

Andrea M. Hawkman, Ph.D.

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Pronouns: She/Her

ACADEMIC APPOINTMENTS

University Experience

2017-Present Assistant Professor, Social Studies Education and Cultural Studies, School of Teacher Education and Leadership, Emma Eccles Jones College of Education and Human Services, Utah State University

K-12 Experience

2008-2013 Social Studies Teacher, Warrenton High School, Warrenton, Missouri

2008-2013 Assistant Coach, Girls Basketball, Warrenton High School

2008-2010 Head Coach, Softball, Warrenton High School

EDUCATION

2017 Ph.D. of Learning, Teaching, and Curriculum, University of Missouri

Area of Concentration: Social Studies Education

Graduate Certificate: Qualitative Research Methods

2012 M.Ed. of Educational Administration—Secondary, University of Missouri, St. Louis

2007 B.A. of Social Science—Secondary Education, McKendree University, Lebanon, Illinois

Minors: Ethnic Studies and Psychology

AWARDS, HONORS, & RECOGNITION

2020-2021 Research Fellow, Center for Intersectional Gender Studies Research, Utah State University

2019-2020 Nominee, Faculty Researcher of the Year Award, Emma Eccles Jones College of Education and Human Services, Utah State University

2019-2020 Recipient, Faculty Researcher of the Year Award, School of Teacher Education and Leadership, Emma Eccles Jones College of Education and Human Services, Utah State University

2019 Nominee, Research into Practice Invited Lecture, National Council for the Social Studies Annual Conference, Austin, Texas

2017 Recipient, Student Diversity Award, College of Education, University of Missouri

2017 Recipient, Graduate Student Scholar of the Year Award, College of Education, University of Missouri

RESEARCH FUNDING

External Awards—Funded (\$459,220.00)

- 2021 Co-Principal Investigator. *(Sub)Urban Racial (il)Literacies: Insights from Urban and Suburban Teachers*. Division G: Social Contexts of Education Mini-Research Grant. AERA. **Awarded: \$5,000.00**
- 2019-2021 Senior Personnel. *Supplement to Project E-STITCH: Elementary STEM Teaching Integrating Textiles and Computing Holistically*. National Science Foundation ITEST Program. **Awarded: \$31,439.00**
- 2019 Senior Personnel. ESTITCH Research for Undergraduate Experience (REU) Supplement. National Science Foundation ITEST Program. **Awarded: \$10,250.00**
- 2018-2020 Senior Personnel. *Elementary STEM teaching integrating technology and computing holistically (E-STITCH)*. National Science Foundation ITEST Program, #1758823. **Awarded: \$399,531.00**
- 2018 Co-Investigator. *Identity and appearance related bullying among Utah public secondary school students: The role of school climate and physical education and health teachers*. Local and State-Level Policy Work Grants. The Society for the Psychological Study of Social Issues. **Awarded: \$2,000.00**
- 2016-2018 Principal Investigator. *Toward an anti-racist teacher self-efficacy scale*. Social Studies Social Justice Research Grant. Fund for the Advancement of Social Studies Education and College and University Faculty Assembly of the National Council of Social Studies. **Awarded: \$11,000.00**

External Awards—Under Review

- 2021 Co-Principal Investigator. *Cultivating Rural Racial Literacies through Communities of Practice*. Spencer Foundation. **Requested: \$ 74,764.00**

External Awards—Unfunded

- 2021 Co-Principal Investigator. *Investigating and Developing Racial Literacy in Rural K-12 Classrooms*. Spencer Foundation. **Requested: \$74,865.00**
- 2020 Co-Investigator. *Computational Migration Project*. Institute for Education Sciences. **Requested: \$1,951,192**
- 2019 Principal Investigator. *White Fragility and Racial Pedagogical Decision Making Among Social Studies Teachers*. Small Research Grant. Spencer Foundation. **Requested: \$45,228.00**
- 2019 Co-Investigator. *The Computational Migration Project*. Institute of Educational Sciences. **Requested: \$1,397,557.00**

Internal Awards—Funded (\$22,500)

- 2018 Participant. *Towards understanding racial pedagogical decision making and the limits of race-based stress: A national study of K-12 teachers*. Proposal Writing Institute. Utah State University. **Awarded: \$2,500.00**
- 2017-2018 Principal Investigator. *Understanding the influence of race-based stress on pedagogical decision making*. Research Catalyst Grant. Utah State University. **Awarded: \$20,000.00**

PEER-REFEREED JOURNAL ARTICLES

*Indicates graduate student contributor; ^Indicates undergraduate student contributor

Tofel-Grehl, C., Searle, K., **Hawkman, A. M.**, MacDonald, B., & Suárez, M. I. (Accepted). Rural teachers' cultural and epistemic shifts in STEM teaching and learning. *Theory & Practice in Rural Education*.

*Nielsen, S. R., *Washburn, K. & **Hawkman, A. M.** (2021). Patriotism in music across eras: Building critical media literacy in U.S. history. *Social Education*, 85(3), 148-154.

Tofel-Grehl, C., Searle, K., **Hawkman, A. M.**, *Hansen, T., & Lott, K. (2021). Integrating culturally responsive teaching and current events into science through crafting circuits. *Science & Children*, 83-88.

