

Dr. Tim Monreal, PhD

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Assistant Professor, Department of Learning and Instruction
University at Buffalo, The State University of New York

Education

- 2015-2020 PhD, Social Foundations of Education
University of South Carolina, Columbia, SC
- 2008-2010 M.A., Secondary Education
Loyola Marymount University, Los Angeles, CA
- 2004-2008 B.A., Political Science with Minor in History
University of California, Santa Barbara, Santa Barbara, CA

Other Programs Attended:

- 2013-2014 Loyola Marymount University, Los Angeles, CA
Professional 2042 Clear Teaching Credential
- 2007 UC Santa Barbara/Autonomous University of Queretaro, Queretaro, México
Chicano Studies Summer Program

Professional Experience

- August 2022- Assistant Professor, Department of Learning and Instruction
University at Buffalo, The State University of New York
- 2020-2022 Assistant Professor of Teacher Education
California State University, Bakersfield
- 2015-2019 Middle School Teacher, Social Studies
Lexington Middle School, Lexington, SC
- 2012-2015 Middle School Teacher, Social Studies, Literature, Science
Our Lady of Perpetual Help School, Downey, CA
- 2008-2012 Middle School Social Studies Teacher,
San Mateo, CA and Los Angeles, CA

Dissertation

Monreal, T. (2020). *Hecho in South Carolina: K-12 Latinx Educators Made in, and Remaking, El Sur Latinx.*

Peer-Reviewed Journal Articles

- Cipollone, K., Connell, T., Etopio, E., Frazier-Polk, J., Gorlewski, J., Griger, E., Kearney, E., Maza, H., **Monreal, T.**, Rivera, N., Selleck, J., Winkelsas, A. (In Press; Equal Authorship). Bad Faith and Impossible Work: Novice Teachers Clap Back. *Professing Education*.
- Monreal, T.** (2024). “No me dejen ir porque they needed me here”: Spatializing corrective representatives by critiquing. *Race Ethnicity and Education*.
<https://doi.org/10.1080/13613324.2024.2306413>
- Monreal, T.**, Patiño-Longoria, F.* , & Herrera, M.* (2023). Intergenerational Pláticas as Ethnic Studies Freedom Dreaming in Kern County. *Ethnic Studies Pedagogies Journal*, 1(1), 48-61.
- Monreal, T.**, & Stutts, C. (2023). The ambiguity of (non)belonging: Latinx teachers negotiate critical Social Studies in the U.S. South. *Critical Questions in Education*, 14(1), 97–106.
- Ligocki, D., & **Monreal, T.** (2023). Freedom Dreaming Through Waking Nightmares: A Duoethnography Of Education Scholars Navigating Public Schooling As Parents. *Journal for Leadership, Equity, and Research*, 9(2).
- Marks, S., **Monreal, T.**, & Hays, A. (2023). Criticality through Race Radicalism and Material Politics. *Voices from the Middle*, 30(4), 51-56
- Monreal, T.**, & Popielarz, K. E. (2022). Teaching for spatial justice: A framework for social studies educators. *Oregon Journal of the Social Studies*, 10(2), 34–43.
- Monreal, T.** (2022). “Here being in schools is worse”: How Latinx teachers navigate, recreate, and instigate hostile spaces in the U.S. South. *Educational Studies*, 58(1), 50–73.
<https://doi.org/10.1080/00131946.2021.1994972>
- Tirado, J., & **Monreal, T.** (2022). Welcome to Zinctown: Bringing Salt of the Earth (1954) to Your Classroom. *Social Education*, 86(3).
- Sinclair, K., Rodriguez, S. & **Monreal, T.** (2022). “We can be leaders”: Minoritized youths’ subjugated (civic) knowledges and social futures in two urban contexts. *International Journal of Qualitative Studies in Education*. <https://doi.org/10.1080/09518398.2022.2025488>
- Monreal, T.** & Floyd, R.* (2021) “Ain’t no white people have to be cultural ambassadors, right?” How a Latinx teacher in the US South resists ephemeral multiculturalism for political praxis. *Theory into Practice*. 60(4). 412-421. (*Practitioner Co-Author)
<https://doi.org/10.1080/00405841.2021.1987095>
- Gamez, R. & **Monreal, T.** (2021). “We have that opportunity now”: Black And Latinx Geographies, (Latinx) racialization, and “New Latinx South”. *Journal of Leadership, Equity, and Research (Latinx Research Center Special Issue/Lead article)*. 7(2). 1-24.
- Monreal, T.** (2021) Stitching Together More Expansive Latinx Teacher Self/ves: Movidas of Rasquache and Spaces of Counter-Conduct in El Sur Latinx. *Theory, Research, and Action in Urban Education*. 6(1). 37-51.
- Monreal, T.**, & McCorkle, W. (2021). Social studies teachers’ attitudes and beliefs about immigration and the formal curriculum in the United States South: A multi-methods study. *The Urban Review*, 53(1), 1–42.
- Varga, B. A., & **Monreal, T.** (2021). (Re)Opening closed/ness: Hauntological engagements with historical markers in the threshold of mastery. *Taboo: The Journal of Culture and Education*, 20(3), 80–97.
- Popielarz, K. & **Monreal, T.** (2019). Teaching (for) Spatial Justice is teaching (for) Social Justice. *Curriculum in Context*. 45(1). 7-11.
- Monreal, T.** (2019). (Re)learning to Teach: Rasquachismo in the South. *Latino*

