

# 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:** 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:

2022-Present Professor, Department of Language and Literacy Education  
Affiliate Faculty, Interdisciplinary Qualitative Studies  
Affiliate Faculty, Institute for Women's Studies  
The University of Georgia

2017-Present Associate Professor, Department of Language and Literacy Education  
The University of Georgia

2018-2021 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

## 2. RESIDENT INSTRUCTION AND CONTINUING EDUCATION

### Teaching

The University of Georgia, 2015-present

Course	Title
LLED 4461/6461	Field-Based Practicum Seminar in Secondary Education
LLED 7810E	Teachers as theorists in English education
LLED 7820E	Teacher Inquiry in English Education
LLED 7408/4400/6400	Planning and Instruction in English Education
LLED/QUAL 8055	Introduction to Youth Participatory Action Research
LLED 7430/E/4480/6480	Language and Literacies in Secondary English Education
LLED/EDUC 8070	Principles of Community-Based Research

LLED 6461	Field Practice in English Education
LLED 7420/4450	Teaching Writing in Secondary School
LLED 8065	Queer Theories in/as Education
LLED 8005	Intro to Critical Race Theory
LLED/EDUC 8075	Religion, Literacy and Teacher Identity
FYOS 1001	Schooling Masculinities/American Public Education: History, Policy, Context

The University of Notre Dame, 2010-2015

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

### 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.** (2021). *On liking the other: Queer subjects and religious discourses*. Myers Education Press.

Winner: Society of Professors of Education Outstanding Book Award

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*. Routledge

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

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

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

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

Burke, K. J. (2021). Confession. In K. Strunk & S. Shelton (Eds.), *Encyclopedia of queer studies in education*. (pp. 120-124). Brill/Sense.

Burke, K. J. (2021). The everydayness of religious literacies. In D. Sumara & D. Alvermann (Eds.), *Ideas that changed literacy practices: First person accounts from leading voices*. (pp. 65-72). 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). 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). 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). 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). Routledge.

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

Greene, S., & **Burke, K. J.** (2016). No Child Left Behind. In G. Jarrett (Ed.), *Oxford Bibliographies in African American Studies*. 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*. (pp. 55-70). 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* (pp. 235-258). 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). 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). 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). 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* (pp. 29-32). 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* (pp. 105-125). 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* (pp. 1-28). 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* (pp. 33-52). 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*. (pp. 51-52). 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.**, Juzwik, M. M., & Prins, E. (2023). Christian nationalism: What is it and why does it matter for educational research. *Educational Researcher*. DOI: 10.3102/0013189X231163147

Greteman, A. J., & **Burke, K.J.** (2023). Authors meet critics: An introduction to on liking the other, queer subjects and religious discourses. *Philosophy of Education*, 78(4), 23-34.

Miller, A. & **Burke, K.J.** (2022). Making Catholic schools research relevant: Assessing contemporary trends in the field of Catholic education. *Educational Researcher*, 52(1), 39-47.

\*Wright, W.T., Hadley, H.L., **Burke, K.J.**, \*Ervin, J., & \*Overton, L. (2022). Generative dissensus in a youth-led coalition-building enterprise. *Teachers College Record*, 1-29

Varga, B. & **Burke, K.J.** (2022). 'I'm a fellow traveler on a religious journey': A conversation with Kevin J. Burke. *Journal of Folklore and Education*, 22, 33-41.

Burke, K. J. (2022). Re-engaging theology in educational studies. *Educational Studies*. 58(2), 163-176.

Rasmussen, M.L., **Burke, K.J.**, & Greteman, A.J. (2021). Secularisms, sexualities and theology: Introduction to special Issue. *Sex Education*, 22, 1-6.

**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. (2023). Multimodality and youth empowerment. *English Without Borders Newsletter*. Tajikistan.

**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:**

#### **Books:**

Hadley, H. H., **Burke, K. J.**, \*Wright, W., & Ave'Lallemant, M. (Eds.). (Under Review). *The only YPAR handbook you'll ever need*. Corwin.

