

**JULIA MENARD-WARWICK**  
**Curriculum Vitae**

Department of Linguistics  
One Shields Avenue  
University of California  
Davis, CA 95616  
[jemwarwick@ucdavis.edu](mailto:jemwarwick@ucdavis.edu)

**EDUCATION**

- Ph.D.            **University of California, Berkeley**  
Education in Language, Literacy and Culture, 2004.
- M.A.            **University of Washington, Seattle**  
Teaching English as a Second Language, 1987.
- B.A.            **University of Washington, Seattle**  
Japanese, magna cum laude, 1986.

**TEACHING**

- 2022-2023:    Fulbright Scholar and Visiting Professor, Department of English, University of Constantine Frères Mentouri, Constantine, Algeria.
- 2015-present:    Professor, Department of Linguistics, University of California, Davis.
- 2016:            Visiting Professor, University of California Education Abroad Program, Mexico City.
- 2009-2015:      Associate Professor, Department of Linguistics, University of California, Davis.
- 2005; 2006; 2008; 2010: Fulbright Scholar and Visiting Professor, Department of Foreign Languages, University of Tarapacá, Arica, Chile.
- 2004-2009:      Assistant Professor, Department of Linguistics, University of California, Davis.
- 2002-2003:      Instructor, Qualitative Research Methods, Masters in Teaching in Critical Environmental and Global Literacy, New College of California, San Francisco.
- 2001-2002:      Graduate Student Instructor, Language, Literacy and Culture, School of Education, University of California, Berkeley.
- 1989-1999:      Instructor, English as a Second Language, Whatcom Community College, Bellingham, Washington.
- 1988:            Professor, School of Translation, Universidad Centroamericana, Managua, Nicaragua.

## BOOKS

- Menard-Warwick, J. (2018). *Bilingual parent participation in a divided school community*. Critical Multilingualism series, Routledge Publishing.
- Menard-Warwick, J. (2014). *English language teachers on the discursive faultlines: Identities, ideologies, pedagogies*. Bristol, UK: Multilingual Matters.
- Menard-Warwick, J. (2009). *Gendered identities and immigrant language learning*. Clevedon, UK: Multilingual Matters (Critical Language and Literacy series).

## JOURNAL ARTICLES

- Menard-Warwick, J., Williams, S., Deeb-Sossa, N., Uliasz, A. & Snow, K. (in press). Toward Language Justice: Systemic dilemmas in the implementation of interpreting services in a California school district. *Critical Inquiry in Language Studies*.
- Menard-Warwick, J. & Palmer, D.K. (2023). "Research shows": Authoritative discourse in dual language bilingual education across two school districts. *Anthropology and Education Quarterly*, 54(3), 236-256.
- Menard-Warwick, J. (2022). Narratives of multilingual becoming: The co-construction of solidarity as a language ideology, *Journal of Language, Identity & Education*, DOI: 10.1080/15348458.2021.2008251
- Menard-Warwick, J. (2022). Raciolinguistics and second language Spanish: Case study of an interracial couple. *Applied Linguistics*, 43(1), 45-64.
- Quan, T. & Menard-Warwick, J. (2021). Translingual and transcultural reflection in study abroad: The case of a Vietnamese-American student in Guatemala. *Modern Language Journal*, 105(1), 355-370, awarded Best of MLJ 2021.
- Menard-Warwick, J., Bybee, E.R., Degollado, E.D., Jin, S., Kehoe, S., & Masters, K.A. (2019). Same language, different histories: Developing a "critical" English teacher identity. *Journal of Language, Identity, and Education*, 18(6), 364-376
- Menard-Warwick, J. (2019). Bocaballos and the karate club: Translingual identity narratives from study abroad participants. *Linguistics and Education*, 50, 84-93.
- Menard-Warwick, J., Masters, K.A., & Orque, R. (2019). The translingual identity development of two California teachers. *Journal of Language, Identity, and Education*, 18(2), 110-125.
- Ishihara, N. & Menard-Warwick, J. (2018). In "sociocultural in-betweenness": Exploring teachers' translingual identity development through narrative. *Multilingua*, 37(3), 255-274.
- Menard-Warwick, J. & Leung, G (2017): Translingual practice in L2 Japanese: workplace narratives. *Language and Intercultural Communication*, 17(3), 270-287.
- Menard-Warwick, J. (2014). "Tiffany does not have a solid language background as she speaks only English": Emerging language ideologies among California students. *Critical Inquiry in Language Studies*, 11(2), 75-99.
- Menard-Warwick, J., Heredia-Herrera, A., & Soares Palmer, D. (2013). Local and global identities in an EFL internet chat exchange. *Modern Language Journal*, 97(4), 965-980.
- Palmer, D.K. & Menard-Warwick, J. (2012). Short-term study abroad for Texas preservice teachers: On the road from empathy to critical awareness. *Multicultural Education*, 19(3), 17-26.
- Menard-Warwick, J. & Palmer, D.K. (2012). Bilingual development in study-abroad journal narratives: Three case studies from a short-term program in Mexico. *Multilingua*, 31, 381-412.
- Menard-Warwick, J. & Palmer, D.K. (2012). Eight versions of the visit to La Barranca: Critical discourse analysis of a study-abroad narrative from Mexico. *Teacher Education Quarterly*, 39(1), 121-138.
- Menard-Warwick, J. (2011). A methodological reflection on the process of narrative analysis: Alienation and identity in the life histories of English language teachers. *TESOL Quarterly*, 45(3), 564-574.
- Menard-Warwick, J. (2011) Chilean English teacher identity and popular culture: three generations, *International Journal of Bilingual Education and Bilingualism*, 14(3), 261-277.
- Menard-Warwick, J. (2009). Comparing protest movements in Chile and California: Interculturality in an Internet chat exchange. *Journal of Language and Intercultural Communication*, 9(2), 105-119.