- Studies Journal*. 17(1). 118-126.
- Monreal, T.** (2018). *No Me Puede Arrestar Por Nada* (You can not arrest me for nothing): Using film to investigate Westward “Expansion” and the Borderlands at the turn of the nineteenth century. *History Matters!* 31(October).
- Rodriguez, S. **Monreal, T.**, & Howard, J. (2018) “It’s about hearing and understanding their Stories”: Teacher empathy and socio-political awareness toward newcomer undocumented students in the New Latino South. *Journal of Latinos and Education*
- Monreal, T.** (2017). More than Human Sacrifice: Teaching about the Aztecs in the New Latino South. *Middle Grades Review*. (3)3, 1-9.
- Rodriguez, S. & **Monreal, T.** (2017) “This state is racist.”: Policy problematization and undocumented youth experiences in the New Latino South. *Educational Policy (Special Issue) Fall 2017*.
- Monreal, T.** (2016). Is There ‘Space’ for the International Baccalaureate? *Current Issues in Comparative Education*, (19)1, 26-42.
- Monreal, T.** (2016, August). Beyond Surface Level Digital Pedagogy. *Hybrid Pedagogy*.

Peer-Reviewed Book Chapters

- Monreal, T.**, & Barrera, S. (In Press). We take your game and flip the script: Rasquache resistance against divide and conquer. In D. L. Rudnick (Ed.), *Resisting divide and conquer strategies in education: Pathways and possibilities*. Myers Education Press.
- Monreal, T.**, Tirado, J. & Barrera, S*. (In Press). Rasquache Movidas Toward Critical, Intersectional Latinx Futures in the Social Studies. In *Teaching Culturally and Linguistically Relevant Social Studies with and for Emergent Bilingual and Multilingual Youth: Examining the Past, Present, and Future*. Teachers College Press.
- Monreal, T.** Defiant, Playful, and Inventive: Rasquache Social Studies Theorizing. (In Press). In B. Varga & E. Adams (Eds). *Always-Already On the Lookout: Searching for, Enacting, and Storying Theory in Social Studies Education*. Teachers College Press.
- Tirado, J., Rodriguez, G; **Monreal, T.**, Ender, T (2023). Civics and Latinidad: Letters to the past with hopes for the future. In K. Duncan (Ed), *Civic engagement in communities of color: Pedagogy for learning and life in a more expansive democracy* (pp. 31-40). Teachers College Press.
- Monreal, T.** (2023). D’oh! Schools, race, segregation...and zip codes? In A. Whitlock (Ed.), *Hollywood or History? An inquiry-based strategy for using The Simpsons to teach social studies*. Information Age Press
- Christ, R. C., Varga, B. A., & **Monreal, T.** (2023). Creating máscar(a)illa)s: A decolonizing *us-ing*. In M. Sharma and A. Alexander (Eds.), *Routledge companion to decolonizing art, craft, and visual culture education* (pp. 129-137). Routledge.
- Monreal, T.**, & Tirado, J. (2023). “The (Self/Re)generating Sacred Energy Called Teotl”: Using Nahua Philosophy to Introduce Posthumanist Thinking. In B. Varga, T. Monreal, & R. Christ (Eds.), *Toward a Stranger and More Posthuman Social Studies* (pp. 139-148). Teachers College Press.
- Tirado, J. & **Monreal, T.** (2022). Soñando en/del Sur Latinx: Letting the Youth disrupt narratives of division. In A. Vickery & N. Rodriguez (Eds.), *Critical Race Theory and Social Studies Futures From the nightmare of racial realism to dreaming out loud* (pp. 140-147). Teachers College Press.
- Rodriguez, S., Gamez, R., & **Monreal, T.** (2022). Latinx (im)migrant racialization, anti-Blackness, and the social and educational landscape of the U.S. South. In J. Scott & M. Bajaj (Eds.), *World Yearbook of Education 2023* (139-157). Routledge.

