	Anticipated Spring 2022

<b>Dannie Chalk</b>	Educational Theory and Practice	Anticipated Spring 2022
<b>Jenn Whitley</b>	Language and Literacy Education	Anticipated Spring 2022
<b>Caroline Sharkey</b>	Social Work	Anticipated Spring 2023
<b>Kathleen McGovern</b> <i>Drama in TESOL education &amp; research: Foucauldian insights on power and identities</i>	Language and Literacy Education	Fall 2020
<b>Stephanie Toliver</b> <i>Endarkened dreams: A speculative counterstory of Black girls' oral and written stories</i>	Language and Literacy Education	Spring 2020
<b>Jason Mizell</b> <i>Culturally sustaining systemic functional linguistics (CS SFL): A critical examination of languaging and literacies for/with/by youth</i>	Language and Literacy Education	Spring 2020
<b>James Coda</b> <i>"Oh, this language is really gendered": LGBTQ Spanish Teachers upend gender and sexuality norms in the classroom</i>	Language and Literacy Education	Spring 2020
<b>Jesus Tirado</b> <i>Belonging inside and outside the classroom</i>	Educational Theory and Practice	Spring 2019
<b>Adam Crawley</b> <i>Allyship, straight parents, and lg/gl children's books</i>	Language and Literacy Education	Summer 2018
<b>Matt Moulton</b> <i>Adolescent identities beyond the single story: Re-humanizing experiences of homelessness to challenge dominant narratives</i>	Educational Theory and Practice	Spring 2018
<b>Meghan Barnes</b> <i>Bumps and tensions: The roles of teacher educators, mentor teachers, and communities in pre-service teachers' developing conceptions of teaching</i>	Language and Literacy Education	Spring 2017
<b>Brian Gilbert</b> <i>A parallax view of teacher ontology: Reconceptualizing the reflexive method in the abyss of Zizekian negativity</i>	DePaul University, Curriculum Studies	Summer 2018
<b>Paul Rodriguez</b> <i>Extending theories of college access: A critical ethnography on the organizational habitus of college-going in an urban Catholic high school</i>	UT-San Antonio, Educational Leadership and Policy Studies	Spring 2013

**g. Editorial or Editorial Board Member of Journals or Other Learned Publications:**

*Editorial Board*

Journal of Montessori Research

Religion & Education

Review of Education, Pedagogy, and Cultural Studies

English Journal (2018-2023)

Encyclopedia of Queer Studies in Education (Brill)

Critical Perspectives on Religion and Education (Myers Education Press: Series Co-Editor)

*Guest Editor Special Issues of Journals*

Rasmussen, M.L., **Burke, K.J.**, & Greteman, A.J. (Eds.) (In Press). Secularisms, sexuality education, and theology [Special Issue]. *Sex Education*.

**h. Conference Papers**

2021

Burke, K.J., Greteman, A.J., *Reorienting conversations: On religious and queer discourses*. American Educational Research Association.

2020

Burke, K.J., van Kessel, C., *Thinking through evil: Prophetic indictment and its educational discontents*. American Educational Research Association in San Francisco, CA [Conference cancelled].

Burke, K.J., Greteman, A. J., *Educating tensions: On religious and sexuality discourses*. American Educational Research Association in San Francisco, CA [Conference cancelled].

Burke, K.J., McKenna, M. K., *Montessori research and methodological confluence: Or, how Montessori researchers measure is an opportunity and a response to history*. American Educational Research Association in San Francisco, CA [Conference cancelled].

Burke, K. J., Hadley, H., Wright, W., Eissa, R., & Ortiz, H., *'No, we should do it': Youth training youth in activist research methods*. Art + Education for Social Justice Symposium in Athens, GA.

2019

Burke, K.J. *Tracking Catholic school funding from K-12 through higher education*. American Educational Studies Association in Baltimore, MD.

Burke, K.J., & Greteman, A. *Educating tensions: On religious and queer discourses in teacher education*. American Educational Studies Association in Baltimore, MD.

Burke, K.J. *Reengaging theology in a post-truth era*. American Educational Research Association in Toronto, CA.

2018

Burke, K.J., & Hadley, H. *Critical, project-based clinical experiences in literacy contexts*. Literacy Researchers Association in Indian Wells, CA.

Burke, K.J. *An indecent theology of/in educational studies*. American Educational Studies Association in Greenville, SC.

Burke, K.J., & Jarvie, S. *Intellectual humility and the difficult knowledge of theology*. American Educational Research Association in New York City, NY.

2017

Burke, K.J., Hadley, H., & Fassbender, W. *"Just shut your mouth": Religion in a pre-service English education program*. Literacy Researchers Association in Tampa, FL.

