

GAILE S. CANNELLA

(Fall, 2008)

Research Professor

Tulane University

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PROFESSIONAL INTERESTS

Poststructuralism, Critical and other Diverse Theories and Methods of Inquiry
Feminist/Critical/Cultural Psychologies, Women in Society
Critical Childhood and Cultural Studies
Critical Advocacy and Analysis of Public Policy

RECENT GRADUATE COURSE DEVELOPMENT

Introduction to Qualitative Research
Critical Qualitative Research Philosophies and Methodologies (Intro & Advanced)
Feminist Research Methodologies
Childhood and Globalization

EDUCATION

June 1979	Ed.D. Early Childhood Education	University of Georgia
June 1976	M.A. Elementary Education	Tennessee Technological University
August 1972	B.S. Elementary Education	Tennessee Technological University

PROFESSIONAL LICENSES

Elementary Education, Tennessee
Early Childhood Education, Georgia
Elementary Education, Iowa

PROFESSIONAL EMPLOYMENT

Tulane University

Fall, 2007-Present Research Professor, Critical & Qualitative Research Methodologies

Arizona State University

2004-2007 Professor of Education
Coordinator, Childhood Education PhD Program
Coordinator, Multicultural Social and Behavior Sciences Course

Texas A&M University

2002-2004 Professor of Education
2002 – 2004 University Chairperson, Institutional Review Board
1995 – 2002 Associate Professor of Education
1997-1998 Interim Assistant Department Head of Graduate Studies,
Department of Educational Curriculum & Instruction
1993 – 1995 Assistant Professor of Education
1991 – 1992 Interim Director of Student Teaching
1990 - 1993 Visiting Faculty

St. John's University

1986-1989 Associate Professor of Education, Early Childhood and Elementary
Education, Coordinator of Graduate Elementary Programs (elementary,
reading, early childhood, gifted)
New York State Teacher Education Program Self-Study

Louisiana State University

1984-1986

Assistant Professor of Education, Early Childhood and Language

University of Northern Iowa

1981-1984

Assistant Professor of Education, Program Coordinator, Early Childhood Education, Faculty Administrator University Child Care Center
NCATE Self-Study Director and Writer
Preschool Discovery Summer Programs, Director and Teacher

University of Georgia

1978-1981

1976-1978

Instructor & Assistant Professor, Early Childhood Education
Research & Teaching Assistant, Early Childhood Education
Child Care Teacher in local Athens, GA program

Putnam County School District

1972 - 1975

Public school teacher, Putnam County, Tennessee - Grades 2, 4, and 6

PROFESSIONAL ASSOCIATIONS

American Anthropological Association (Council on Anthropology and Education)
American Educational Research Association
International Sociological Association
Phi Delta Kappa
Reconceptualizing Early Childhood Education (Organization)

HONORS

Texas A&M University Provost's Diversity Award, 2004
Research Award, Louisiana State University, 1986
Phi Delta Kappa Research Award

PUBLICATIONS

BOOKS AND BOOK CHAPTERS

Books

Cannella, G.S., & Viruru, R. (2004) Childhood and (Post)colonization: Power, education, and contemporary practice. New York: Routledge.

Cannella, G.S., & Kincheloe, J. (2002). Kidworld: Childhood studies, globalization, and education. New York: Peter Lang.

Editing and the following authored chapters:

Ch. 1 – Cannella, G.S. Global perspectives, cultural studies, and the construction of postmodern childhood studies (pp. 4-26).

Ch. 11 – Cannella, G.S., & Viruru, R. (Euro-American constructions of) Education of children (and adults) around the world: A postcolonial critique (pp. 265-287).

Grieshaber, S., & Cannella, G.S. (Eds.) (2001). Embracing identities in early childhood education: Diversity and Possibilities. New York: Teachers College Press.

Editing and the following authored chapters:

Ch. 1 – Grieshaber, S., & Cannella, G.S. From identity to identities (pp. 3-22).

Ch. 2 – Cannella, G.S. Personal stories: Early childhood educators and reconceptualized identities (pp. 23-44).

Ch. 11 – Viruru, R., & Cannella, G.S. Postcolonial ethnography, young children, and voice (pp. 158-172).

Ch. 12 – Cannella, G.S., & Grieshaber, S., Identities and possibilities (pp. 172-180).

(Book translated to Spanish, 2005, *Las identidades en la educación: Diversidad y posibilidades*. México: Fondo de Cultura Económica.

- Cannella, G.S. (1997). Deconstructing early childhood education: Social justice and revolution. New York: Peter Lang.
 (Book translated to Korean, 2002 by Hae-Ryung Yeu, Yeungnam University)
 (Book translated by The Norwegian Library of Talking Books and Braille, 2006)

Journal Special Issues

- Lincoln, Y.S., & Cannella, G.S. (2004). Dangerous Discourses. Qualitative Inquiry. 10 (1) and (2).
 Cannella, G.S., & Viruru, R. (2002). Childhood and Cultural Studies. Journal of Curriculum Theorizing, 19 (2).