- Monreal, T.** (2022). “I feel like I am in-between. I am not from here or there. I don’t belong”: Using ecomaps to investigate the relational spaces of Latinx im/migrant teachers in South Carolina. In C. Magno, J. Lew, & S. Rodriguez (Eds.), *(Re)Mapping migration and education: Methods, theory, and practice* (pp. 13-37). Brill.
- Monreal, T., & Tirado, J.** (2022). Don’t call it The New (Latinx) South, estábamos aquí por años. In Y. Medina & M. Machado-Casas (Eds.), *Critical Understandings of Latinx in Global Education* (pp. 100–125). Brill.
- Monreal, T. & McCorkle, W.** (2022). Why are teachers walking out in South Carolina? In H. Tran & D. Smith (Eds.), *How Did We Get Here? The Decay of the Teaching Profession* (pp. 311-330). Information Age.
- Monreal, T., & Tirado, J.** (2022). “Then I knew we had won something they could never take away”: Investigating Salt of the Earth. In S. J. Kaka (Ed.), *Hollywood or History?: An inquiry-based strategy for using film to teach about inequality and inequity throughout history* (pp. 301–317). Information Age Publishing.
- Monreal, T., & Varga, B. A.** (2021). Non/Human (Un/En)Tangles: Practitioner-based engagements with post-humanism, multiculturalism, and visual materials. In C. Clark, K. J. Fasching-Varner, I. Jackson, N. A. Marrun, & K. J. Tobin (Eds.), *Multicultural curriculum transformation in Social Studies and Civic Education* (pp. 265–284). Lexington Books.
- Monreal, T. & Tirado, J.** (2021). Seeing the Mayans/Issues of Representation in Media. In Elfer, C. & Roberts, S. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History* (pp. 271-284). Charlotte, NC: Information Age Publishing
- Monreal, T. & Varga, B.** (2021). Representing Ancient Egypt(ians)/Visual Mediums and Public Perception. In Elfer, C. & Roberts, S. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach World History* (pp. 67-79). Charlotte, NC: Information Age Publishing
- Monreal, T.,** (2019) The Middle Grades Social Studies Curriculum as a Site of Struggle for Social Justice in Education. In Papa, R. (Ed). *Springer Handbook on Promoting Social Justice in Education*. Springer, 890-917.
- Monreal, T., & Weiser, G.** (2019). Integrating Civil Liberties into Middle Grades World History: Bringing Colin Kaepernick into Ancient Mesopotamia. In Hubbard, J. (Ed). *Extending the Ground of Public Confidence: Teaching Civil Liberties in K-16 Social Studies* (pp. 123-138). Charlotte, NC: Information Age Publishing.
- Monreal, T.** (2018). Chicano Power and Youth Resistance: Walking Out for Civil Rights. In Roberts, S. & Elfer, C. (Eds). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach United States History* (pp. 222-230). Charlotte, NC: Information Age Publishing.