- Menard-Warwick, J. (2009). Co-constructing representations of culture in ESL and EFL classrooms: Discursive faultlines in Chile and California. *Modern Language Journal*, 93(1), 30-45.
- Menard-Warwick, J. (2008). The dad in the Che Guevara t-shirt: Narratives of Chilean English teachers. *Critical Inquiry in Language Studies*, 5(4), 243-264.
- Menard-Warwick, J. (2008). The cultural and intercultural identities of transnational English teachers: Two case studies from the Americas. *TESOL Quarterly*, 42(4), 617-640.
- Menard-Warwick, J. (2008). "Because she made the beds. Every day.": Social positioning, classroom discourse, and language learning. *Applied Linguistics*, 29(2), 267-289.
- Menard-Warwick, J. (2007). "My little sister had a disaster, she had a baby": Gendered performance, relational identities, and dialogic voicing. *Narrative Inquiry*, 17(2), 279-297.
- Menard-Warwick, J. (2007). Biliteracy and schooling in an extended-family Nicaraguan immigrant household: The sociohistorical construction of parental involvement. *Anthropology and Education Quarterly*, 38(2), 119-137.
- Menard-Warwick, J. (2006). The words become one's own: Immigrant women's perspectives on family literacy activities. *CATESOL Journal*, 18(1), 96-108.
- Menard-Warwick, J. (2006). "The thing about work": Gendered narratives of a transnational, trilingual Mexicano. *International Journal of Bilingual Education and Bilingualism* 9(3), 359-415.
- Menard-Warwick, J. (2005). Both a fiction and an existential fact: Theorizing identity in second language acquisition and literacy studies. *Linguistics and Education*, 16, 253-274.
- Menard-Warwick, J. (2005). Transgression narratives, dialogic voicing and cultural change. *Journal of Sociolinguistics* 9(4), 534-557.
- Menard-Warwick, J. (2005). Intergenerational trajectories and sociopolitical context: Latina immigrants in Adult ESL. *TESOL Quarterly*, 39(2), 165-185.
- Menard-Warwick, J. (2004). "I always had the desire to progress a little": Gendered narratives of immigrant language learners. *Journal of Language, Identity, and Education*, 3(4), 295-311.
- Menard-Warwick, J. & Dabach, D.B. (2004). "In a little while I could be in front": Computer literacy, social mobility, class, and gender in two Mexicano families. *Journal of Adolescent and Adult Literacy*, 47(5), 380-389.
- Menard-Warwick, J. (2001). Following hooks and Freire: The liberatory potential of ESL education. *The Journal of Engaged Pedagogy*, 1(1), 65-75.