Chapters

- Cannella, G.S., & Manuelito, K. (2008). Feminisms from unthought locations: Indigenous worldviews, marginalized feminisms, and revising an anticolonial social science. In N.K. Denzin, Y.S. Lincoln, & L.T. Smith (Eds.). Handbook of critical and indigenous methodologies (pp. 45-59) Thousand Oaks, CA: Sage.
- Lincoln, Y.S., & Cannella, G.S. (2007). Ethics and the broader rethinking/reconceptualization of research as construct. In N.K. Denzin & M.D. Giardina (Eds.). Ethical futures in qualitative research: Decolonizing the politics of knowledge (pp. 67-84). Walnut Creek, CA: Left Coast Press.
- Swadener, B.B., Cannella, G.S., Che, Y. (2007). Reconceptualizing dominant (U.S.) early childhood education: An introduction with personal reflections. In J.Zhu (Ed.) International perspectives on early childhood education (pp. 39-51). Shanghai: East China Normal University Press (in Chinese).
- Viruru, R., & Cannella, G.S. (2006). A postcolonial critique of the ethnographic interview: Research analyzes research. In N.K. Denzin & M.D. Giardina (Eds.). Qualitative inquiry and the conservative challenge (pp. 175-192). Walnut Creek, CA: Left Coast Press.
- Cannella, G.S. (2006). Critical qualitative research. In G. Ritzer (Ed.). Blackwell encyclopedia of sociology, pp. 867-870. Malden, MA: Blackwell Publishing.
- Cannella, G.S. (2005). Reconceptualizing the field of early childhood education: If 'western' child development is a problem, then what do we do? In Nicola Yelland (ed.) Critical issues in early childhood education. Open University Press.
- Cannella, G.S. (2004). Child welfare in the United States: The construction of gendered, oppositional discourse(s). In M. Bloch, K. Holmlund, I. Moqvist, & Popkewitz, T. Restructuring the governing patterns of the child, education, and the welfare state. (pp. 173-192). New York, NY: Palgrave Macmillan.
- Cannella, G.S. (2004). Multiple intelligences in early childhood education: A poststructural/feminist analysis. In A. Johnson & J. Kincheloe (Eds.) Multiple intelligences reconsidered: An expanded vision (pp. 201-220). New York, NY: Peter Lang.
- Cannella, G.S. (2004). Early childhood education. In J.L. Kincheloe & D. Weil (Eds.) Critical thinking and learning: An encyclopedia for parents and teachers, pp. 87-91. Westport, CN: Greenwood Press.
- Cannella, G. S. (2001). Natural born curriculum: Popular culture and the construction of childhood. In J. Jipson & R. Johnson (Eds.) Resistance and representation: Rethinking childhood (pp. 15-22). New York: Peter Lang.
- Viruru, R., & Cannella, G.S. (2001). Early childhood education and postcolonial possibilities. In R. Viruru Decolonizing early childhood education: An Indian perspective. New Delhi: Sage.
- Cannella, G.S., & Bailey, C. (1999). Postmodern research in early childhood education. In S. Reifel (Ed.) Advances in early education and day care, vol. 10, (pp. 3-39). Greenwich, CN: Jai Press.
- Cannella, G. S. (1999). Post-formal thought as critique, reconceptualization, and possibility for teacher education reform. In J. Kincheloe, S. Steinberg, & L. Villaverde (Eds.) Rethinking Intelligence: Confronting psychological assumptions about teaching and learning (pp. 145-163). New York: Routledge.

- Cannella, G.S. (1998). Fostering engagement: Barriers in teacher education. In J. O'Donnell & R. Chavez Chavez (Eds.) Speaking the unpleasant: The politics of non-engagement in the multicultural education terrain (pp. 87-107). Albany, NY: SUNY.
- Cannella, G.S. (1998). Early childhood education: A call for the construction of revolutionary images. In W.F. Pinar (Ed.) Curriculum: Toward new identities (pp. 157-184). New York: Garland.
- Perry-Sheldon, B., Cannella, G., & Reiff, J. (1982). Comprehension of "before" and "after" by the young child. In N. Nir-Janir, Spodek, B., & Steig, D. (Eds.), Early childhood education: An international perspective (pp. 297-304). Tel Aviv, Israel.