Book Reviews

- Monreal, T.,** Cervantes-González, A., & Torres, L.* (2021) Book Review: Latina Teachers. *Journal of Leadership, Equity, and Research*. 7(1). 1-5. (*Student Co-Author)
- Monreal, T.** (2020) Book Review: Mistakes we have made: Implications for Social Justice Educators. *Journal of Leadership, Equity, and Research*. 6(2). 1-5.
- Monreal, T.** (2018) The viejo “New Latino South”: A review of Corazón de Dixie for teacher educators and practitioners. *Teacher Education Journal of South Carolina*. 12(1). 51-60.

Under Review.

- Gamez, R. & **Monreal, T.** (Accepted, Equal Authorship). Theorizing the Palimpsest as a Tool of Critical Spatial Inquiry for Unruly Latinidades. (*Latino Studies*).
- Monreal, T.**, DeRoos, M., & Pitts B. Where we are now? (Accepted). Reflecting on our use of mapping for spatial justice in teacher education. (*Social Studies Research and Practice*).
- Jones, B., **Monreal, T.** & White, A. (Under Review). “It’s Not Even Happening in Our Classes”: The impossibilities of CRT as racial knowledge. (*Critical Education*).
- Gamez, R., **Monreal, T.**, & Singh, M. (Under Review). Critical Dialogues in Latinx Education. Special Issue Proposed to *Race, Ethnicity, and Education*.
- Patron-Vargas, J. & **Monreal, T.** (Under review). Haciendo Rendir: Using a Rasquache Lens to (Re)shape, (Re)mix, and Disrupt Academia. (*International Journal of Qualitative Studies in Education*)
- Monreal, T.** Research for Spatial Justice in Social Studies Education. *Bloomsbury Encyclopedia of Social Justice in Education*.

Books

- Varga, B., **Monreal, T.**, & Christ, R. (2023, May). *Be(com)ing Strange(r): Towards a Posthuman Social Studies*. Teachers College Press.
- 2023 American Educational Studies Association Critic’s Choice Award
 - 2024 American Education Research Association Outstanding Book Award Honorable Mention by Division B – Curriculum Studies
- Monreal, T.** & Tirado, J. (Accepted). *Hollywood or History? An Inquiry-Based Strategy for Using Film to Teach Latinx History*. Information Age Publishing.

Book Chapters Accepted

- Monreal, T.** & Medrano, J*. (Accepted). McFarland, U.S.A. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press.
- Monreal, T.** & Herrera, M.* (Accepted). Mexico’s Indigenous Languages. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press.
- Monreal, T.** & Esqueda, C.*(Accepted). Panama Canal Stories. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press.
- Azusada, L.* & **Monreal, T.** (Accepted). Gun Hill Road. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press.
- Monreal, T.**, James, D.*, & Ender, T. (Accepted). Sugar. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press.
- Monreal, T.** (Accepted). Zoot Suit. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press
- Monreal, T.** (Accepted). Ixcanul. In T. **Monreal** & J. Tirado (Eds). *Hollywood or History? An Inquiry-based strategy to learn about Latinx Communities and History in the Classroom*. Information Age Press

In Progress

Monreal, T. Teaching as an Act of Spatial Illegality: Latinx teachers, the public school, and El Sur Latinx. (Target Journal: *Research in Education*)

Monreal, T. Is the New Latinx South New?: A primary source (spatial) investigation. (Target Journal: *Social Education*).

Professional Presentations, Proceedings, and Papers (Peer-Reviewed)

Monreal, T. (2024, April). *(Story)Mapping El Sur Latinx*. Paper presented at the Southeastern Immigration Studies Association annual meeting at Wofford College, Spartanburg, SC.

Monreal, T., James, D., & Bassarath, R. (2024, April). *Where Might Arturo Schomburg Fall in This Standard?: Translating Blackness in New York State Social Studies Standards*. Paper presented at the annual meeting of the New York State Foundation of Education, Rochester, NY.

Lathan, I. & **Monreal, T.** (2024, April). *Challenging Latinidad: Learning from Baseball in Teaching About Latino/a/x/es*. Paper presented at the annual meeting of the New York State Foundation of Education, Rochester, NY.