## CHAPTERS

- Menard-Warwick, J. (in press). Foreword. In Z. Tajeddin & B. Yazan (Eds.). *Language teacher identity tensions: Nexus of agency, emotion, and investment*. Routledge.
- Menard-Warwick, J., Degollado, E.D., & Kehoe, S. (2022). Emotionality in field trip narratives: Confronting deficit perspectives. In G. Barkhuizen (Ed.), *Language teachers studying abroad: Identities, emotions, and disruptions* (pp. 23-34). Bristol, UK: Multilingual Matters.
- Menard-Warwick, J., Kehoe, S., & Palmer, D. (2021). The diverse experiences of heritage speakers at a Guatemalan language school: Linguistic agency in the contact zone. In R. Pozzi, T. Quan, & C. Escalante (Eds.), *Heritage Speakers of Spanish and Study Abroad* (pp 160-178). Routledge.
- Degollado, E.D., Palmer, D.K., Urrieta, L., Bybee, E. Menard-Warwick, J., Kehoe, S. (2019), "Maybe what we've done here in Antigua is just the thing to combat global inequity": Developing teachers for linguistically diverse classrooms through Study Abroad. In D. Martin & E. Smolicic (eds), *Redefining competence through cultural immersion: Teacher preparation for linguistic and culturally diverse classrooms* (pp 155-182). Basingstoke, UK: Palgrave MacMillan.
- Ruiz Bybee, E., Menard-Warwick, J., Degollado, E.D., Palmer, D.K., Kehoe, S., Urrieta, L. (2018). Curricula without borders: Integrating multicultural and multilingual preservice teacher education coursework. In C. Sanz & A. Morales-Front (eds.), *The Routledge Handbook of Study Abroad Research and Practice*, (pp. 344-358). London & New York: Routledge.

- Quan, T., Conley, R., Kehoe, S., & Menard-Warwick, J. (2018). Spanish heritage language learners in study abroad across three national contexts. In C. Sanz & A. Morales-Front (eds.), *The Routledge Handbook of Study Abroad Research and Practice*, (pp. 437-451). London & New York: Routledge.
- Menard-Warwick, J. (2016). The tension between conflicting plots. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research*, pp 61-66. New York: Routledge.
- Menard-Warwick, J., Mori, M., Reznik, A., and Moglen, D. (2016). Values in the ELT classroom. In G. Hall (Ed.) *The Routledge handbook of English language teaching* (pp. 556-569). Abingdon, UK: Routledge.
- Williams, S. & Menard-Warwick, J. (2014). Qualitative research interviews in second language acquisition. *The Encyclopedia of Applied Linguistics*. Oxford: Wiley Blackwell.
- Menard-Warwick, J., Mori, M., Williams, S. (2014). Language and gender in educational contexts. In S. Ehrlich and M. Meyerhoff (eds.), *Handbook of language, gender, and sexuality*, 2<sup>nd</sup> edition (pp. 471-490). Oxford: Wiley Blackwell.
- Menard-Warwick, J. (2013). "The world doesn't end at the corner of their street": Language ideologies of Chilean English teachers. In V. Ramanathan (ed.), *Language Policy and (Dis)Citizenship: Rights, Access, Pedagogies* (pp. 73-91). Bristol, UK: Multilingual Matters.
- Menard-Warwick, J. (2013). Gender and second language acquisition. *The Encyclopedia of Applied Linguistics*. Oxford: Wiley Blackwell.
- Menard-Warwick, J. (2011). L1 and L2 reading practices in the lives of Latina immigrant women studying English: School literacies, home literacies, and literacies that construct identities. In C. Higgins (ed.), *Identity formation in globalizing contexts: Language learning in the new millennium* (pp. 99-118). Berlin: Mouton de Gruyter.
- Menard-Warwick, J. (2002): Response to Marcia Farr and Juan Guerra. In G.A. Hull & K. Schultz (eds.), *School's out: Bridging out-of-school literacies with classroom practice* (pp. 124-125). New York: Teacher's College Press.
- Menard-Warwick, J. (2002). "Even I would like to be bilingual": Parents learning English in their children's school. In E. Auerbach (ed.), *Community partnerships in ESL* (pp. 13-25). Alexandria, VA: TESOL Publishing.