Hawkman, A. M. (2020). Swimming in and through whiteness: Antiracism in social studies teacher education. *Theory & Research in Social Education*, 48(3), 403-430. <https://doi.org/10.1080/00933104.2020.1724578> [H-Index: 32; CiteScore: 4.2; Impact Factor: 3.645]

Knowles, R. T. & **Hawkman, A. M.** (2020). Anti-racist quantitative research: Developing, validating, and implementing racialized teaching efficacy and racial fragility scales. *The Urban Review*, 52(2), 238-262. <https://doi.org/10.1007/s11256-019-00526-1> [H-Index: 35; CiteScore: 2.0]

Knowles, R. T., **Hawkman, A. M.**, & *Nielsen, S. R. (2020). The social studies teacher-coach: A quantitative analysis comparing coaches and non-coaches across how/what they teach. *The Journal of Social Studies Research*, 44(1), 117-125. <https://doi.org/10.1016/j.jssr.2019.04.001> [H-Index: 9; CiteScore: 1.5]

Cuenca, A. & **Hawkman, A. M.** (2019). Reifying common sense: Writing the 6-12 Missouri social studies content standards. *The Journal of Social Studies Research*, 43(1), 57-68. <https://doi.org/10.1016/j.jssr.2018.01.001> [H-Index: 9; CiteScore: 1.5]

Hawkman, A. M. (2019). "Let's try and grapple all of this": A snapshot of racial identity development and racial pedagogical decision making in an elective social studies course. *The Journal of Social Studies Research* 43(3), 215-228. <https://doi.org/10.1016/j.jssr.2018.02.005> [H-Index: 9; CiteScore: 1.5]

Hawkman, A. M., Chval, K. B., & Kingsley, L. H. (2019). “I feel like I can do it now”: Preservice teacher efficacy in a co-teaching community of practice. *Teaching Education, 30*(1), 86-104. <https://doi.org/10.1080/10476210.2018.1446516> [H-Index: 30; CiteScore: 2.0]

Hawkman, A. M. & Van Horn, S. E. (2019). What does it mean to be patriotic?: Policing patriotism in sports and social studies classrooms. *The Social Studies, 110*(3), 105-121. <https://doi.org/10.1080/00377996.2018.1553841>

Murakami, C. D., **Hawkman, A. M.,** Kroner, C. & O’Neill, J. (2018). “Follow through”: Poetic representation of action planning for social justice. *Art/Research International 3*(1), 69-89. <https://doi.org/10.18432/ari29248>

Van Horn, S. E. & **Hawkman, A. M.** (2018) First comes love, then comes marriage (equality): Welcoming diverse families in the elementary classroom. *Social Studies and the Young Learner, 31*(2), 24-32.

Hawkman, A. M. & Castro, A. J. (2017). The long civil rights movement: Expanding black history in the social studies classroom. *Social Education, 81*(1), 28-32.

Hawkman, A. M., Castro, A. J., Bennett, L. B., & Barrow, L. H. (2015). Where’s the content? Elementary social studies in preservice field experiences. *The Journal of Social Studies Research, 39*(4), 197-206. <https://doi.org/10.1016/j.jssr.2015.06.001> [H-Index: 9; CiteScore: 1.5]

INVITED JOURNAL ARTICLES

Hawkman, A. M. & Shear, S. B. (2020). “Who made these rules? We’re so confused.”: An introduction to the special issue on critical race media literacy. *International Journal of Multicultural Education, 21*(2), 1-4. <http://dx.doi.org/10.18251/ijme.v22i2.2645> [H-Index: 12; CiteScore: 1.2]

PEER-REFEREED BOOK CHAPTERS

Shear, S. B. & **Hawkman, A. M.** (Accepted). Not just (WWII) Nazis: Examining Anti-Semitism in the U.S. In L. K. Pennington, M. A. Kessler, P. Horst, M. E. Tackett, & D Fogelsong (Ed.). *Hollywood or history? An inquiry-based strategy to use film to teach salient societal issues in elementary social studies*. Information Age.

Hawkman, A. M. (2018). Exposing whiteness in the elementary social studies methods classroom: In pursuit of developing antiracist teacher education candidates. In S. B. Shear, C. M. Tschida, E. Bellows, L. B. Buchanan, & E. E. Saylor (Eds.). *(Re)Imagining elementary social studies: A controversial issues reader* (pp. 49-71). Information Age.

Hawkman, A. M. (2017). Race and racism in the social studies: Foundations of critical race theory. In P. Chandler & T. Hawley (Eds.). *Race lessons: Using inquiry to teach about race in social studies* (pp. 19-31). Information Age.

Hawkman, A. M. & Shear, S. B. (2017). “They’re gonna sing the songs anyway” Thinking and teaching with theory and Disney music in elementary social studies. In S. Waters & W. B. Russell III (Eds.). *Cinematic social studies: A resource for teaching and learning social studies with film* (pp. 55-78). Information Age.

Castro, A. J., **Hawkman, A. M.**, & Diaz, J. (2015). Teaching race in high school social studies: Lessons from the field. In P. Chandler (Ed.). *Doing race in social studies: Critical perspectives* (pp. 124-145). Information Age.

INVITED BOOK CHAPTERS

Hawkman, A. M. (Accepted, in press). Whiteness in queer studies. In K. K. Strunk & S. A. Shelton (Eds). *Encyclopedia of Queer Studies in Education* (pp.). Brill.