Burke, K.J., Hadley, H., & Fassbender, W. *Religion, spirituality and the work of literacy education*. National Council of Teachers of English in St. Louis, MO.

Burke, K.J., & Jarvie, S. *Intellectual humility & the difficult knowledge of theology*. Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH.

Burke, K.J., Harman, R., Mizell, J., & Hadley, H. *Artyouth summer camp: Reclaiming school spaces through drama, art, and play*. Journal of Language & Literacy Education Conference in Athens, GA.

2016

- Burke, K.J. *Destabilizing certainty in education: Moving toward teaching and learning literacy as uncertainty and risk* (Chair and Discussant). Literacy Research Association in Nashville, TN.
- Burke, K.J. *The future is now: Exploring 21<sup>st</sup>-century teaching ideas with the next generation of English teachers* (Facilitator). National Council of Teachers of English in Atlanta, GA.
- Burke, K.J., Greene, S., & McKenna, M. *University-community partnerships: Youth empowerment, undergraduate coursework and changing urban landscapes*. Journal of Language & Literacy Education Conference in Athens, GA.
- Burke, K.J., & Jarvie, S. *Difficult knowledge and the false religion(s) of schooling*. American Educational Researchers Association in Washington, D.C.
- Burke, K.J., & Greteman, A. *Friendship as shared enmity*. American Educational Researchers Association in Washington, D.C.
- Burke, K.J., Greene, S., & McKenna, M. *Youth voice and civic engagement in an age of neoliberal economic policies*. American Educational Researchers Association in Washington, D.C.

2015

- Burke, K.J., & Greteman, A. *To like religions and queerness*. American Educational Researchers Association in Chicago, IL.
- Burke, K.J., & Segall, A. *Religion and/of American public schooling: Standards, fidelity and cardinal principles*. American Educational Researchers Association in Chicago, IL.
- Burke, K.J., Greene, S., & McKenna, M. *When words fail, art speaks: Listening to youth stories*. American Educational Researchers Association in Chicago, IL.

2014

- Burke, K.J. *The religion of American public schooling: Language and standards*. Literacy Research Association in Marco Island, FL.
- Burke, K.J. *The religion of American public schooling: Standards, fidelity and cardinal principles*. American Educational Studies Association in Toronto, ON.
- Burke, K.J., & Greteman, A. *To be like: On childish identifications*. American Educational Studies Association in Toronto, ON.
- Burke, K.J., & Greteman, A. *To be liked: On the politics and ethics of likeability*. American Educational Researchers Association in Philadelphia, PA.
- Burke, K.J., & Greteman, A. *Friendship and liking as a way beyond love and hate in education*. American Educational Researchers Association in Philadelphia, PA.
- Burke, K.J., Greene, S., & McKenna, M. *I used to have a house in this neighborhood: Creating spaces for youth, voice, and social action through literacy*. Journal of Language & Literacy Education Conference in Athens, GA.

2013

- Burke, K.J., & Greteman, A. *To like objects: On likability and the promises of fetishism*. Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH.
- Burke, K.J., & Greteman, A. *Friendship, liking, and a way out of love and hate in education*. Bergamo Conference on Curriculum Theory and Classroom Practice in Dayton, OH.
- Burke, K.J. *Impossible women: Saints, sinners, and the effects of a gendered mythology in a catholic school*. American Educational Researchers Association in San Francisco, CA.
- Burke, K.J., Greene, S., & McKenna, M. *Forms of voice: Exploring the empowerment of youth at the intersection of art and action*. American Educational Researchers Association in San Francisco, CA.

2012

- Burke, K.J., McKenna, M., & Greene, S. *Engaging youth, engaging neighborhoods: Photovoice, narrative, and critical geography*. National Outreach Scholarship Conference in Tuscaloosa, AL.
- Burke, K.J., Segall, A. *Religion as a category of difference: Using teacher education to explore the (invisible) curricular and pedagogical role of Christianity in everyday school practices*. American Educational Researchers Association in Vancouver, BC.
- Burke, K.J., Greteman, A. *Cheerleaders, fat girls, and bullies: Glee and its gendering of food*. Food Networks: Gender and Foodways in Notre Dame, IN.

2011

Burke, K.J., Segall, A. *Exploring the legacy of Christianity in/as curriculum*. American Educational Researchers Association in New Orleans, LA.

2008

Burke, K.J., Merritt, K., & Tuckey, S. *Multimodal texts: Situating narratives across borders*. Writing Research Across Borders in Santa Barbara, CA.

2007

Burke, K.J. *Foundings*. Symposium for the Study of Midwestern Literature in East Lansing, MI.