## PRESENTATIONS

- Menard-Warwick, J. & Peregrina-Williams, S. (2022). Gringando: Three White Texas students studying Spanish in Guatemala. Paper at the annual conference of the Latin American Studies Association, virtual.
- Menard-Warwick, J. (2020). Raciolinguistics and second language Spanish: Case study of an interracial couple. Paper at the annual conference of the Latin American Studies Association, virtual.
- Menard-Warwick, J. & Williams, S.A.P. (2019). "Me he distanciado por el idioma": A case study of language (in)justice at bilingual parent meetings. Paper at the annual conference of the Latin American Studies Association, Boston, MA.
- Menard-Warwick, J. (2018). "Translating right on the spot": bilingual paraprofessionals at a contact zone school. Invited presentation at the Center for Language Acquisition, Pennsylvania State University.
- Menard-Warwick, J. (2018). Inclusionary and exclusionary interpretation practices in bilingual parent meetings. Cluster on Language Research, University of California Davis.
- Menard-Warwick, J. (2017). "What's driving my life is changing": Emotionality and agency at the turning points of translingual narratives. Paper at the annual conference of the American Association of Applied Linguistics, Portland, OR.
- Peregrina-Williams, S., Menard-Warwick, J., Dubcovsky, L. (2017). Translation events within parent programs at a bilingual elementary school. Paper at the annual conference of the American Association of Applied Linguistics, Portland, OR.

- Ishihara, N. & Menard-Warwick, J. (2017). Translating intercultural experience into classroom practice. Paper at the Language Teacher Education conference, University of California Los Angeles.
- Menard-Warwick, J. and Leung, G. (2015). "I was just like 'I apologize to everyone, I am so sorry'": Narratives of L2 Japanese socialization in the workplace. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Leung, G. & Menard-Warwick, J. (2015). "You should really get someone who speaks Cantonese": Chinese Americans' narratives about "Chinese" in their local language ecologies. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Quan, T. & Menard-Warwick, J. (2015). Parents learning language together: An ethnographic examination of a Spanish/English parent group. Paper at the annual conference of the American Association of Applied Linguistics, Toronto, ON, Canada.
- Menard-Warwick, J. (2014). "It's a bit of a lástima": A case study of translingual identity development. Invited paper at the Bilingualism Conference, University of California Merced.
- Menard-Warwick, J. (2013). "Tiffany does not have a strong language background, as she speaks only English": Emerging language ideologies among multilingual California students. Paper at the annual conference of the American Association of Applied Linguistics, Dallas, TX.
- Menard-Warwick, J. (2011). Language ideologies of Chilean English teachers. Paper at the TESOL Conference, New Orleans, LA.
- Menard-Warwick, J. (2011). Language ideologies in English language teaching. Workshop at International Teaching Conference, Sacramento State University.
- Henze, R., Coelho, F., Masters, K., Menard-Warwick, J. (discussant). (2010). What does "culturally responsive pedagogy" mean in a rural EFL context? Panel at CATESOL annual conference, Santa Clara, CA.
- Menard-Warwick, J. (2008). Chilean English teacher identity and popular culture: Three generations. Invited colloquium presentation, Second Language Research Forum, University of Hawaii Manoa.
- Menard-Warwick, J. (2008). Teaching culture in ESL classrooms: From dialogue to interculturality? Paper at CATESOL annual conference, Sacramento, CA.
- Menard-Warwick, J. (2007). Politics is culture: An Internet chat exchange between prospective teachers in Chile and California. Paper at Forum de Cultura Universal, Monterrey, Mexico.
- Menard-Warwick, J. (2007). The dad in the Che Guevara t-shirt: Narratives of Chilean English teachers. Paper at the annual conference of the American Association of Applied Linguistics, Costa Mesa, CA.
- Menard-Warwick, J. (2005). Constructing cultural differences in the language classroom. Paper at the IX Congreso de Profesores de Inglés, Arica, Chile.
- Zacher, J. & Menard-Warwick, J. (2004). "That's the way it is for us too": Reading to construct identities. Paper at the National Reading Conference, San Antonio, TX.
- Menard-Warwick, J. & Dabach, D.B. (2004). Adult literacy: Questions we should be asking. Invited panelists at the International Reading Association annual conference, Reno, NV.
- Menard-Warwick, J. (2004). Gender, history, and cultural change: Transgression narratives of Latina immigrants. Paper at the annual conference of the American Association of Applied Linguistics, Portland, OR.
- Menard-Warwick, J. (2004). Biliteracy and schooling in an extended-family Nicaraguan immigrant household. Paper at the American Educational Research Association, San Diego, CA.
- Menard-Warwick, J. (2004). Educational trajectories in the narratives of Latina immigrants. Paper at the American Educational Research Association, San Diego, CA.
- Menard-Warwick, J. (2004). Rewriting gender in family literacy classrooms. Paper at the TESOL Conference, Long Beach, CA.
- Menard-Warwick, J. (2003). Language learning narratives from Latina immigrant ESL students. Paper at the Second Language Research Forum, Tucson, AZ.