Hawkman, A. M. (Accepted, in press). Whiteness and white responsibility in social studies. In S. B. Shear, N. H. Merchant, & W. Au. (Eds.). *Insurgent social studies: Scholar-educators disrupting erasure and marginality* (pp.). Myers Educational Press.

Hawkman, A. M. (Accepted, in press). “You and your racist friend”: Programmatic considerations for building racial literacy through anti-racist teacher education. In L. J. King & T. Epstein (Eds.). *Teaching for racial literacy in social studies education* (pp.). Routledge.

Hawkman, A. M. & Shear, S. B. (2020). Taking responsibility, doing the work: An introduction to *Marking the “Invisible.”* In A. M. Hawkman & S. B. Shear (Eds). *Marking the “invisible”:* *Articulating whiteness in social studies education* (pp. xxv-xxxvi). Information Age.

Shear, S. B. & **Hawkman, A. M.** (2020). Committing forward: In lieu of an epilogue. In A. M. Hawkman & S. B. Shear (Eds). *Marking the “invisible”:* *Articulating whiteness in social studies education* (pp. 735-738). Information Age.

Diem, S. & **Hawkman, A. M.** (2018). Whiteness as policy: Reconstructing racial privilege through school choice. In J. Brooks & G. Theoharis (Eds.). *Whiteucation: How privilege, power, and prejudice is destroying school and society* (pp. 96-115). Routledge.

EDITED BOOKS AND ISSUES

Hawkman, A. M. & Shear, S. B. (Eds). (2020, August). Critical race media literacy in multicultural education. *International Journal of Multicultural Education*, 22(2). <https://ijme-journal.org/index.php/ijme/issue/view/55>

Hawkman, A. M. & Shear, S. B. (Eds.). (2020). *Marking the “invisible”:* *Articulating whiteness in social studies education*. Information Age.

BOOK REVIEWS

Hawkman, A. M. (2018). Beyond barriers and constraints: A review of *Learning Time: In Pursuit of Educational Equity*. Harvard Educational Press: Cambridge, MA (2017). 279 pp, ISBN: 978-1-68253-107-5. *Teachers College Record*.

Hawkman, A. M. (2016). Attacking the neoliberal hydra of education reform: A review of Bree Picower and Edwin Mayorga's *What's Race Got to Do With It? How Current School Reform Policy Maintains Racial and Economic Inequality*. *The Journal of Social Studies Research*, 40(3), 237-240. DOI: 10.1016/j.jssr.2015.09.001

Hawkman, A. M. & Castro, A. J. (2015). Integrating literacy with social studies education: A review of popular texts for social studies teacher educators. *Oregon Journal for the Social Studies*, 3(2), 84-91.

PUBLISHED CONFERENCE PROCEEDINGS

MacDonald, B., Tofel-Grehl, C., Searle, K., & **Hawkman, A. M.** (2020). Putting the "M" back in STEM: Considering how units coordination relates to computational thinking. In *Proceedings of the 42nd Annual Meeting of the North American Chapter of the International group for the Psychology of Mathematics Education (PME-NA)*. Mazatlán, Sinloa, Mexico.

Cannell, C., Tofel-Grehl, C., Searle, K., & **Hawkman, A. M.** (2020). Computational migration: Using data visualization for understanding human movement. In *Proceedings of 14th International Conference of the Learning Sciences (ICLS) 2020, Volume 1*. Nashville, TN.

MANUSCRIPTS UNDER REVIEW

Hawkman, A. M. (Under review). Acts of racial microdefense: Embodied whiteness in social studies teacher education.

Hawkman, A. M. & Diem, S. (Under review). The big lie(s): Situating the January 6th coup attempt within white supremacist lies.

Hawkman, A. M. & Knowles, R. T. (Under review). Teaching #BlackLivesMatter in the classroom: Exploring the racial pedagogical decision making of PK-12 teachers.

Hawkman, A. M. & Murray-Everett, N. C. (Under review). Reality and rationalization: Insights on rural racial (il)literacy.

Hawkman, A. M., Tofel-Grehl, C., Searle, K., & MacDonald, B. L. (Under review). Successes, challenges, and surprises: Teacher reflections on using children's literature to explore complex social issues in the elementary classroom.

Marx, S., Braden, S., **Hawkman, A. M.**, Lavigne, A., *Anderson, J., *Gailey, S., *Geddes, G., *Jones, I., *Si, S., & *Washburn, K. (Under review). “I didn’t quit. The system quit me.”: Examining why teachers of color leave teaching.

Searle, K., Tofel-Grehl, C., **Hawkman, A. M.**, Suárez, M., & MacDonald B. (Under review). Examining white fragility in the elementary classroom: A case study.

Shear, S. B. & **Hawkman, A. M.** (Under review). “They’re dressed like regular people”: Critical race media literacy in elementary teacher education.

Suárez, M. I., **Hawkman, A. M.**, Tofel-Grehl, C., MacDonald, B., Searle, K., Feldon, D. F., ^Sommers, T., & ^Hernandez, M. (Under review). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity.

Tofel-Grehl, C., **Hawkman, A.M.**, Searle, K., Suarez. M., MacDonald, B., & Feldon, D. F. (Under review). “I can be the weird STEM kid who is also gay”: Queer rightful presence in STEM.

