

## CURRICULUM VITA

LISA D. WEEMS

Professor, Cultural Studies of Education  
Miami University of Ohio  
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### EDUCATION:

#### The Ohio State University

Doctor of Philosophy, June 2000, **Cultural Studies in Education.**  
Master of Arts, August 1995, **Sociology.**

#### University of Nebraska-Lincoln

Bachelor of Arts, May 1993, **Integrated Studies in Culture and Education.** *Cum Laude*

### EMPLOYMENT:

**Professor**, Cultural Studies of Education, Department of Educational Leadership, School of Education, Health and Society, Miami University of Ohio, Affiliate- Women, Gender & Sexuality Studies, and Asian and Asian American Studies Programs  
August 2018 - Present

**Associate Professor**, Cultural Studies of Education, Department of Educational Leadership, School of Education, Health and Society, Miami University of Ohio  
August 2007 – July 2018

**Assistant Professor**, Cultural Studies and Curriculum, Department of Educational Leadership, Miami University of Ohio  
August 2000 – July 2007

### GRANTS & AWARDS:

Visiting Scholar, Ontario Studies in Education (OISE)	November 2014
Summer Research Grant, EHS, Miami University	July 2012
Visiting Scholar, Simon Fraser University	May 2012
Martha Jennings Foundation Grant, EHS Miami University	November 2011
Seed Grant for DIVA Institute (Symposium), Miami University	August 2010
Outstanding Dissertation Award, Division B American Educational Research Association	April 2001
Flescher Fellowship, OSU College of Education	May 2000
College of Education Graduate Associate Teaching Award	May 2000

### PROFESSIONAL INTERESTS:

Areas of Research Interest:

Decoloniality and Indigenous Studies; Qualitative Inquiry; Transnational Feminist Theorizing

Areas of Teaching Interest:

Qualitative Inquiry; Critical Youth Studies, Gender & Sexuality Studies in Education

### BOOKS:

Weems, L., (2018). *Staging Dissent: Young women of color and transnational activism*. New York: Routledge Press.

**REFEREED JOURNAL ARTICLES:**

- Weems, Lisa (2016). Decolonization at Its Intersections. *Encyclopedia of Educational Philosophy and Theory*. Michael Peters, (Ed.), Springer. Online.
- Weems, L. (2015). "Theorizing resistance and intimacy in contemporary youth studies." *Jeunesse: Young People, Texts, Cultures*. 7, 2, pp. 134-147.
- Weems, L. (2014). Refuting 'Refugee Chic': 'Third World Girlhood' and the guerilla pedagogy of M.I.A.. *Feminist Formations*, 26, 1, pp. 115-142.
- Weems, L. (2013a). Difference, Power and the Limits of Openness. *Philosophy of Education*, pp. 20-23.
- Weems, L. (2013b). Guerilla Pedagogy: On the importance of surprise and responsibility in education. *Philosophical Studies in Education*, pp. 50-59.
- Weems, L. (2012). Mediated bodies and learning space. *Philosophy of Education*, pp. 254-257.
- Weems, L. (2010). From 'Home' to 'camp': Theorizing the space of safety. *Studies in Philosophy and Education*, 29, 6, 557-568.
- Stengel, B. and Weems, L. (2010). Questioning safe space: An Introduction. *Studies in Philosophy and Education*, 29, 505-507.
- Weems, L. (2009). M.I.A. in the global youthscape: Rethinking girls' resistance and agency in postcolonial contexts. *Journal of Girlhood Studies*, 2, 2, 55-75.
- Gonick, M., Renold, E., Ringrose, J. and L. Weems (2009). Rethinking agency and resistance: What comes after Girl Power? *Journal of Girlhood Studies*, 2, 2, 1-9.
- Weems, L. (2007). Sedimentation and embodiment in theorizing performativity. *Philosophy of Education*, 269-272.
- Weems, L. (2007). Shifting responsibilities: Researching accountability in three acts. *Journal of Curriculum Theorizing*, Summer, 117-133. (This article appeared in 2010 due to publication delays).
- Weems, L. (2007). To be mindful of Otherness: Toward a post-psychoanalytic problematic of ethics and education. *Philosophical Studies in Education*, 38, 37-50.
- Weems, L. (2007). Un/Fixing the fiend: Queering pedagogy and dangerous desires. *Educational Studies*, 41, 3, 194-211.
- Weems, L. (2007). Representations of substitute teachers, educational reform and the paradoxes of professionalism. *The SubJournal*, September.
- Weems, L. (2006). Unsettling politics, locating ethics: Representations of reciprocity in postpositivist inquiry. *Qualitative Inquiry*, 12, 5, 994-1011.