- Menard-Warwick, J. (2003). Narratives of immigrant women in California. Paper discussion at the Peace as a Global Language Conference, Tokyo, Japan.
- Menard-Warwick, J. (2003). Social construction of classroom literacy strategies. Paper at the TESOL Conference, Baltimore, MD.
- Menard-Warwick, J. (2003). Race (and related concepts) in pre-service teacher fieldnotes. Paper at the annual conference of the American Association of Applied Linguistics, Arlington, VA.
- Menard-Warwick, J. (2003). Educational narratives of Latina language learners. Data Analysis Session at the Ethnography in Education conference, Center for Urban Education, University of Pennsylvania.
- Menard-Warwick, J. & Dabach, D.B. (2002). *A digital divide?* Class and gender in the computer practices of two Mexicano families. Paper at the annual conference of the American Educational Research Association, New Orleans, LA.
- Palmer, D. & Menard-Warwick, J. (2002). English-only policies in California: Effects and side effects. Panel at the annual conference of the American Educational Research Association, New Orleans, LA.
- Menard-Warwick, J. (2001). Interacting activity systems: Bilingual and anti-bilingual education in California. Paper at the annual conference of the American Association of Applied Linguistics, St. Louis, MO.
- Menard-Warwick, J. (2001). Family computer literacy in bilingual and monolingual households. Roundtable presentation at the National Council of Teachers of English, Berkeley, CA.
- Menard-Warwick, J. (2000). Problem-posing: A Freirian technique hands-on. Workshop at the Inaugural Conference on Popular Education and Participatory Research, Berkeley, CA.
- Menard-Warwick, J. & Mantas, N. (1998). Immigrant parents and children: Bridging the acculturation gap. Workshop at WAESOL Conference, Tacoma, WA.
- Menard-Warwick, J. (1992). Beyond why or why not: Critical thinking in the ESL classroom. Paper at the NAFSA Region I Conference, Bend, OR.
- Menard-Warwick, J. (1992). Assessing ESL student readiness for English 101. Paper at the NAFSA Region I Conference, Bend, OR.
- Menard-Warwick, J. & Preisinger, R. (1991). Student-led problem-posing discussions. Workshop at WAESOL Conference, Seattle, WA.
- Menard-Warwick, J. & Gregory, S. (1988). Applying the educational principles of Paulo Freire to the teaching of EFL in the Nicaraguan context. Paper at the University Forum for Scientific Development, Managua, Nicaragua.

## **DISSERTATIONS SUPERVISED**

- Mouavangsou, K.N. (2022). *A Critical Ethnography of Hmong Students Navigating and Transforming Their University.*
- Swift, M.J. (2022). *Language Ideologies and Belonging: Educational Experiences of Chicanx and Latinx University Students.*
- Corcoran, K. (2018). *Wild Gals and Delusional Girls: Discursive and Linguistic Practices of Japanese Alternative Women's Fashion Magazines.*
- Reznik, A. (2018). "We All Grew Up on the Same Books": The Role of Literacy in Language Socialization.
- Green, C. (2018). *Toward Increased Retention in University Computer Science Programs: A Language Socialization Approach.*
- Moglen, D.J. (2017). *Social Environments, Writing Support Networks, and Academic Writing: A Study of First Year International Graduate Students.*
- Williams, S.A. (2015). *Performativity in Wedding Narratives of Same- and Mixed-Sex Couples.*
- Mori, M. (2014). *Negotiating Ownership When Incorporating Outside Sources: A Qualitative Study With Multilingual Undergraduate Students.*
- Lin, L.F. (2011). *On the Developmental Journey: An Ethnographic Study of Teacher Identity Development of NESTs and NNESTs in a US MATESOL Program.*

Soares Palmer, D. (2010). Second Language Pragmatic Socialization in World of Warcraft  
Caltabiano, Y.M. (2009). Children's Negotiation of Multicultural Identities and Multiple Languages in Japan.