MANUSCRIPTS IN PROGRESS

Hawkman, A. M. (In progress). Does social studies want to be anti-racist?: Thoughts on decentering whiteness in social studies curriculum.

Hawkman, A. M., Marx, S., Braden, S, Lavigne, A., *Washburn, K, *Si, S., *Jones, I., *Geddes, G., *Gailey, S., & *Anderson, J. (In progress). Race/ism/ist reflections in qualitative research: Positionality in a collaborative research group.

Hawkman, A. M. & *Nielsen, S. R. (In progress). Exploring and defining patriotisms: Music as curriculum in social studies teacher education.

Hawkman, A. M., Rodríguez, N. N. & Shear, S. B. (In progress). White lies in US history: Exposing anti-Blackness in young adult historical fiction.

MEDIA APPEARANCES

Featured contributor. (2020, August). Episode 151: Articulating Whiteness in Social Studies Education with Andrea Hawkman and Sarah Shear. *Visions of Education*. [Audio podcast] Retrieved from: <https://visionsofed.com/2020/08/23/episode-151-articulating-whiteness-in-social-studies-education-with-andrea-hawkman-and-sarah-shear/>

Featured contributor. (2020, May). Episode 13: In conversation with Dr. Andrea Hawkman and Dr. Sarah Shear. *Pandemic Pedagogy: Imagining a New “We”*. [Video podcast] Retrieved from: <https://www.youtube.com/watch?v=k258BEEj-0I&feature=youtu.be>

Featured contributor. (2019, September). Readings on teaching history and social studies. *Teaching US History*. [Blog post] Retrieved from: <http://www.teachingushistory.co/2019/09/readings-on-teaching-history-and-social-studies.html>

Featured contributor. (2019, April). Episode 112: Welcoming diverse families in the elementary classroom with Selena Van Horn and Andrea Hawkman. *Visions of Education*. [Audio podcast] Retrieved from: <https://visionsofed.com/2019/04/14/episode-112-welcoming-diverse-families-in-the-elementary-classroom-with-selena-van-horn-andrea-hawkman/>

FEATURED EVENTS

Hawkman, A. M. (2021, June). Audit, Acknowledge, and Act: White(ness) Responsibilities in Elementary Social Studies. Elementary Social Studies Education Summit. Keynote Address.

Clem, S. Cuch, M. M., Piper, D. **Hawkman, A. M.**, Tehee, M., & Glass, C. M. (2021, March) “Culturally Responsive and Inclusive Teaching.” *Intersections on Inclusion: Critical Conversations about the Academy*. Panel Discussion. https://digitalcommons.usu.edu/inter_inclusion/4

Hawkman, A. M. (2019, June). “You and your racist friend”: Programmatic considerations for building racial literacy through anti-racist teacher education. Racial Literacy(ies) and History Education Conference. *Spencer Foundation*. Invited Presentation.

Hawkman, A. M. Knowles, R. T., & Castro, A. J. (2018, November). “Anti-racist teacher efficacy: Toward justice-oriented teaching in Missouri.” National Council for the Social Studies Annual Conference, Chicago, Illinois. Featured Presentation.

Van Horn, S. E. & **Hawkman, A. M.** (2018, November). “Representing diverse families in elementary classrooms: Best practices in elementary education.” National Council for the Social Studies Annual Conference, Chicago, Illinois. Invited Panelist at Featured Session.

Hawkman, A. M. (2018, October). “What parts of the American story, and what essential democratic principles, ought students come to know and embrace during their time in school?” Critical Questions in Education Annual Conference, Kansas City, Missouri. Invited Panelist at Featured Session.

REFEREED PRESENTATIONS

Hawkman, A. M. (2021, November). Whiteness and white responsibility in social studies. [Symposium session]. CUFA Annual Conference, Minneapolis, MN.

Hawkman, A. M. & Diem, S. (2021, November). The big lie(s): The January 6th insurrection, white supremacy, and the need for an educational revolution. [Paper session]. AESA Annual Conference, Portland, OR.

Hawkman, A. M. & Murray-Everett, N. C. (2021, November). Reality, rationalization, and/or self-preservation: Insights on rural racial (il)literacy. [Paper session]. CUFA Annual Conference, Minneapolis, MN.

Hawkman, A. M. (2021, April). “I didn’t know a damn thing”: Interrupting whiteness in rural teacher education. [Symposium paper]. AERA Virtual Annual Conference.

Suárez, M. I., **Hawkman, A. M.**, Tofel-Grehl, C., MacDonald, B. L., & Searle, K. (2021, April). STEM as a cover: Towards a framework for queer emotions, battle fatigue, and STEM identity [Roundtable session]. AERA Virtual Annual Conference.

Searle, K.A., Tofel-Grehl, C., **Hawkman, A. M.**, MacDonald, B., & Suárez, M. I. (2021, March). Developing student-teacher relationships through integrated STEM curricula. [Virtual paper session]. Utah Academy of Sciences, Arts, and Letters Annual Conference.

Hawkman, A. M., Shear, S. B., Rodríguez, N. N., & Vickery, A. E. (2020, October). Arguments of myth: Young adult historical fiction and [white] heritage in social studies education. [Individual paper]. AESA Annual Conference, San Antonio, TX. (Conference cancelled).