REFEREED JOURNAL ARTICLES

- Cannella, G.S., & Perez, M.S. (2008). Critical social science and the transformation of public (and policy) discourses: Constructing a critical childhood public policy. Hong Kong Journal of Early Childhood, 7 (8), 33-39.
- Cannella, G. S., & Miller, L.L. (2008). Constructing corporatist science: Reconstituting the soul of American higher education. Cultural Studies - Critical Methodologies, 8(1), 24-38.
- Cannella, G. S., & Lincoln, Y. S. (2007). Predatory vs. Dialogic Ethics: Constructing an Illusion, or Ethical Practice as the Core of Research Methods, Qualitative Inquiry, 13 (3), 315-335.
- Cannella, G. S., & Bloch, M.N. (2006). Social policy, education, and childhood in dangerous times: Revolutionary actions or global complicity. International Journal of Educational Policy, Research, & Practice: Reconceptualizing Childhood Studies, 7, 5-20.
- Cannella, G. S., & Swadener, B.B. (2006). Contemporary public policy influencing children and families: "Compassionate" social provision OR the regulation of "others." Revolutionary actions or global complicity. International Journal of Educational Policy, Research, & Practice: Reconceptualizing Childhood Studies, 7, 81-94.
- Lincoln, Y.S., & Cannella, G. S. (2004). Dangerous discourses: Methodological conservatism and governmental regimes of truth. Qualitative Inquiry, 10(1), pp 5-14.
- Cannella, G.S., & Lincoln, Y.S. (2004). Dangerous discourses II: Comprehending and countering the redeployment of discourses (and resources) in the generation of liberatory inquiry. Qualitative Inquiry, 10(2), pp. 165-174.
- Lincoln, Y.S., & Cannella, G.S. (2004). Qualitative research, power, and the radical right. Qualitative Inquiry, 10 (2), pp. 175-201.
- Cannella, G.S. (2004). Regulatory power: Can a feminist poststructuralist engage in research oversight? Qualitative Inquiry, 10 (2), pp. 235-244.
- Cannella, G.S., & Lincoln, Y.S. (2004). Claiming a critical public social science – reconceptualizing and redeploying research. Qualitative Inquiry, 10 (2), pp. 298-309.
- Demas, E., Cannella, G.S., & Rivas, A. (2003). Conservative foundations and the construction of public regulatory curriculum. Journal of Curriculum Theorizing, 19(3), 99-115.
- Cannella, G.S., & Viruru, R. (2003). Childhood and cultural studies: Introduction. Journal of Curriculum Theorizing, 19(2), 3-8.
- Cannella, G.S. (2000). Colloquia: Critical and feminist reconstructions of early childhood education: Continuing the conversations. Contemporary Issues in Early Childhood, 1(2), 215-219.
- Cannella, G.S., & Viruru, R. (1999). Generating possibilities for the construction of childhood studies. Journal of Curriculum Theorizing, 15(1), pp. 13-22.
- Cannella, G.S. (1999). The scientific discourse of education: Predetermining the lives of others – Foucault, education, and children. Contemporary Issues in Early Childhood, 1(1), pp. 37-45.
- Cannella, G.S. (1998). Critical research: Postmodern methodologies for the examination of race, ethnicity, class, and gender in education. Advancing Women in Leadership, 1(2), www.advancingwomen.com.
- Lara-Alecio, R., Cannella, G., & Irby, B.J. (1997). Critical wonderings with Paulo Friere. TABOO: The Journal of Culture and Education. 2(Fall), 81-83.
- Viruru, R., & Cannella, G.S. (1997). An Indian voice in the education of young children. International Journal of Educational Reform, 6(3), 308-315.

- McNamara, M., Cannella, G.S., McNamara, J.F. (1996). A social reconstructionist approach to teacher education. International Journal of Educational Reform, 5(2) 255-261.
- Cannella, G.S., Viruru, R., & Amin, S. (1995). Sociocognitive growth and the young child: Comparisons with spatial and literacy content. Child Study Journal, 25 (3), 213-231.
- Cannella, G.S., & Reiff, J.C. (1994) Evaluating teacher preparation and the celebration of diversity: Case study of a preservice teacher. Equity & Excellence in Education, 27(3), 28-33.
- Cannella, G.S., & Reiff, J.C. (1994) Preparing teachers for cultural diversity: Constructivist orientations. Action in Teacher Education, 16(3), 37-45.
- Cannella, G.S., & Reiff, J.C. (1994). Individual constructivist teacher education: Teachers as empowered learners. Teacher Education Quarterly, 21(3), 27-38.
- Cannella, G.S. (1993). Learning through social interaction: Shared cognitive experience, negotiation strategies, and joint concept construction for young children. Early Childhood Research Quarterly, 8(4), 427-444.
- Cannella, G.S. (1992). Gender composition and conflict in dyadic sociocognitive interaction: Effects on spatial learning in young children. Journal of Experimental Education, 61(1), 29-44.
- Cannella, G.S. (1991). Effects of social interaction on the creation of sound/symbol systems by kindergarten children. Child Study Journal, 21(2).
- Reiff, J.C. & Cannella, G.S. (1990). Conceptual level, learning style and beginning teacher performance. Journal of Personnel Evaluation in Education, 3, 365-375.
- Cannella, G.S., & Reiff, J.C. (1989). Mandating early childhood entrance/ retention assessment: Practices in the 50 states. Child Study Journal, 19(2), 83-99.
- Cannella, G.S. (1988). The effects of environmental structure on writing produced by young children. Child Study Journal, 18(3), 207-221.
- Reiff, J.C., & Cannella, G.S. (1988). Educational values of education majors, practicing teachers and noneducation majors. The College Student Journal, 22(3), 302-309.
- Cannella, G.S., & Berkeley, T.R. (1987). Cognitive processes of at-risk and typically developing infants: Comparisons of exploration, play, and problem solving. Child Study Journal, 17(4), 269-286.
- Cannella, G.S. (1987). Emergent literacy: Writing and Reading. Book review. Young Children, 85-86.
- Cannella, G.S. (1986). Praise and concrete reward: Concerns for childhood education. Childhood Education, (March/April), 297-301.
- Cannella, G.S., (1985). Providing exploration activities in beginning reading instruction. The Reading Teacher, 39(3), 284-289.
- Cannella, G.S., Tephly, J., and Kirkland, G. (1984). Cognitive and language development in half day and alternate day kindergarten programs. Journal of Instructional Psychology, 11(3), 149-154.
- Cannella, G.S. (1982). Beginning reading: Influence of cognitive development. Reading Improvement, 19(1), 31-38.
- Cannella, G.S. (1982). First grade: Relationship of cognitive tasks to achievement tests. Reading Improvement, 19(1), 90-96.
- Cannella, G.S., Perry, B.L. & Reiff, J.C. (1982). Before/after acquisition through cognitive/intellectual understanding. Georgia Educational Researcher, 1(1), 31-42.
- Cannella, G.S. (1980). Beginning reading: Cognitive developmental research. Journal of Instructional Psychology, 7(4), 137-141.
- Reiff, J.C., & Cannella, G.S. (1980). A system for evaluating teacher education programs. Journal of Georgia Association of Teacher Education, 4(2), 60-63.
- Ayers, J., Cannella, G. & Search, J. (1979). Geometric embedded figure identification and construction by lower grade children. School Science and Mathematics, 79(8), 677-689.
- Reiff, J., Cannella, G., & Perry, B. (1979). Relating readiness for reading with perception and visual seriation skills. Reading Improvement, 16(3), 236-241.