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

van Kessel, C., & **Burke, K.J.** (Under Review). A curriculum of illusion and the miraculous during dread-full times. *Review of Education, Pedagogy, and Cultural Studies*.

**Burke, K.J.** & Miller, A.F. (Under Review). The cruel optimism of Catholic schooling in the United States. *International Studies in Catholic Education*.

Juzwik, M. M., \*Witte, R. L., & **Burke, K. J.** (Under Review). Reading and white Christian nationalism: Sketching a map for literacy educators. *Reading Research Quarterly*.

### **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:**

2022

- \$5,000,000 HELIX at the University of Georgia, USAID: The Center of Excellence for Forestry, Biodiversity, and Conservation Leadership and Green Enterprise Development in Liberia (w/ Brian Watkins, Matthew Auer, J Brosius, Kristen Irvin; Alabama A&M; Alabama State University; Tuskegee; University of Liberia; Forestry Training Institute; Wellesley Centers for Women; University Consortium for Liberia)
- 2021
- \$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 Affordances 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:*

2021



- \$49,708 Writing the YPAR Handbook: (In)formal and Multiple Literacy Practices of Youth Who Engage in Youth Participatory Action Research, Spencer Foundation (w/ Heidi Hadley and William Wright)
- \$742,512 Religious communities and racial justice: Building an infrastructure for activism, Henry Luce Foundation (w/Robert Foster and Joshua Patterson) (Pending)

**d. Recognition and Outstanding Achievements:**

- 2022 —Reviewer Excellence Award, *Urban Review*
- Outstanding Reviewer Award, *English Teaching: Practice and Critique*
- Outstanding Book Award (for ‘On Liking the Other’), Society of Professors of Education
- 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:**

Doctoral Dissertation Chair		
Student	Department	Graduation Date
<b>Sarah Stice</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Katie Baker Johnson</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Isabel Balsamo</b>	Language and Literacy Education	Anticipated Fall 2023
<b>Megan Lawson</b>	Language and Literacy Education	Anticipated Fall 2023
<b>Judy Johnson (Co-Major Advisor)</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Jennifer Ervin</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Benjamin Mattice</b>	Language and Literacy Education	Anticipated Spring 2025
<b>Katy Costley</b>	Language and Literacy Education	Anticipated Spring 2026
<b>Rebekah Andrews</b>	Language and Literacy Education	Anticipated Spring 2026
<b>William Wright</b> <i>Participation in the age of the algorithm: A study of remix, youtube, and ELA teacher education</i>	Language and Literacy Education	Spring 2023
<b>Brandy Pass</b> <i>Rural roots: Pedagogical influences in rural English classrooms in Northeast Georgia</i>	Language and Literacy Education	Fall 2022
<b>Terry Miller</b>	Language and Literacy Education	Fall 2020

<i>Conflicting subjectivities: Understanding religious teachers in public schools</i>		
<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>Bukunmi Ogunsola</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Amber Waters-Pitt</b>	Art Education	Anticipated Fall 2023
<b>Lisa Novak</b>	Art Education	Anticipated Spring 2023
<b>Casey Boersma</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Nick Thompson</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Mel Kutner</b>	Educational Theory and Practice	Anticipated Spring 2024
<b>Wei-Yi Lee</b>	Language and Literacy Education	Anticipated Spring 2024
<b>Kihyun Nam</b> <i>Emancipatory dialogues: Manifesting North Korean refugee voices through socially engaged art</i>	Art Education	Spring 2023
<b>Caleb Chandler</b> <i>Youths' discursive understandings and navigation of gender and sexuality</i>	Educational Theory and Practice	Spring 2023
<b>Caroline Sharkey</b> <i>Digital storytelling and fostering collective efficacy: Arts-based youth participatory action research and constructing community</i>	Social Work	Spring 2023
<b>Kaitlyn Wegrzyn</b> <i>Opening up spaces to ask 'why': Children discussing race and racism</i>	Educational Theory and Practice	Fall 2022
<b>Mariah Parker</b> <i>Bellringer:: An autoethnographic homecoming to hip hop as school- abolitionist praxis</i>	Language and Literacy Education	Summer 2022
<b>Dannie Chalk</b> <i>Malicious compliance: A radical gen-x guide to first-year writing</i>	Educational Theory and Practice	Spring 2022
<b>Vicki Scullion</b> <i>Non-Christian teachers and Christian privilege in public schools</i>	Educational Theory and Practice	Spring 2022
<b>Sharon Nuruddin</b> <i>'I wanted my kids to speak more and speak better': African American and afrolatinx family experiences in a southeastern U.S. Spanish-English</i>	Language and Literacy Education	Summer 2022