Hawkman, A. M., Searle, K., Tofel-Grehl, C., MacDonald, B., & Suárez, M. I. (2020, October). Reflections on preparing teachers to engage elementary students in discussions of complex social issues. [Individual paper]. AESA Annual Conference, San Antonio, TX. (Conference cancelled).

Suárez, M. I., **Hawkman, A. M.**, MacDonald, B., Searle, K., & Tofel-Grehl, C. (2020, October) Violence manifested through an informal STEM camp for queer youth in rural America. [Individual paper]. AESA Annual Conference, San Antonio, TX. (Conference cancelled).

Searle, K., Tofel-Grehl, C., & **Hawkman, A. M.** (2020, July) Authenticity in integrated elementary school e-textiles learning. Presented as part of a symposium at the Collaborative Learning Summit. Cambridge, MA. (Conference cancelled).

Cannell, C., Tofel-Grehl, C., Searle, K., & **Hawkman, A. M.** (2020, June) Computational migration. [Individual paper]. Annual International Conference of the Learning Sciences. Nashville, TN. (Conference cancelled).

Hawkman, A. M. (2020, April). “You and your racist friend”: Programmatic considerations for building racial literacy through anti-racist teacher education. [Symposium paper]. Division K, AERA Annual Conference, San Francisco, California. (Conference cancelled).

Hawkman, A. M., Marx, S., Braden, S, Lavigne, A., *Andersen, J., *Gailey, S., *Geddes, G., *Jones, I., *Si, S., & *Washburn, K. (2020, April). Race reflections in qualitative research: Positionality in a collaborative research group. [Individual paper]. Critical Examination of Race, Ethnicity, Class, and Gender SIG, AERA Annual Conference, San Francisco, California. (Conference cancelled).

Hawkman, A. M. & *Nielsen, S. R. (2020, April). Exploring and defining patriotisms: Music as curriculum in social studies teacher education. [Individual paper]. Division B, AERA Conference, San Francisco, California. (Conference cancelled).

Marx, S., Braden, S., **Hawkman, A. M.**, Lavigne, A., *Andersen, J., *Gailey, S., *Geddes, G., *Jones, I., *Si, S., & *Washburn, K. (2020, April). Examining why teachers of color leave the teaching profession. [Individual paper]. Division G, AERA Annual Conference, San Francisco, California. (Conference cancelled).

Hawkman, A. M. (2019, November). “Is she a lesbian?”: Reflections on identities, coaching, and social studies teaching in a rural school. [Symposium paper]. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in Austin, Texas.

Hawkman, A. M. & Knowles, R. T. (2019, November). Teaching #BlackLivesMatter in the classroom: Exploring the racial pedagogical decision making of k-12 teachers. [Individual paper]. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in Austin, Texas.

Hawkman, A. M. & Shear, S. B. (2019, November). Challenging white supremacy in social studies. [Book symposium]. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in Austin, Texas.

*Washburn, K., *Nielsen, S. R., & **Hawkman, A. M.** (2019, November). Exploring patriotism through music: A U.S. history lesson plan. [Individual paper]. Utah Council for Social Studies Annual Conference, South Jordan, Utah.

Tofel-Grehl, C., Searle, K., **Hawkman, A. M.**, *Ball, D., *Breitenstein, J., & Cannell, C. (2019, October). Electrifying human migration: Bridging social studies and science content. [Individual Paper]. The National Science Teachers' Association regional meeting, Salt Lake City.

Searle, K., Tofel-Grehl, C., & **Hawkman, A. M.** (2019, June). ESTITCH: Developing integrated e-textiles curriculum for upper elementary school. [Individual paper]. National Science Foundation ITEST PI & Evaluator Summit, Alexandria, VA.

Marx, S., Braden, S., **Hawkman, A. M.**, Lavigne, A., *Andersen, J., *Gailey, S., *Geddes, G., *Jones, I., *Shouquing, S., & *Washburn, K. (2019, May). Why teachers of color leave the teaching profession: An exploration through journey maps. [Individual paper]. International Congress of Qualitative Inquiry Annual Conference in Champaign, Illinois.

Tofel-Grehl, C., Searle, K., & **Hawkman, A. M.** (2019, May). Computational migration: Integrating computing and science. [Individual video]. National Science Foundation’s STEM for All Video Showcase, Washington, DC. <https://stemforall2019.videohall.com/presentations/1348>

Hawkman, A. M. (2019, April). White work, “rednecks,” and instant solutions: Acts of microresistance to anti-racism in social studies teacher education. [Individual paper]. Critical Educators for Social Justice Special Interest Group, American Education Research Association Annual Conference in Toronto, Ontario.

Hawkman, A. M. & Shear, S. B. (2019, April). Marking the “invisible”: Articulating whiteness in social studies. [Book symposium]. Social Studies Research Special Interest Group, American Education Research Association Annual Conference, Toronto, Ontario.

Hawkman, A. M. (2018, November). Figured worlds and whiteness: Exploring anti-racism in social studies teacher education. [Individual paper]. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in Chicago, Illinois.

Shear, S. B. & **Hawkman, A. M.** (2018, November). “They’re dressed like regular people”: Critical race film literacy in elementary teacher education. [Individual paper]. College and University Faculty Assembly of the National Council for the Social Studies Annual Conference in Chicago, Illinois.