Cannella, G.S. (1978). Student perceptions of the ideal pupil. The Teacher Educator, 14(2), 32-35.

EDITORSHIP/REVIEWER

Editor, Childhood and Cultural Studies – Journal of Curriculum Theorizing

Related Publications -

Childhood and Cultural Studies section introductions (authoring and editing):

Cannella, G.S., & Viruru, R. (2005). Decentering Anglo-American curricular power in early childhood education, 21 (3), 131-132.

Cannella, G.S., & Viruru, R. (2004). Researching children's place and space, 20(1), 81-82.

Cannella, G.S., & Viruru, R. (2003). Pedagogical documentation as an effect of globalization, 19(1), 87-88.

Cannella, G.S., & Viruru, R. (2002). Collaborative education and democracy. 18(4), 125-126.

Cannella, G.S., & Viruru, R. (2002). The silence of the lambs: Construction of childhood in the public sphere, 18(3), pp. 89-90.

Cannella, G.S., & Viruru, R. (2002). (His)torical (Re)presentations of the child, 18(1), 77-78.

Cannella, G.S., & Viruru, R. (2001). Taking a walk on the wild side: Video gaming as carnivalesque culture, 17(1), 71.

Cannella, G. S., & Viruru, R. (2000). Identity-formation and popular culture: Learning lessons from Barbie, 16(3), 1.

Cannella, G. S., & Viruru, R. (2000). Subverting the language of childhood disability: Literary criticism and transformative fiction, 16(1), 69-70.

Cannella, G. S., & Viruru, R. (1999). Child-centeredness as colonization: Early childhood education in Korea, 15(4), 101-102.

Cannella, G. S., & Viruru, R. (1999). Caring as a practice of disciplinary power, 15(3), 53.

Cannella, G. S., & Viruru, R. (1999). Images of the teacher in popular culture: Preservice teachers' interpretations of *Dangerous Minds*, 15(2), 69.

Editorial Board, Journal of Inquiry & Action in Education

Reviewer, Educational Researcher (AERA)

Reviewer, Qualitative Studies in Education

Reviewer, Early Education & Development

Grant Reviewer, Social Sciences and Humanities Research Council of Canada
(Standard Research Grants Program)

Economic & Social Research Council (ESRC), United Kingdom

Reviewer of various dissertations and tenure cases in U.S. and internationally including: The University of Auckland, New Zealand

FUNDED GRANTS

Bilingual/ESL Educators Serving LEP Students in Texas (Project BEST). (2000-2005). Co-Authored with Rafael Lara-Alecio, PI. U.S. Department of Education (\$1,206,206 over 5 years).

The Nontraditional Field-Based Bilingual Teacher Preparation Program (Project NFBTP). (2000-2005). Co-Authored with Rafael Lara-Alecio, PI. U.S. Department of Education (\$1,154,274 over 5 years).

Awareness, Advocacy and Development in Support of Learning Limited English Proficient Students (Project AAD). (2000-2003). Co-authored and co-PI with Rafael Lara-Alecio. U.S. Department of Education (\$629,510 over 3 years).

Cannella, G. S., (with R. Lara-Alecio, C. Boettcher, R. Viruru, D. C. Corrigan, M. Ash, L.T. Zions, & P. Lynch). (2000-2001). IDF Community-Based Childhood Studies. College of Education, Texas A&M University. (\$10,000)

- Cannella, G.S., Lara-Alecio, R., & Larke, P. (Co- Principle Investigators, Director - Cannella) (1993 - 94). Family/community empowerment: Adult education and child care. Texas Education Agency: Coordinating family literacy with public housing. \$86,451.
- Cannella, G.S. (1986). The effects of environmental structure on the writing of young children. Louisiana State University. \$3,500.

OTHER SCHOLARLY PRODUCTS

- Cannella, G.S., Laughlin, A., Katt, T., & Gomez, L. (1994). Family programs in public housing: A manuel for building connections. Austin, TX: Texas Education Agency.
- Cannella, G.S.(Director), Laughlin, A.(Major Author), Katt, T., & Gomez, L. (1994). Family voices: Case studies of literacy and poverty. Austin, TX: Texas Education Agency.
- Cannella, G.S. (Director), Katt, T.(Major Author), & Laughlin, A. (1994). Literacy experiences for family life. Austin, TX: Texas Education Agency.
- Cannella, G.S. (1983, July). Designs for thinking: A curriculum guide for 3, 4, and 5 year olds. Cedar Falls, IA: University of Northern Iowa Early Education Center.