### **i. Workshops and Invited talks**

2021

- Educational outcomes are on purpose: Reform and the conflicting purposes of education, IMPACT Service, University of Georgia, Athens, GA
- Feminisms and feminist teaching in undergraduate teacher education: A conversation with feminist teacher educators, Mary Frances Early College of Education, Athens, GA (Panel)
- Where do we go from here? Exploring the role of education for collective healing and advocacy in challenging times, University of Georgia Mary Frances Early College of Education: Diversity, Equity, and Inclusions Conference, Athens, GA (Panel)

2020

- SFL at the intersections: Considerations for youth participatory, queer, and theological work, Graduate North American Systemic Functional Linguistics Conference, Ann Arbor, MI
- Opening session: Community presentations and conversations, Art + Education for Social Justice Symposium, Athens, GA (Panel)

2011-2020

- Beginning teacher institute: Assessment, engagement and curricular planning, Independent Schools Association of the Southwest

2016-2020

- Youth participatory action research: Data gathering and analysis, Deep Center, Savannah, GA

2019

- Introduction to youth participatory action research: Mandela Washington Fellowship for Young African Leaders, United States Department of State, Athens, GA
- Youth participatory action research and universities: Citizenship in the making, Centre for Youth Studies, National Research University Higher School of Economics, St. Petersburg, Russia
- Religion, resacralization, and a renewed epistemology of theological inquiry in educational research, Religion and Education Special Interest Group, American Educational Research Association, Toronto, Canada
- Youth participatory action research: Failures, failings, and reframing, Journal of Language and Literacy Conference, Athens, GA
- Youth participatory action research training, Deep Center, Savannah, GA
- Arts-based community research for social change: An intergenerational dialogue (w/Mariah Parker), University of Georgia College of Education: Research Conference, Athens, GA

2018

- Youth participatory action research and universities: Citizenship in the making, Education, Literacy, Community, and Citizenship: Community Conference, University of Notre Dame, Notre Dame, IN
- “That’s the hate they’re giving us, baby, a system designed against us”: Imagining social justice in schools, University of Georgia College of Education: Diversity, Equity, and Inclusion Conference, Athens, GA
- Dawg talks: Conversations that matter—Gender & masculinity, University of Georgia College of Education, Athens, GA

2017

- Curriculum theory and the post-truth situation, Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH

2016

- The arts of getting by: A workshop on the uses of objects in teaching and research, Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH
- Moving beyond the violence of love in education: A queer orientation to liking, University of Georgia, Institute for Women's Studies, Athens, GA

2015

- The hidden curriculum of religion in American public education: Converting to conversation, University of Georgia College of Education Dean's Council on Diversity, Athens, GA
- Gender identity and the workplace, University of Notre Dame Gender Relations Center, Notre Dame, IN
- The mask we live in: Masculinities and socialization in America, University of Notre Dame Gender Relations Center, Notre Dame, IN
- Inspiring inclusion, creating communities and launching leaders: Sexuality on campus ACC Student Leadership Symposium, Notre Dame, IN
- The sexualization of the black male body, University of Notre Dame NAACP, Notre Dame, IN

2014

- Community-based research: Synopsis of four years in a literacy/arts collaboration, University of Notre Dame Center for Social Concerns, Notre Dame, IN
- History and social context: Minority experiences in American education, University of Notre Dame Office of Admissions, Notre Dame, IN

2013

- Advanced qualitative methods: Autoethnography and subjectivity, Michigan State University, East Lansing, MI
- Religion and education: The hidden curriculum and schooling, Good Shepherd Montessori School, South Bend, IN

2012

- New faculty induction and senior CHOICES seminar, Trinity Valley School, Fort Worth, TX

2011-2014

- Comprehensive curriculum reform: Common core math and English alignment, Dioceses of Charleston, SC; Patterson, NJ and Reno, NV

2011

- K-8 vocabulary instruction through active and bodily engagement, St. Mary of Carmel School, Dallas, TX

2011

- Faculty formation: Assessment, planning, and differentiation, St. Michael Indian School, St. Michael, AZ

#### 4. PUBLIC SERVICE

2017-2020

- Co-Founder and Program Director: Parkview Community Literacy Center, Athens, GA
- Youth Participatory Action Research Partnership: Deep Center, Savannah, GA

2019

- Savannah Youth Summit: MDC/Deep Center and City of Savannah, Step Up Savannah, Savannah, GA

2017-2018

- Advisory council: Georgia 3Rs Project, Religious Freedom Center, Newseum Institute, Washington, DC
- Multimodality and literacy: Seeing, writing, building text, PAGE Future Georgia Educators Day, Athens, GA