## RESEARCH REPORTS

Menard-Warwick, J., Deeb-Sossa, N., Snow, K., Uliasz, A., Moody, L. (2019). Interpreting as language justice: A school district/university collaboration in 2018-2019.  
Menard-Warwick, J. & Santisteban, C. (2015). Bilingual parent participation at a divided elementary school.

## COURSES TAUGHT

### *Undergraduate*

Linguistics 1: Introduction to Linguistics  
Linguistics 5: Global English for Communication  
Linguistics 161: Global Sociolinguistics  
Linguistics 163: Language, Gender and Society  
Linguistics 180: Second Language Learning and Teaching

### *Graduate*

Linguistics 264: Language and Gender (multilingualism focus)  
Linguistics 265: Language, Performance, and Power  
Linguistics 282: Bilingualism  
Linguistics 289: Pedagogical Applications of Second Language Acquisition Theory  
Linguistics 300: Language Pedagogy

## PROFESSIONAL SERVICE

Fulbright National Screening Committee, Mexico English teaching assistant (ETA) panel (2021; 2023)  
Linguistics department service (partial list): Undergraduate Adviser (2018-2022), Graduate Adviser (2013-2018; 2023-present), ESL Program Director (2010-2012)  
U.C. Davis Academic Senate committee service (partial list): Fulbright Committee (2006-present), Committee on Courses of Instruction (2020-2022), Graduate Program Review (2017-2019), Undergraduate Council (2013-2016), Preparatory Education (2010-2013, chair 2013)  
Tenure and promotion reviews (partial list): Arizona State University, Georgia State University, University of Central Florida, University of North Carolina Charlotte, University of Texas El Paso, University of Texas San Antonio  
Manuscript reviewer (2007-2023, partial list): *Applied Linguistics*; *Anthropology and Education Quarterly*; *Bilingual Research Journal*; *Critical Inquiry in Language Studies*; *International Journal of Multilingualism*; *International Journal of Bilingual Education and Bilingualism*; *Journal of Language, Identity and Education*; *Language and Intercultural Communication*; *Modern Language Journal*; *Multilingual Matters*; *Narrative Inquiry*, Palgrave MacMillan; *Teaching and Teacher Education*; *TESOL Quarterly*  
Proposal reviewer: American Association of Applied Linguistics annual conference (2007-2008, 2012, 2014-present); American Educational Research Association Annual Conference (2003, 2004).  
Book reviews: *TESOL Quarterly* (2000); *Journal of Language, Identity and Education* (2007, 2015); *International Journal of Bilingual Education and Bilingualism* (2007, 2010); *Bilingual Research Journal* (2020)  
Editorial Board: *TESOL Quarterly*, 2009-2011

## COMMUNITY SERVICE

Refugee support volunteer, Families Together, Davis, California (2019-2020; 2021)  
Refugee support volunteer, Humanitarian Respite Center, Catholic Charities of the Rio Grande Valley, McAllen, Texas (2019)  
Diocesan Immigrant Support Network/Red de Apoyo (2017-2018)  
Board member, Catholic Charities of Yolo/Solano (2016-2019)

Guardian Scholar mentor, University of California Davis (2013-2017)  
International service volunteer, Maryknoll Mission Immersion, Cochabamba, Bolivia (2013)  
Volunteer recruiter and tutor, Marguerite Montgomery Elementary School (2011-2019)

### **HONORS, AWARDS, FELLOWSHIPS, AND GRANTS**

Award for Excellence in Service to Graduate Students. Graduate Student Association, University of California Davis, 2020.  
“Interpreting as Language Justice: A School District/University Collaboration.” Grant from Center for Regional Change, University of California Davis, 2018-2019.  
Mentoring at Critical Transitions, Wakeham Fellowship, University of California Davis, 2016-2017.  
Outstanding Graduate Student Instructor Award, University of California, Berkeley, 2002.  
Berkeley Graduate Fellowship, University of California, Berkeley, 1999-2001; 2003-2004.  
Part-time Faculty Award of Excellence, Whatcom Community College, Bellingham, Washington, 1997.

### **LANGUAGES**

English (dominant language)  
Spanish (advanced)  
French (intermediate)  
Japanese (basic)  
Russian (basic)  
Nahuatl (basic)  
Arabic (basic):  
    Modern Standard  
    Egyptian  
Portuguese (reading knowledge)