- Weems, L. (2005). Interpreting philosophy of education. *Philosophical Studies in Education*, 1-6.
- Weems, L., (2003). Between deficiency & excess: Representations of substitute teachers and the paradoxes of professionalism. *Journal of Teacher Education*, 54, 3, 254-265.
- Magolda, P., and L. Weems (2002). Doing harm: The unintended consequences of fieldwork. Special volume on Qualitative Research. In V. Torres and S. Jones, (Eds.). *Journal of College Student Development*, 43, 4, 1-18.
- Brem, S., Russell, J. and L. Weems (2001). Science on the web: Evaluation of scientific arguments by a lay audience. *Discourse Processes*, 32, 191-213.
- Russell, J., Weems L. Brem, S. and M.A. Leonard (2001, March). Fact or Fiction: Female students learn to critically evaluate science on the Internet. *The Science Teacher*, Vol. 68, 3, 44-47.
- Weems, L. (1997). Re-thinking Academic Community: Power and Subjectivity in Envisioning Transformative Pedagogies. *Philosophical Studies in Education*, 55-62.

## BOOK REVIEWS

- Weems, L. (2012). Review of *The Promise of Happiness* by Sara Ahmed. *PhiloSOPHIA*, 2,2,229-233.
- Weems, L. (2009). Review of *Youth Moves* by N. Dolby and F. Rizvi, (Eds.). *International Journal of Qualitative Studies in Education*, 22, 2, 243-246.
- Weems, L. (2005). Review of *Michel Foucault* by Sara Mills. *Foucault Studies*, 3, 114-149.
- Weems, L. and P. Lather (2000, August-September). A Psychoanalysis we can bear to learn from: A review of *Lost subjects, contested objects* (By Deborah P. Britzman. Albany: State University of New York, 1998). *Educational Researcher*, 29, 6, 41-42.

## BOOK CHAPTERS

- Weems, L. (2018) "Native Youth Reclaiming an Erotics of Sovereignty" in Susan Talburt, Ed., *Youth Sexualities: Public Feelings and Contemporary Cultural Politics*, 125-144. Prager.
- Weems, L. (2014). The (Quare) Gender Education of *RuPaul's Drag U*. In G. Walton (Ed.), *The Gay Agenda: Claiming Space, Identity and Justice* (pp. 89-104). Peter Lang.
- Weems, L. (forthcoming). Thinking Queer About "Safe Space" and LGBTQ Youth of Color. In N. Rodriguez and C. Mayo (Eds.) *Queer Pedagogy*.
- Weems, L. (2012). 'Commodification.' In Lesko, N. and Talburt, S. (Eds.), *Keywords in Youth Studies: Tracing Affects, Movements and Knowledges* (pp. 71-76). New York, NY: Routledge.
- Weems, L. (2011). Historicizing educational leadership: Race, family and nation in discourses of professionalism in the United States. In R. Quantz and J. Paraskeva (Eds.) *A liderança baseada na cultura. Ensaios sobre liderança, cultura e escolarização* (In English: Culture-based Leadership: Essays on leadership, culture, & schooling). Lisbon, Portugal: Edições Pedagogo.