RESEARCH PRESENTATIONS (Refereed or Invited)

INTERNATIONAL AND NATIONAL

Invited

- Cannella, G.S. (December, 2007). The Complexities of "Hearing Children" (or anyone) in a Globalized World. Hong Kong Institute of Education.
- Cannella, G.S. (June, 2007). Rethinking the "Disciplinary Fields" of "Childhood" from within an Anti-Colonial, Critical Social Science. Manchester Metropolitan University, Manchester, UK.
- Cannella, G.S. (November, 2006). Using Postcolonial Theory, Indigenous/Native Worldviews, and Marginalized Feminisms to Revision Social Science Research as Anti-Colonial and Egalitarian. Invited fellow address. University of Melbourne, Australia.
- Cannella, G.S. (November, 2006). Defying fundamentalist impositions: Childhood, dangerous discourses, and mandatory resistance. Honoring the Child, Honoring Equity 6 Conference, University of Melbourne, Australia.
- Cannella, G. S., (May, 2006). Poli-vocal and public models of ethical practice in research. International Congress of Qualitative Inquiry, Urbana-Champaign, IL. (invited paper)
- Cannella, G.S. (2002). Questioning Child Development. Invited panel - 2002 American Educational Research Association Conference. New Orleans, LA.
- Cannella, G.S. (May, 2001). Child Welfare in the United States: The Construction of Gendered Oppositional Discourse(s). Invited address – Restructuring the Governing patterns of the Child, Education and the Welfare State, Norsjö, Sweden, Umeå University, Umeå, Sweden.

Conferences

- Lincoln, Y.S., & Cannella, G.S. (May, 2008). Deploying qualitative methods for critical social purposes. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Perez, M.S., & Cannella, G.S. (May, 2008). Critical qualitative research: Using Black feminist thought to unveil the corporatization of disaster. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Cannella, G.S., & Perez, M.S. (May, 2008). Power shifting at the speed of light: Critical qualitative research post-Katrina. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Cannella, G.S., & Perez, M. S. (December, 2007). Critical Social Science and the Transformation of Public (and Policy) Discourses: Constructing a Critical Childhood Public Policy. Fifteenth Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Hong Kong, China.
- Cannella, G.S. (May, 2007). Research as revolutionary ethical consciousness. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

- Ortiz, K., & Cannella, G.S. (May, 2007). Qualitative methodology for critiquing public policy. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Hughes, M.R., & Cannella, G.S. (May, 2007). Critical qualitative research and the notion of sustainable livelihood. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Cannella, G. S., & Hughes, M. R. (May, 2006). Using Black feminist thought to foreground women as the subjects of discourses of childhood education and well-being. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Ortiz, K., & Cannella, G.S. (May, 2006). Reconceptualizing research as collective action that counters oppressions. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Lincoln, Y. S., & Cannella, G. S. (May, 2006). Research regulations (IRB's as examples), marginalized peoples, and constructing ethical systems. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Gazi, Y., Murphy, K., & Cannella, G.S. (April, 2006). Communication in intercultural online courses: Emergence of a third culture? 2006 American Educational Research Association Conference, San Francisco, CA.
- Cannella, G.S. (April, 2006). Lives of children under provisional and/or regulatory regimes: Critical perspectives on early childhood education. (panel) 2006 American Educational Research Association Conference, San Francisco, CA.
- Ortiz, K., Miller, L.L., & Cannella, G.S. (May, 2005). Critical qualitative research and the transformation of public (and policy) discourses. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Viruru, R., & Cannella, G.S. (May, 2005). A postcolonial critique of the ethnographic interview: Research analyses research. International Congress of Qualitative Inquiry, Urbana-Champaign, IL.
- Cannella, G.S., & Swadener, B. (April, 2005). Contemporary public policy influencing children and families: "Compassionate" social provision or the regulation of "Others". 2005 American Educational Research Association Conference. Montreal, Canada.
- Cannella, G.S. (April, 2005). Silenced, emergent, and virtual: Critiquing what we think we know concerning research. 2005 American Educational Research Association Conference. Montreal, Canada.
- Viruru, R., & Cannella, G.S. (October, 2004). Denial and Disavowal: Postcolonial Theory and Early Childhood Education. BERGAMO 2004, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S. (May, 2004). A Critical Overview of Contemporary Public Policy Influencing Children and Families OR Cautions Concerning Changes in Social Provision That Could Spread Globally. Twelfth Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Oslo, Norway.
- Cannella, G.S. (April, 2004). Postcolonial Critique: Research Methodologies for Transformative Education. 2004 American Educational Research Association Conference. San Diego, CA.
- Cannella, G.S. (April, 2004). Early Childhood Past(s), Present(s), and Future(s). 2004 American Educational Research Association Conference. San Diego, CA.
- Cannella, G.S. (October, 2003). Taking Action: Interdisciplinary Critical Research and Public Policy. BERGAMO 2003, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S., Anhalt, K., Wickens, C., Walther, C.S., Finlay, B., Rivas, A., & Peterson, C. (October 2003). The Unquestioned Acceptability of Homophobia in Academia: A Case Study and Personal Reflection. BERGAMO 2003, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S. (January, 2003). Child Welfare in the United States. Eleventh Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Phoenix, AZ.
- Cannella, G.S., Viruru, R., Rivas, A., & Demas, E. (January, 2003). International Critical Research Collaborative on Family/Child/Community Policy. Eleventh Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Phoenix, AZ.