Monreal, T., & Gamez, R. (2024, April). *Spatializing Unruly Latinidades: Advancing the Heuristic of the Palimpsest With the "New" Latinx South*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Monreal, T., Tirado, J., & Barrera, S. (2024, April). *De Los Abajos: Rasquache Movidas Toward Critical, Culturally, and Linguistically Relevant Social Studies*. Poster presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Monreal, T. (2024, April). *Clap Back: Creating Openings for Teachers to School Teacher Educators*. Poster presented at the meeting of the American Educational Studies Association, Louisville, KY. (Non-Presenting Authors; Maza, H.; Gorlewski, J.; Connell, T.; Cipollone, K.; Etopio, E.; Frazier-Polk, J.; Griger, E.; Kearney, E.; Rivera, N.; Selleck, J.; Winkelsas, A.)

DeRoo, M., **Monreal, T., & Pitts, B.** (2024, April). *Mapping Potentials in Our Flow: Examining Currents in Physical, Mobile, and Virtual Samples of Classroom Cartographies*. Paper presented at the meeting of the American Educational Research Association, Philadelphia, PA.

Monreal, T. & Gamez, R. (2023, November). *What Might Cacophonous World Building (Incompletely) Erase?: A Palimpsestuous Inquiry into Spaces, Places, and Representations of the New Latinx South*. Session presented at the meeting of the College and University Faculty Assembly, Nashville, TN.

Monreal, T. (2023, November). *"Cruising" Against the Production of the Neoliberal Multicultural Latinx Social Studies Teacher*. Paper presented at the meeting of the College and University Faculty Assembly, Nashville, TN.

Bassarath, R., James, D. & **Monreal, T.** (2023, November). *Where Might Arturo Schomburg Fall in This Standard?: Examining Afro-Latinxs in New York State Social Studies Standards*. Paper presented at the meeting of the College and University Faculty Assembly, Nashville, TN.

Monreal, T. & Marcolina (2023, November). *"It's like they don't care at all": Latinx teachers, COVID, and Critical Examinations of Relational Care*. Paper presented at the meeting of the American Educational Studies Association, Louisville, KY.

Patron-Vargas, J. & **Monreal, T.** (2023, November). *Haciendo Rendir: Using a Rasquache Lens to (Re)shape, (Re)mix, and Resist Academia*. Paper presented at the meeting of the American Educational Studies Association, Louisville, KY.

Monreal, T. & Maza H. (2023, November). *Clap Back: Creating Openings for Teachers to School Teacher Educators*. Paper presented at the meeting of the American Educational Studies

- Association, Louisville, KY. (Non-Presenting Authors; Gorlewski, J.; Connell, T.; Cipollone, K.; Etopio, E.; Frazier-Polk, J.; Griger, E.; Kearney, E.; Rivera, N.; Selleck, J.; Winkelsas, A.)
- Monreal, T.** (2023). *Why are Teachers Marching?* Paper presented at the American Education Research Association (AERA) annual meeting.
- Monreal, T. & Tirado, J.** (2022). *Bringing Latinx Histories to Your Classroom with Media.* Paper presented at the National Council for the Social Studies (NCSS) annual meeting.
- Monreal, T., Sinclair, K., & Popielarz, K.** (2022). *Advancing a Spatial Justice Vision and Framework for Social Studies Education Research.* Paper presented at the College and University Faculty Assembly (CUFA) annual meeting.
- Monreal, T. & Tirado, J.** (2022). *The (self/re)-generating sacred energy called Teotl.* Paper presented at the American Education Studies Association (AESA) Annual Meeting.
- Monreal, T. & Gamez, R.** (2022). *Palimpsests, Rupture, Racialization, Relationality, and Elsewheres: Mapping Geographies of Encounter using The “New” Latinx South.* Paper presented at the American Education Studies Association (AESA) Annual Meeting.
- Ligocki D. & **Monreal, T.** (2022). *Freedom Dreaming Through Waking Nightmares: A Duoethnography of Education Scholars Navigating Public Schooling as Parents.* Paper presented at the American Education Studies Association (AESA) Annual Meeting.
- Sinclair, K., Rodriguez, S. & **Monreal, T.** (2022). “*We can be leaders*”: *Minoritized youths’ subjugated (civic) knowledges.* Paper presented at the American Educational Research Association (AERA) Annual Meeting.
- Tirado, J. & **Monreal, T.** (2022). *Soñando en/del Sur Latinx: Dreaming in the South.* Paper presented at the American Educational Research Association (AERA) Annual Meeting.
- Monreal, T. & Floyd, R.*** (2022) “*Ain’t no white people have to be cultural ambassadors, Right?*” Paper presented at the American Educational Research Association (AERA) Annual Meeting. (*Practitioner Co-Author)
- Monreal, T., Popeilarz, K. & Sinclair, K.** (2022). *Advancing a spatial justice vision and framework for social studies education.* Paper presented at the American Educational Research Association (AERA) Annual Meeting.
- Monreal, T., & Herrera, M.***, (2022, April). *Latinx Teachers and Overlapping Pandemics in South Carolina.* Paper presented at the Southeastern Immigration Studies Association. (*Student Co-Author)
- Monreal, T., *Herrera, M., & McCorkle, W.** (2022, February). “*It’s like they don’t care at all*”: *Latinx Teachers and Overlapping Pandemics in South Carolina.* Paper presented at the Critical Questions in Education Conference. (*Student Co-Author)
- Monreal, T.** (2021, November). *The Panopticism and (self)Surveillance of Neoliberal Multiculturalism for Latinx Teachers (in the U.S. South).* Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Monreal, T. & Stutts, C.** (2021, November). *The Ambiguity of (non)Belonging: Latinx Teachers Negotiate Critical Social Studies in the U.S. South.* Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Ender, T. & **Monreal, T.** (2021, November). *Challenging Latinidad: Learning from Baseball in Teaching History.* Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Monreal, T.** (2021, April) “*Here being in school is worse*”: *How Latinx teachers navigate hostile spaces in the U.S. South.* Paper presented at the American Educational Research Association (AERA) Annual Meeting.
- Monreal, T.** (2021, April) *Teaching as an Act of Spatial Illegality: Latinx teachers, the public school, and El Sur Latinx.* Paper presented at the American Educational Research