Van Horn, S. E. & **Hawkman, A. M.** (2018, October). What does an American look like?: Challenging views of patriotism with critical race media literacy. [Individual paper]. Critical Questions in Education Annual Conference in Kansas City, Missouri.

Cuenca, A., Nichols, J., & **Hawkman, A. M.** (2018, April). Continuity or change? Revising Missouri’s state social studies standards. [Individual paper]. Social Studies Research Special Interest Group, AERA Annual Conference, New York City, New York.

Knowles, R. T. & **Hawkman, A. M.** (2018, April). Toward an antiracist teacher efficacy scale: Validating race/ism-centric quantitative measures. [Individual paper]. Critical Examination of Race, Ethnicity, Class, and Gender in Education Special Interest Group, AERA Annual Conference, New York City, New York.

Hawkman, A. M. (2017, November). Exposing whiteness in the elementary social studies methods classroom: In pursuit of developing antiracist teacher education candidates. [Individual paper]. College and University Faculty Assembly, National Council for the Social Studies Annual Conference in San Francisco, California.

Hawkman, A. M. & Knowles, R. T. (2017, November). Pushing through white fragility: Toward an anti-racist teacher self-efficacy scale. [Individual paper]. College and University Faculty Assembly, National Council for the Social Studies Annual Conference in San Francisco, California.

Hawkman, A. M. & Knowles, R. T. (2017, October). Exploring white fragility: Building an anti-racist teacher self-efficacy scale in teacher education. [Individual paper]. National Association for Multicultural Education Annual Conference in Salt Lake City, Utah.

Shear, S. B. & **Hawkman, A. M.** (2017, October). "It's not just a movie": Critical film literacy as an experimental social studies content course for elementary preservice teachers. [Individual paper]. National Association for Multicultural Education Annual Conference in Salt Lake City, Utah.

Murakami, C. D., & **Hawkman, A. M.**, Kroner, C., & O'Neill, J. (2017, April). "Follow through": Poetic representation of action planning for social justice. [Individual paper]. Arts-Based Educational Research Special Interest Group, AERA Annual Conference in San Antonio, Texas.

Diem, S. & **Hawkman, A. M.** (2016, November). Whiteness as policy: Reconstructing racial privilege through school choice. [Symposium paper]. University Council for Educational Administration Annual Conference in Detroit, Michigan.

Hawkman, A. M. (2016, November). Race and racism in the social studies: Foundations of critical race theory. [Symposium paper]. National Council for the Social Studies Annual Conference in Washington, D. C.

Hawkman, A. M. & Shear, S. B. (2016, November). "They're gonna sing the songs anyway" Thinking and teaching with theory and Disney music in elementary social studies. [Individual paper]. College and University Faculty Assembly, National Council for the Social Studies Annual Conference in Washington, D.C.

Finley, S. F., **Hawkman, A. M.**, Newton, V., & Lane-Bonds, D. (2016, June). Centering the experiences of Black women activists at MU: A critical race feminist perspective on student activism. [Individual paper]. Critical Race Studies in Education Annual Conference in Denver, Colorado.

Newton, V. & **Hawkman, A. M.** (2016, April). CRiT walking through graduate school: A collaborative feminist autoethnography on the discourse of race in the classroom. [Individual paper]. Midwest Sociological Society Annual Conference in Chicago, Illinois.

Hawkman, A. M. (2016, April). Racial epiphanies: My journey toward becoming an anti-racist educator. [Symposium paper]. Social Studies Research Special Interest Group, American Educational Research Association Annual Conference, Washington, D. C.

Hawkman, A. M. & Castro, A. J. (2016, April). The long civil rights movement: Using Black history(ies) to teach for racial justice. [Symposium paper]. Division G, American Educational Research Association Annual Conference, Washington, D.C.

Hawkman, A. M., Chval, K. B., Kingsley, L., & Bordon, J. (2016, April). I feel like I can do it now: Pre-service teaching efficacy and deliberate school contexts. [Individual paper]. Division K, American Educational Research Association Annual Conference, Washington, D. C.

Hawkman, A. M. & Cuenca, A. (2016, April). Common sense and official knowledge: The case of social studies standards reform in Missouri. [Individual paper]. Division L, AERA Annual Conference, Washington, D.C.

Hawkman, A. M. & Cuenca, A. (2015, November). Whose knowledge? Social studies standards reform in Missouri. [Individual paper]. College and University Faculty Assembly, National Council for the Social Studies Annual Conference, New Orleans, Louisiana.

Hawkman, A. M. (2015, November). Overcoming bias in ourselves, our schools, and our society. [Workshop presentation]. National Council for the Social Studies Annual Conference, New Orleans, Louisiana.

Castro, A. J. & **Hawkman, A. M.** (2015, May). More than just food: Learning from how children understand race in world and global history. [Individual paper]. Researching World History in the Schools: Nationwide and Worldwide, a conference organized by the World History Center at the University of Pittsburgh, Pittsburgh, Pennsylvania.

Castro, A. J., **Hawkman, A. M.**, Barrow, L. H., & Bennett, L. B. (2015, April). The aftermath of NCLB on elementary social studies and science field experiences. [Individual paper]. Division K, AERA Annual Conference, Chicago, Illinois.

Hawkman, A. M., Castro, A. J. (2015, April). Using racial identity development theory to teach about race and racism in social studies. [Individual paper]. Social Studies Education SIG, AERA Annual Conference, Chicago, Illinois.