- Rivas, A., Demas, E., & Cannella, G.S. (January, 2003). Reconceptualizing the Purposes, Boundaries, and Methods of Research. Eleventh Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Phoenix, AZ.
- Viruru, R., & Cannella, G. S. (October, 2002). What Happens When the Marginalized Speak? BERGAMO 2002, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S., Demas, E., & Rivas, A. (October, 2002). Curriculum as Public Regulatory Discourse: Using Poor Children to Legislatively Reinscribe Heteronormativity and Gender Bias. BERGAMO 2002, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Lincoln, Y.S., & Cannella, G.S. (April, 2002). Qualitative Research and the Radical Right: Cats and Dogs and Other Natural Enemies. 2002 American Educational Research Association Conference. New Orleans, LA.
- Cannella, G.S., & Viruru, R. (October, 2001). Childhood and (Post)colonialization: Power and Contemporary Representations. BERGAMO 2001, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Viruru, R., & Cannella, G.S. (October, 2000). Teaching Methods and Materialism: Postcolonial Scholarship. BERGAMO 2000, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S. (April, 2000). Deconstructing and Reconstructing Early Childhood Pedagogy: Experiences from the Swedish Project "Early childhood Pedagogy in a Changing World." 2000 American Educational Research Association, New Orleans, LA.
- Viruru, R., Cannella, G.S. (April, 2000). Postcolonial Conversations with Foucault: Examining Education and Childhood. Foucault and Education Conference, 2000 American Educational Research Association, New Orleans, LA.
- Viruru, R., & Cannella, G.S. (October, 1999). A Postcolonial Scrutiny of Early Childhood Education. BERGAMO 1999, JCT Conference on Curriculum Theory and Classroom Practice, Dayton, OH.
- Cannella, G.S. (July, 1999). Power and Childhood: Complex Sites of Governmentality. Invited paper at the conference: Restructuring the Governing Patterns of the Child, Education, and the Welfare State. Madison, WI.
- Cannella, G.S. (June, 1999). Possibilities for Reconceptualization: Grounding the Field in Childhood Studies and Public Policy. Eighth Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Columbus, OH.
- Cannella, G.S. (April, 1999). Critical and Feminist Constructions of Early Childhood Education: Continuing the Conversation. 1999 American Educational Research Association, Montréal, Canada.
- Cannella, G.S. (April, 1998). The Scientific Discourse of Education: Predetermining the Lives of Others. 1998 American Educational Research Association, San Diego, CA.
- Cannella, G.S., Kincheloe, J., Steinberg, S. (April, 1998). Postmodern Studies in International Childhood Education: A work in progress. 1998 American Educational Research Association, San Diego, CA.
- O'Donnell, J., Chavez, R.C., Cannella, G.S., Cross, B., & Gallegos, B. (April, 1998). Avoiding Diversity: The Politics of (Non)engagement in Multicultural/Bilingual Teacher Education. 1998 American Educational Research Association, San Diego, CA.
- Cannella, G.S., Hauser, M.E., Jipson, J.A., & Goldstein, L. (April, 1998) Critical and Feminist Conversations about Early Childhood Education (Book Session). 1998 American Educational Research Association, San Diego, CA.
- Viruru, R., & Cannella, G.S. (January, 1998). Post-colonial Ethnography, Young Children and Voice. Seventh Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Honolulu, HI.
- Cannella, G.S. (March, 1997). Critical Research: Postmodern Methodologies for the Examination of Race, Ethnicity, Class, and Gender in Education. 1997 American Educational Research Association, Chicago, IL.