- Weems, L. (2009). Border-crossing with M.I.A. and transnational girlhood studies. In R. Sintos Coloma (Ed.) *Postcolonial challenges in education* (pp. 178-194). New York: Peter Lang.
- Weems, L. (2004). Troubling Professionalism: Narratives of Family, Race and Nation in Discourses of Educational Reform. In B. Baker and K. Heyning (Eds.) *Dangerous Coagulations: The Uses of Foucault in the Study of Education* (pp. 227-262). New York: Peter Lang.
- Weems, L., Miller, P., Russell, J. and A. Lunsford (2003). Expanding literacies: Girls, science and technology at the end of the 20<sup>th</sup> Century. In J. Greer (Ed.) *Girls and Literacy in America: Historical Perspectives to the Present* (pp. 121-145). ABC-CLIO.
- Weems, L. (1999). Violence, Pedagogy and the Post-Colonial Classroom. In A. Bringas and B. Martin, (Eds.) *Challenging Cultural Practices in Contemporary Post-Colonial Societies*, (pp. 123-131). Vigo, Spain: University of Vigo Press.
- Weems, L. (1999). Pestalozzi, Perversity and The Pedagogy of Love. In J. Sears and W. Letts (Eds.) *Queering Elementary Education: Advancing the Dialogue about Sexualities and Schooling*, (pp. 27-36). Boulder, CO: Rowman Littlefield.

**Courses Taught:**

**Undergraduate:**

WST 101	History of Activism
WMS 202	Introduction to GLBTQ Studies
EDL 204	Sociocultural Studies in Education
EDL 282	Cultural Studies, Power and Education
EDL 334	Youth Subcultures, Popular Culture and Nonformal Education
EDL 369	Youth, Sexualities and Education
WGS 410	Gender and Transnational Media

**Master's:**

EDL 639	Curriculum Theory and Program Development
EDL 647	Current Issues and Problems in Schools
EDL 647	Digital Youth
EDL 649	Innovative Practices in Instruction

**Doctoral:**

EDL 761	Introduction to Doctoral Study
EDL 775	Doctoral Capstone in Educational Research
EDL 780Q	Introduction to Qualitative Research in Education (now 683)
EDL 780AR	Post-Critical Theories of Difference
EDL 780W	Adv. Seminar in Qualitative Inquiry: Analyzing Difference, Writing Power
EDL 781	Youth Cultures, Curriculum and Education
EDL 784	Difference, Power, Knowledge
EDL 785	Theorizing Gender, Sexuality and Education (formerly EDL 790W)

**Ethnographic Research Consultant**, “Technology, Writing and Culture in Secondary Science Instruction” Grant, Funded by Batelle Endowment for Technology and Human Affairs (BETHA), Andrea Lunsford, OSU, Principal Investigator  
July 1999 – July 2000

- Collaborated with team on curriculum development of web-based science modules

- Designed and conducted a year long ethnography of girls' identity development

## **PROFESSIONAL SERVICE:**

### **To the Profession:**

#### **Leadership**

American Educational Research Association (AERA) Queer SIG Executive Committee, 2013-2015

American Educational Studies Association (AESA) Kneller Lecture Committee, 2014

American Educational Studies Association (AESA) Program Committee, 2009-2012

AESA Critics' Choice Award Selection Committee, Chair, 2007-2008

AESA Executive Board, Member, 2004-2008

AERA, Queer SIG, Awards Co-Chair 2013– Current

AERA, Gay/Lesbian/Bisexual SIG, Scholarships & Awards Committee, Member, 2001-2002

Ohio Valley Philosophy of Education Society, Program Committee, 2002-4; 2014; Chair, 2004

Ohio Valley Philosophy of Education Society, Site Coordinator, Dayton, OH 2002 and 2003

#### **Editorial Boards, Manuscript and Proposal Review**

*Educational Theory*, Reviewer, 2012-Current; Editorial Board 2016-2020)