- Association (AERA) Annual Meeting
- Christ, R., Varga, B. & **Monreal, T** (2021, April). *Un/Masking Mascar(a/illa)s: Dreadful Engagements with Media, Identity, and (Sous/Sur)veillance*. Paper presented at the American Educational Research Association (AERA) Annual Meeting
- Monreal, T.** (2021, February). *How Latinx teachers understand their experiences in South Carolina schools*. Paper presented at AACTE Annual Meeting.
- Monreal, T.** (2020, December 5) *Is the New Latinx South New?: A primary source (spatial) investigation*. Paper presented at the National Council of Geography Education (NCGE) annual meeting.
- Popielarz, K. & **Monreal, T.** (2020, December 5) *Towards Spatial Justice in the Social Studies Classroom*. Paper presented at the National Council for the Social Studies (NCSS) annual meeting
- Monreal, T.** (2020, December 3) *How New is the New Latinx South?: The limitations and injustice of temporal frames*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Popielarz, K. & **Monreal, T.** (2020, December 2) *Towards a Spatial Justice Agenda in Social Studies*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting
- Monreal, T.** (2020, Nov). *“No me dejen ir porque they needed me here”: Latinx Teachers in El Sur Latinx and Spatializing Corrective Representatives* [Individual Paper/Symposium]. AESA Annual Conference San Antonio, TX (Conference Canceled)
- Gamez, R. & **Monreal, T.** (2020, Nov). *A Call for Nuance: The “New” Latinx South, Education Discourse and the Need to (Un/Re)Knot Assumptions about (Latinx) Racialization* [Individual Paper/Symposium]. AESA Annual Conference San Antonio, TX (Conference Canceled)
- Monreal, T.** (2020, Apr 17 - 21) *Becoming Latinx Educators With/in Spaces of Inclusion and Exclusion in El Sur Latinx* [Invited Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/vjdfuf> (Conference Canceled)
- Varga, B. A. & **Monreal, T.** (2020, Apr 17 - 21) *(Remem)be(r)ing Future Institutional Narratives: Mapping Historical Ghosts in the Threshold of Mastery* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/svl5w3u> (Conference Canceled)
- Monreal, T.** (2020, Apr 17 - 21) *Hecho en South Carolina: Latinx Teachers Made in and (Re)Making the NuevoSouth* [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ra74guo> (Conference Canceled)
- Monreal, T.** (2020, February). *“I am more than a glorified translator”: Latinx (immigrant) educators in South Carolina*. Paper presented at the Southeastern Immigration Studies Association annual meeting, Charleston, SC.
- Monreal, T.** (2019, April). *More than Role Models: Problematizing rationales for teacher representation in the New Latinx South*. Paper presented at the American Education Research Association (AERA) annual meeting, Toronto, Canada.
- McCorkle, W., & **Monreal, T.** (2019, February). *Teachers’ attitudes toward immigrant students and the treatment of immigration in the curriculum: A mixed-methods study*. Paper presented at the Eastern Educational Studies Association annual meeting, Myrtle Beach, SC.
- McCorkle, W., Rodriguez, S. & **Monreal, T.** (2018, November). *The relationship between Teachers’ beliefs about migration and their attitudes towards immigrant students*. Paper presented at the College and University Faculty Assembly (CUFA) annual meeting, Chicago, IL.
- Monreal, T.** (2018, November). *More than Human Sacrifice*. Poster presentation for the