- Cannella, G.S. (March, 1997). Natural Born Curriculum: Popular Culture and the Construction of Childhood. 1997 American Educational Research Association, Chicago, IL.
- Viruru, R., & Cannella, G.S. (March, 1997). Barney & Friends: Privileging White Middle-Class Values. 1997 American Educational Research Association, Chicago, IL.
- Cannella, G.S. (November, 1996). Problematizing Early Childhood Education as a Gendered Profession. National Association for the Education of Young Children Annual Conference, Dallas, TX.
- Cannella, G.S. (October, 1996). The Discourse of Early Experience: Our Need to Judge Mother and the Family. Sixth Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Madison, WI.
- Viruru, R., & Cannella, G.S. (April, 1996). Children Learn by Repeated Exercise: An Indian Perspective on Preschool Education. 1996 American Educational Research Association, New York, NY.
- Cannella, G.S. (October, 1995). Barriers to Multicultural Engagement in Early Childhood Teacher Education. Fifth Annual Interdisciplinary Conference on the Reconceptualization of Early Childhood Education, Santa Rosa, CA.
- Cannella, G.S., (April, 1995). Deconstructing Early Childhood Education. 1995 American Educational Research Association, San Francisco, CA.
- Cannella, G.S., & Bagby, J. (September, 1994). Graduate Early Childhood Education and Social Justice. 1994 Conference on the Reconceptualization of Early Childhood Education, Durham, NH.
- Cannella, G.S., & Reiff, J.C. (April, 1994). The Role of Schooling in a Diverse Society: Teacher Education Programs and Student Constructions. 1994 American Educational Research Association, New Orleans, LA.
- Reiff, J.C., & Cannella, G.S. (April, 1994). Teacher Preparation and the Celebration of Diversity: Case Study of a Preservice Teacher. 1994 American Educational Research Association, New Orleans, LA.
- Herbel, S., Cannella, G.S., Teague, T., & Ford, L. (April, 1994). What is Child Development? Values Constructed by African American Parents for Their Children. 1994 American Educational Research Association, New Orleans, LA.
- Cannella, G.S. (April, 1993). The Effects of Previous Social Experience and Interaction Time on the Sociocognitive Growth of Young Children. 1993 American Educational Research Association, Atlanta, GA.
- Cannella, G.S. (April, 1993). Pathways: Constructivist Research on Development and Learning. 1993 American Educational Research Association, Atlanta, GA.
- Reiff, J.C., & Cannella, G.S. (April, 1993). Constructivist Research as the Foundation for Reconceptualizing Teacher Education. 1993 American Educational Research Association, Atlanta, GA.
- Cannella, G.S. (April, 1992). The Effects of Learning Content on the Sociocognitive Growth of Low SES Young Children. 1992 American Educational Research Association, San Francisco, CA.
- Cannella, G.S., Viruru, R., & Quick, M. H. (April, 1992). Forms of Interaction Used by Young Children for Cognitive Problem Solving. 1992 American Educational Research Association, San Francisco, CA.
- Cannella, G.S. (February, 1992) Constructivist Approaches to Learning: New Directions for Learning Styles Theorists. 1992 Association for Teacher Educators, Orlando, FL.
- Cannella, G.S., & Reiff, J.C. (February, 1992) Preparing Teachers for Cultural Diversity: Constructivist Orientations. 1992 Association for Teacher Educators, Orlando, FL.
- Cannella, G.S. (April, 1991). The Roles of Interpersonal Negotiation and Shared Concept Construction in the Sociocognitive Growth of Young Children. 1991 American Educational Research Association, Chicago, IL.
- Cannella, G.S., & Reiff, J.C. (February, 1991). Teachers as Empowered Learners: A Developmental-Constructivist Perspective on Teacher Education. 1991 Association for Teacher Educators, New Orleans, LA.

- Reiff, J.C., & Cannella, G.S. (February, 1991). Beliefs About Multicultural Education Held by Preservice Teachers. 1991 Association for Teacher Educators, New Orleans, LA.
- Cannella, G.S., & Reiff, J.C. (March, 1989). Mandating Early Childhood Assessment: Practices in the 50 States. 1989 American Educational Research Association, San Francisco, CA.
- Cannella, G.S. (April, 1988). The Nature of Dyadic Social Interactions Producing Cognitive Growth in Young Children. 1988 American Educational Research Association, New Orleans, LA.
- Cannella, G.S. (April, 1988). Cognitive Growth of Young Children in Social Interaction Dyads: Gender, Ability, and Cultural Composition. 1988 American Educational Research Association, New Orleans, LA.
- Cannella, G.S. (April, 1988). Social Conflict: The Effects of Disagreement and Coordinating Points of View on Kindergarten Children. 1988 American Educational Research Association, New Orleans, LA.
- Cannella, G.S. & Berkeley, T. R. (April, 1987). Cognitive Processes of At-risk and Typically Developing Infants: Comparisons of Exploration, Play and Problem Solving. 1987 American Educational Research Association, Washington, DC.
- Cannella, G.S. (February, 1986). Constructivism in Teacher Education. 1986 Association of Teacher Educators Conference, Atlanta, GA
- Cannella, G.S. (November, 1985). Constructivism and the Learning Cycle Model. National Association of Early Childhood Teacher Educators, New Orleans, LA.
- Cannella, G.S., & Charlesworth, R. (November, 1985). Determining Developmental Needs of Kindergarten Children. National Association for the Education of Young Children. New Orleans, LA.
- Cannella, G.S. (June, 1985). Autonomy: A Piagetian Approach to Discipline. 1985 Association for Childhood Education International Study Conference, San Antonio, TX
- Cannella, G.S., and Reiff, J.C. (June, 1985). Piaget and Constructivism in Teacher Education. 1985 Association for Childhood Education International Study Conference, San Antonio, TX
- Cannella, G.S., and O'Brien, S.P. (November, 1984). Experimentalism and Teacher Practice in Early Childhood Education. National Association for the Education of Young Children, Los Angeles, CA
- Cannella, G.S. (June, 1983). Learning by doing: Intercultural Education. Association for Childhood Education International (ACEI): The International Seminar on Intercultural Education, Honolulu, HI
- Tepfhy, J., Kirkland, G., & Cannella, G.S. (November, 1982). Kindergarten: 15, 20, 30 hours a week? Alternate days or every day. National Association for the Education of Young Children, Washington, DC
- Cannella, G.S., & Reiff, J.C. (April, 1982). Early Reading Through Cognitive Development. Twenty-seventh Annual Convention International Reading Association, Chicago, IL
- Cannella, G.S., Reiff, J.C. & Perry, B.L. (May, 1980). Reading Readiness Through Cognitive Activities. Twenty-fifth Annual Convention International Reading Association, St. Louis, MO
- Cannella, G.S. (April, 1980). Relationships of Individual and Group Piagetian Tasks to Early School Achievement With Disadvantaged Learners. American Educational Research Association, Boston, MA
- Perry, B., Cannella, G.S., & Reiff, J.C. (January, 1980). Comprehension of "Before" and "After" by the young child. International Congress on Early Childhood Education, Tel Aviv, Israel