Hawkman, A. M. & King, L. (2015, April). Finding our place in this counter-space. [Individual paper]. AESA Annual Conference, San Antonio, Texas.

Castro, A. J. & **Hawkman, A. M.** (2014, November). Teaching race in high school: A case study. [Individual paper]. College and University Faculty Assembly Annual Conference, Boston, Massachusetts.

Castro, A. J. & **Hawkman, A. M.** (2014, November). Teaching race in high school social studies: Lessons from the field. [Symposium paper]. National Council for the Social Studies Annual Conference, Boston, Massachusetts.

Hawkman, A. M., Castro, A. J., Bennett, L., & Barrow, L. (2014, November). Where's the content? Social studies in elementary classrooms. [Individual paper]. College and University Faculty Assembly Annual Conference, Boston, Massachusetts.

Aguayo, R. C., **Hawkman, A. M.**, Munte, K., and Castro, A. J. (2014, February). Using cultural immersion projects to prepare teachers to teach for diversity: Pitfalls and possibilities. [Workshop presentation]. The International Society for the Social Studies Annual Conference, Orlando, Florida.

Hawkman, A. M., Castro, A. J., Bennett, L., & Barrow, L. H. (2014, February). Elementary preservice teachers' exposure to social studies and science teaching in the elementary field service. [Individual paper]. The International Society for the Social Studies Annual Conference, Orlando, Florida.

UNIVERSITY TEACHING EXPERIENCE

Utah State University (2017-Present)

Advanced Review of Cultural Studies Research (TEAL 7810)
Applied Research Methods (EDUC 6040)
Curriculum Theory (TEAL 7150)
Diversity in Education (TEAL 6710)
Historical, Social, and Cultural Foundations of Education (TEAL 7300)
Motivation and Classroom Management (SCED 5100)
Qualitative Research I (EDUC 6770)
Readings in Curriculum History and Theory (TEAL 7900)
Readings in Culturally Sustaining Pedagogies (TEAL 7900)
Social Studies Clinical Experience (SCED 3300/4300)
Teaching Social Studies (SCED 3500)
Teaching Middle Grades Social Studies (SCED 3550)

University of Missouri (2013-2017)

Social Theories in Education (ELPA 9405)
Data Collection, Analysis, and Interpretation (AgEdLd 9510)
Social Studies and Literacy (LTC 8806)
Introduction to Social Studies Methods (LTC 4530)
Reading and Writing in the Social Studies (LTC 4541)
Elementary Social Studies Methods (LTC 4260)
Inquiring into Schools, Community and Society I (LTC 2040)

Invited Lectures and Presentations

July 2020	Invited Lecture, "Perspectives on Diversity in Teacher Education." <i>Research in Teacher Education</i> , University of Missouri
October 2019	Invited Lecture, "Are we teaching for Black lives?" with Dr. Ryan Knowles. <i>Cultural Studies Brown Bag Speaker Series</i> , School of Teacher Education and Leadership, Utah State University
March 2018	Invited Lecture, "Figured Worlds and Whiteness: Exploring Anti-Racism in Teacher Education." <i>Cultural Studies Brown Bag Speaker Series</i> , School of Teacher Education and Leadership, Utah State University
March 2018	Invited Lecture, "Coding in Qualitative Research." <i>Qualitative Research I</i> , College of Education, University of Missouri
April 2017	Invited Lecture, "Teaching with Disney Film and Music." <i>Elementary Social Studies Methods</i> , Green Mountain College

- February 2017 Invited Lecture, “Reading in the Social Studies—Using Outside Sources.” *Reading in the Social Studies*, College of Education, University of Missouri
- November 2016 Invited Lecture, “Teaching Race in High School Social Studies.” *Social Studies Methods and Assessment*, College of Education, University of Missouri
- August 2016 Invited Lecture, “Teaching Race/ism in Elementary Social Studies.” *Elementary Social Studies Methods*, College of Education, University of Missouri
- August 2016 Invited Panelist, “What I wish I Knew: Experienced TA’s Tell All.” Graduate Assistant Teaching Orientation, Office of Graduate Studies, University of Missouri
- August 2016 Invited Panelist, “New Student Orientation.” Department of Learning, Teaching, and Curriculum, College of Education, University of Missouri
- Spring 2016 Co-Facilitator, “What Does it Mean to be an Ally?.” College of Education, University of Missouri, Spring, 2016
- September 2015 Invited Panelist, “Building Critical Spaces in Secondary Social Studies Classrooms.” *Inquiry into Curriculum and Pedagogy*, College of Education, University of Missouri
- September 2015 Invited Lecture, “The State of Social Studies Standards Reform in Missouri.” *Critical Social Studies*, College of Education, University of Missouri
- June 2015 Invited Co-Lecture, “Toward Culturally Responsive Classroom Management.” *Fellows Program Orientation*, College of Education, University of Missouri
- April 2015 Invited Panelist, “Unpacking the Influence of Personal Identities on Social Justice Workers.” *Experiencing Cultural Diversity in the United States*, College of Education, University of Missouri

Educational Consulting

- Spring 2016 Designer and Facilitator, “Cultural and Diversity Awareness Professional Development”
Contracted to lead professional development workshops for the professional staff in the College of Education at the University of Missouri. Sessions engaged participants in interactive activities and dialogue around issues related to diversity, inclusion, systemic oppression, privilege, and social justice advocacy in work and the community.