2015

- Teacher Quality Grant Proposal Reviewer, Athens, GA

2011-2012

- Board of Directors, St. Michael Indian School, St. Michael's, AZ  
2007-2008
- Community Liaison, Restorative Justice Program, Lansing, MI

## 5. OTHER SERVICE

### a. Service to the Profession

2021

- Reviewer for Handbook of Research on Science Teacher Education

2019

- Grant reviewer for Israel Science Foundation

2016-2018

- Secretary/Treasurer: Queer Special Interest Group, American Educational Research Association

**Annual Meeting Reviewer:** American Educational Research Association Queer Studies Special Interest Group and Division B, Curriculum Studies; National Youth-At-Risk Conference

**Outstanding Dissertation Award Committee:** American Educational Research Association Religion and Education Special Interest Group

**Awards Committee:** American Educational Research Association—Queer Studies Special Interest Group; Emerging Scholar Award Committee Chair Religion and Education Special Interest Group

**Faculty Mentor:** AERA Queer Studies SIG; Curriculum Studies Division; LRA Doctoral Student Innovative Community Group Proposal Mentoring Project

**Journal Reviewer:** The High School Journal; Urban Education; Journal of Curriculum Studies; Journal of Catholic Education; American Men's Studies Association; Sex Education: Sexuality, Society and Learning; Journal of Men's Studies; Research in the Teaching of English; Religion and Education; Journal of Curriculum Theorizing; Discourse Studies in the Cultural Politics of Education; Review of Education, Pedagogy, and Cultural Studies; Bank Street Occasional Papers Series; Journal of Teacher Education; Religion & Gender; Linguistics and Education; Religions; Children and Youth Services Review; Youth & Society; The New Educator; Journal of Curriculum and Pedagogy; English Journal; American Educational Researchers Journal; Masculinities and Social Change; Annals of the American Association of Geographers; Educational Studies; The Urban Review; Journal of the American Association for the Advancement of Curriculum Studies; Gender and Education; International Journal of Qualitative Studies on Health & Well-Being; International Journal of Multicultural Education; Alberta Journal of Educational Research; Journal of Homosexuality; Action Research; English Teaching: Practice and Critique; Health Promotion Practice

**Book Proposal Reviewer:** Routledge Research in Religion and Education; Bloomsbury Academic

### b. Service to the University of Georgia

*University and College Level*

2021-2024

- University Council: Facilities Committee

2020

- Reconceptualizing Teacher Education Workgroup; Co-Chair: Fostering Pipelines for Teachers, Counselors, Leaders, and Psychologists

2017-2020

- University Council Faculty Representative (Member: Intercollegiate Athletics Committee; Executive Committee)
- Transition Coach—Student Veterans Resource Center

2019-2020

- Member: COE Strategic Planning Committee; Chair: Partnerships with Communities sub-committee

2019

- Reviewer: Art + Education for Social Justice Symposium—Lamar Dodd School of Art
- Reviewer: Global Research Collaboration Grant Program

2018-2020

- Member: Ad hoc committee: Religion and the Common Good

2017-2018

- Program Review and Assessment Committee (PRAC) member—Lamar Dodd School of Art
- First Generation Mentor—College of Education

2016-2017

- Committee Member, Assistant Professor of the Studio Art Core, Lamar Dodd School of Art

2016, 2018, 2019, 2020

- Fulbright Campus Committee Interviewer, Honors Program

2016

- English Educators Write: IGNITE talk, Center for Teaching and Learning

2015-2016

- Facilitator, SAFE SPACE program, LGBT Resource Center

#### *Department Level*

2018-2021

- Graduate Coordinator

2019-2020

- Member, Bylaws Committee

2019

- Committee Member, Clinical Assistant Professor in English Education

2017-2018

- Program Coordinator, Literacies and Children's Literature; English Education
- Faculty Awards Committee (Member: LLED)

2016-2017

- Committee Member, Clinical Assistant Professor in Literacy Education (P-8)

2015-2016

- Committee Member, Assistant Professor in Digital Literacies (P-8)

#### **c. Service to the University of Notre Dame**

2015

- Student Peace Conference: Persisting Challenges, New Frontiers

2014-2015

- Gender Studies Steering Committee: Gender Studies Program

2011-2014

- Summer Scholars Series: Gender Studies and Schooling, Pre-College Programs

2013

- Faculty Hiring Committee, Alliance for Catholic Education
- Bully: Screening and Discussion, DeBartolo Performing Arts Series

2012

- Toqueville Program for Inquiry into Religion and Public Life: Why Choose the Liberal Arts? Institute for the Study of the Liberal Arts
- Soup and Substance: Teacher Preparation and School Reform, Center for Social Concerns
- Accreditation Committee, Alliance for Catholic Education