*Educational Studies*, Reviewer, 2012-Current (Editorial Board since 2014)

*Taboo: A Journal of Cultural Studies*, (Editorial Board since 2017)

*International Journal of Qualitative Studies in Education*, Reviewer, 2011- Current

*American Educational Research Journal*, Reviewer, 2012- Current

*Journal of Curriculum Inquiry*, 2007- Current

*Feminist Media Studies*, Reviewer, 2011- Current

*Journal of Children's Geographies*, 2017

*Journal of Asian and Asian American Studies*, 2014

*Trans Studies Quarterly*, 2014

*Sage Open*, 2014-2015

*Anthropologica*, 2013

*Studies in Philosophy and Education*, 2010

*Journal of Social Epistemology*, 2009

*Journal of Curriculum Theorizing*, 2003

*Journal of Girlhood Studies*, 2007-2009

AESA, Proposal Reviewer (Program Committee) 2005-Current (15-25 proposals annually)

AERA, Post-colonial Studies SIG, Proposal Reviewer, 2006 – Current (5-7 proposals annually)

AERA, Queer Studies SIG, Proposal Reviewer, 2002 – Current (5-10 proposal annually)

AERA, Division A (Administration), Proposal Reviewer, 2002

### **To the University:**

Asian and Asian American Studies Steering Committee, Member, 2012-Current

Interdisciplinary Advisory Council, Member 2013-2015

University Senate, Member, 2011-2014

Human Rights and Social Justice Symposium, Planning Committee, 2011

Center for Education and Cultural Studies, Director, 2003-2014; Associate Director, 2000-2002

Lesbian, Gay, Bisexual, Transgender and Queer Advisory Board, Member, 2006-2009

HAVEN- LGBTQ Graduate Student Group, Advisor, 2007-2009

Women, Gender and Sexuality Studies Program Advisory Board, Member, 2002-2003

Race, Gender, Class & Sexuality Symposium Planning Committee. Sponsored by Women's Studies and Center for American and World Cultures

**To the Division of Education, Health and Society:**

**Member**, Graduate Curriculum Committee

**Member**, Governance Committee, 2015-16

**Member**, Promotion and Tenure Committee, 2014; 2018

**Member**, EHS Technology Committee, 2001-2002; 2005-2008; 2012-2014

**To the Department:**

**Director Graduate Studies**, Leadership, Culture and Curriculum Ph.D.

**Member**, Promotion and Tenure Committee, 2008-15; 2018

**Coordinator**, Undergraduate Thematic Sequence in Critical Youth Studies, 2012-2018

**Coordinator**, Undergraduate Thematic Sequence in Cultural Studies and Public Life 2003-2012

**Co-Organizer**, EDL Graduate Student Conference on Culture, Leadership & Schooling 2001-02

- Organized the review and selection of proposals of multi-discipline & multi-institutional panel
- Mentored graduate students on proposal development and presentation-writing

**Other:**

**Founding Director**, Developing Intellectually Vibrant Activists (DIVA) Institute, 2008-2010

The DIVA Institute is a five-day residential program for minoritized high school junior and senior girls. As the Director, I received and administered a \$15,000 grant from the Department of Educational Leadership.

**Executive Planning Committee**, Rock Your Brand Girls' Conference, Thurman Marshall High School, Dayton, OH. 2011. Co-sponsored by Coca-Cola & YWCA. Traci Davis, Director

**PROFESSIONAL ASSOCIATIONS AND HONORARY SOCIETIES:**

American Educational Research Association (AERA), Member 1995 - Current

Association for Research on Children and Young People (ARCYP) 2015 - Current

Ohio Valley Philosophy of Education Society (OVPES), Member, 1997 - Current

American Educational Studies Association (AESAs), Member, 1998 - Current

Philosophy of Education Society (PES), Member, 2005 - Current