SCHOLARLY SERVICE

Manuscript Reviewer

- Action in Teacher Education*, 2020-2021
Democracy & Education, 2019-2020
International Journal of Multicultural Education, 2018-2021
Journal of Curriculum Studies, 2021
Social Education, 2019
The Journal of Social Studies Research, 2016-2021

Theory & Research in Social Education, 2018-2021
Whiteness & Education, 2018-2020

Conference Leadership

- 2020-2021 Elections Chair, Executive Board, College and University Faculty Assembly (CUFA), National Council for the Social Studies (NCSS)
- 2020-2021 Chair, Social Studies Research Special Interest Group, American Educational Research Association (AERA)
- 2019-2020 Program Chair, Social Studies Research Special Interest Group, American Educational Research Association (AERA)
- 2018-2019 Assistant Program Chair, Social Studies Research Special Interest Group, American Education Research Association (AERA)
- 2015-2017 Campus Liaison, Division G: Social Contexts of Education, American Education Research Association (AERA)
- 2015-2016 Chair, Graduate Student Forum of the College and University Faculty Assembly (CUFA), National Council for the Social Studies (NCSS)
- 2015-2016 Graduate Student Representative, Social Studies Education Research Special Interest Group, American Education Research Association (AERA)
- 2014-2015 Vice-Chair, Graduate Student Forum of the College and University Faculty Assembly (CUFA), National Council for the Social Studies (NCSS)

Conference Proposal Reviewer

- 2016, 2018, 2019 Critical Educators for Social Justice SIG, American Educational Research Association (AERA) Annual Conference
- 2015, 2016, 2017, 2018 College and University Assembly (CUFA), National Council for the Social Studies (NCSS) Annual Conference
- 2018, 2019 Division K, Section IV: Multicultural, Inclusive, & Social Justice Frameworks in PK-16+ Settings, American Educational Research Association (AERA) Annual Conference
- 2017 National Association of Multicultural Education (NAME) Annual Conference
- 2015 National Council for the Social Studies (NCSS) Annual Conference
- 2016, 2017, 2018, 2019 Social Studies Education SIG, American Educational Research Association (AERA) Annual Conference

Session Chair and Discussant

- 2017 Discussant, "Curriculum Reform in the Social Studies," Graduate Student Forum of the College and University Faculty Assembly (CUFA), National Council for the Social Studies (NCSS) Annual Conference
- 2017 Chair, "Addressing Social Justice and Democracy in the Social Studies," Social Studies Research SIG, American Educational Research Association (AERA) Annual Conference

- 2016 Chair, “LGBTQ Perspectives in the Social Studies,” College and University Assembly (CUFA), National Council for the Social Studies (NCSS) Annual Conference
- 2016 Chair, “Academics Speaking Back to White Supremacy in Education Institutions,” Critical Race Studies in Education Association (CRSEA) Annual Conference, 2016
- 2015 Chair, “Race in the Social Studies,” College and University Assembly (CUFA), National Council for the Social Studies (NCSS) Annual Conference

Utah State University

- Spring 2020 Facilitator, *How to be an Antiracist* Honors Book Lab, University Honors Program, Utah State University
- Fall 2019 Founder and Facilitator, TEAL Equity Book Club. Ibram Kendi’s *How to be an Antiracist*. School of Teacher Education and Leadership, College of Education and Human Services, Utah State University.
- 2018-2019 Committee Chair, Educational Equity at Utah State University: First Annual Summit
- 2018-2019 Faculty Advisor, Qualitative Research Virtual Lab, School of Teacher Education and Leadership, College of Education and Human Services, Utah State University
- March 2018 Co-Facilitator, “Writing Structure and Organization,” Doctoral Writing Workshop Series, School of Teacher Education and Leadership, College of Education and Human Services, Utah State University
- Fall 2017- Spring 2018 Faculty Advisor, Doctoral Writing Workshop, School of Teacher Education and Leadership, College of Education and Human Services, Utah State University

GRADUATE STUDENT ADVISING

Doctoral Student Committees

- 2020-Present Committee Member, Betsy Osborne, Social Studies Education, West Virginia University
- 2019-Present Committee Member, Shoquing Si, Cultural Studies Education, Utah State University
- 2019-Present Committee Member, Justin Andersen, Cultural Studies Education, Utah State University
- 2018-Present Committee Co-Chair, Karen Washburn, Cultural Studies Education, Utah State University
- 2017-Present Committee Member, Isaiah Jones, Cultural Studies Education, Utah State University
- 2019-2021 Committee Member, John Jaggi, Teacher Education and Leadership, Utah State University
- 2019-2021 Committee Member, Michelle Burrows, Agricultural Systems Technology Education, Utah State University

2018-2021 Committee Member, Sarah Nielsen, Instructional Leadership, Utah State University

Graduate Student Committees

2019- 2020 Committee Member, Alyson Griggs, History, Utah State University

PROFESSIONAL AFFILIATIONS

American Educational Research Association (AERA)

College and University Faculty Assembly (CUFA) of the National Council for the Social Studies (NCSS)

National Association for Multicultural Education (NAME)

National Council for the Social Studies (NCSS)