<i>dual language immersion program</i>		
<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  
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.) (2021). Secularisms, sexuality education, and theology [Special Issue]. *Sex Education*.

## **h. Conference Papers**

2022

Burke, K.J., *Recovering presence: Transcendence and secular education*. American Educational Studies Association in Pittsburgh, PA.

Burke, K.J., Juzwik, M., & Prins, E. *White Christian nationalism: What is it and why does it matter for English educators in Michigan?* Michigan Council of Teachers of English in East Lansing, MI.

Burke, K.J., Greteman, A.J., Chinnery, A., Joldersma, C., & Stengel, B., *Author meets critics: On liking the other: Queer subjects and religious discourses*. The Philosophy of Education Society in San Jose, CA.

2021

Burke, K.J., & Ervin, J., *Generative Dissensus in a Youth-Led Coalition Building Enterprise*. American Educational Studies Association in Portland, OR.

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**

2023

- Youth participatory action research: Multiple affordances of art and youth empowerment, English Without Borders, Tajikistan
- Introduction to linguistics and multimodality, Breakthrough Miami, Miami, FL
- An interactive workshop and discussion: On embodied inquiry with multilingual youth, University of Miami School of Education & Human Development; Center for Global Black Studies, Miami, FL

2011-2023

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

2022

- NASFLA Conversations: Culturally Sustaining Systemic Functional Linguistics Praxis book talk, North American Systemic Functional Linguistics Association, Athens, GA
- On liking the other: Queer subjects & religious discourses, a book talk, Institute for Women's Studies, University of Georgia, Athens, GA
- Civic engagement and leadership institute: Youth participatory action research, Mandela Washington Fellows, US State Department/University of Georgia, Athens, GA

2021

- Civic engagement and leadership institute: Youth participatory action research, Mandela Washington Fellows, US State Department/University of Georgia, Athens, GA
- 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)

2016-2021

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

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)

- 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

- 2022
- Playing with text, PAGE Future Georgia Educators Day, Athens, GA
- 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

- 2023-2025
- Assistant Chair/Chair: Religion and Education Special Interest Group, American Educational Research Association
- 2021
- Reviewer for Handbook of Research on Science Teacher Education
  - UGA Civic Engagement and Leadership Mandela Washington Fellows
- 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; Human Affairs; Teaching Education; Digital Studies; Curriculum Inquiry; Education Policy Analysis Archives; Journal of Technology in Human Services; Critical Research on Religion; Peabody Journal of Education

**Book Proposal Reviewer:** Routledge Educational Research; Routledge Research in Religion and Education; Bloomsbury Academic; Teachers College Press

## **b. Service to the University of Georgia**

### *University and College Level*

2021-2024

- University Council: Facilities Committee
- Program Review and Assessment Committee

2021-2023

- COE Faculty Senate

2021

- Post-Tenure Review Faculty Committee
- COE Community Outreach Advisory 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, 2018-2022

- 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*

2022-2023

- Co-chair, Connally Family Distinguished Professor search committee

2021-2023

- Ad hoc Literacy EdS Committee

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