SERVICES/ADVISORSHIP

Chair and member of a variety of masters and doctoral level committees

Example Completed Dissertation Topics Chaired (over the recent past):

Corrine M. Wickens (2008 AERA Qualitative Research Award)

Queering Young Adult Literature: Examining Sexual Minorities in Contemporary Realistic Fiction Between 2000-2005

- Cinthya Saavedra
The Teacher Body: Discourse, Power, and Discipline in the History of the Feminization of Teaching
- Araceli Rivas
Postcolonial Analysis of Educational Research Discourse: Creating (Mexican) American Children as the "Other"
- Donald R. Collins
Four Generations of African American School Experience
- Alta Harvey
The African American Student Voice: An Analysis of the Learning, Academic, and Sociocultural Experiences in the Public School Setting
- Shirley Herbel
A Naturalistic Inquiry into Issues of Social Interaction in an Inclusion Classroom
- Melinda Miller
Reading Strengths of African American Young Children
- Mee Ryoung Shon
Analysis of Cross-Cultural Folktale Variants Between Two Cultures: Korea and the United States
- Radhika Viruru
Exploring Indian Constructions of the Education of Young Children: A Case Study
Published as a book: (2001). Decolonizing early childhood education: An Indian perspective. New Delhi: Sage.

Selected (University, State, or National) Committees and Activities

- AERA SIG, Critical Perspectives in Early Childhood Education
2000-2001 SIG Chairperson and charter member of SIG
1999-2000 Program Chair
- Reconceptualizing Early Childhood Education Group (National & International)
2005 Conference Program Chairperson, University of Wisconsin
1998 Conference Co-Chair, University of Hawaii
1996 Conference Co-Chair, University of Wisconsin, Madison
- Arizona State University
2006 - 2007 C&I Program Committee
2005 – 2007 Coordinator, Multicultural Education course instruction
22 sections per year, approximately 6 doctoral students
2004 - 2007 Women's Studies Affiliate
2005 - 2007 Division representative to College Council
2005-2006 Division Task Force on Merit
2005 - 2007 Division Personnel Committee
2006-2007 Committee Chairperson (yearly review of 65 full-time faculty)
2005 – 2007 Coordinator Early Childhood PhD program
PhD Executive Committee
- Texas A&M University
2002-2004 Women's Studies Research Advisory Board
2001-2004 Women's Center Advisory Board
2001-2004 Faculty Advisor, International Graduate Student Association
Spring, 2003 Conference: UniDiversity Day, organized by IGSA

2001- 2004	Member, TAMU Institutional Review Board
2002-2004	Chairperson, TAMU Institutional Review Board
May 5, 2003	Invited Panelist: <u>A Privilege, Not a Right</u> . NIH Conference on Human Subjects Research Protection. University of Texas, Austin.
Spring, 2001	Conference: Recognizing and Fostering Learning for Hispanic Children and Families
1999-2004	Children's Center Advisory Board
1995-98 & 2003-04	Children's Center Development Council
1999-02	Committee on Academic Freedom, Responsibility, and Tenure
1995 -98	University Faculty Senate, Caucus Leader (1997-98)
	Status of Women Committee
	International Programs Committee
	Minority Conditions Committee
	Research Committee
	By-Laws Committee
	President's Task Force on Post-Tenure Review
	Children's Center Development University Committee
Blinn Community College, TX	
2000-2002	Child Development Advisory Board
St. John's University	
1986-89	COE Curriculum Committee Chairperson, 1988-89
1987-89	Faculty Senate
1988-89	Graduate Policy Committee
1988-89	State Teacher Education Institutional Self-Study Report
University of Northern Iowa	
1981-82	Comprehensive Study of Teacher Education
1983	Total Program NCATE Report
National Council for Accreditation of Teacher Education (NCATE)	
1982-83	Accreditation Visiting Team Member
University of Georgia	
1977-79	Early Childhood (ECE) Program Committee
1977-78	ECE NCATE Report Committee
1977-78	ECE Graduate Entrance Evaluation
American Educational Research Association	
1991-93	Outstanding Dissertation Committee
Association for Childhood Education International	
1981	State Conference Chairperson, Georgia
1981	University of Northern Iowa, student organization sponsor
National Association for the Education of Young Children	
1982-83	State Board Representative, Iowa
1983	State Conference Program Chairperson, Iowa

SELECTED COMMUNITY AND CIVIC ACTIVITIES RELATED TO EARLY EDUCATION

Bryan ISD, TX Hammond-Oliver High School for Human Services, Board of Directors
College Station, TX Head Start Advisory Board
Girl Scouts, Daisy (Kindergarten) Advisory Board