- National Council for the Social Studies (NCSS) annual meeting, Chicago, IL.
- Monreal, T.** (2018, November). *No me puede arrestar: Teaching Gregorio Cortez*. Poster presentation for the National Council for the Social Studies (NCSS) annual meeting, Chicago, IL.
- Monreal, T.** (2018, November). *Cómo están, y'all?: The experiences of Latinx K-12 teachers in the Southeast*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.
- Monreal, T.** (2018, November). *(Re)Discovering a Rasquache Epistemology Through Research*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.
- Rodriguez, S., McCorkle, W., & **Monreal, T.** (2018, November). *A mixed-methods study of teachers' awareness and attitudes toward undocumented immigrant students*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Greenville, SC.
- Monreal, T.** & Wagner, T. (October, 2018). *What's wrong with "exploring"?: Freire, 21st century skills, and online resources*. Paper presented at Conference on Critical Pedagogy and Paulo Freire, University of South Carolina.
- Monreal, T.** & Rodriguez, S. (2017, November). *Qué estás haciendo en South Carolina? The Relationship between Immigration and Education Policy in a Restrictive State Context*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Pittsburgh, PA.
- Monreal, T.** (2017, November). *Maestro y Estudiante: Making it work with rasquachismo*. Paper presented at the American Educational Studies Association (AESA) annual meeting, Pittsburgh, PA.
- Rodriguez, S. & **Monreal, T.** (2017, April) *"This state is racist.": Policy problematization and undocumented youth experiences in the New Latino South*. Paper presented at the American Education Research Association (AERA) annual meeting, San Antonio, TX.
- Rodriguez, S. & **Monreal, T.** (non-presenting author). (2017, March). *Seeking Rights of Citizenship and Equality of Educational Opportunity: Issues Facing Immigrant Students in the U.S. South*. Symposium and Paper accepted for the Comparative and International Education Society Annual Conference, Atlanta, GA.
- Received the designation of "Highlighted Presidential Session"
- Rodriguez, S. & **Monreal, T.** (2016, October). *Racialized Policy Discourse and Undocumented Youth in South Carolina*. Paper accepted for the 6th Conference on Immigration to the US South.

Other Writing

- Monreal, T.** (2023, June 24). *My View: Public school teachers and staff deserve our thanks*. Buffalo News.
https://buffalonews.com/opinion/my-view-public-school-teachers-and-staff-deserve-our-thanks/article_23c4715c-1054-11ee-99d9-772df0ed2806.html
- Monreal, T.,** Varga, B., & Christ, R. (2023, April 13). *Why Posthumanism? Why Social Studies? Why Strange?* *Teachers College Press Blog*.
<https://www.tcpress.com/blog/posthumanism-social-studies-strange/>
- Monreal, T.** (2021, August). *Community Voices, Publicly support our teachers*. *The Bakersfield*

Californian

- Monreal, T.** (2020, December). Community Voices. Finding a sense of community in a pandemic. *The Bakersfield Californian*.
- Monreal, T. & Trinh, E.** (2019). Editors' introduction. *Bridges. (1)*1. 1-4.
- Estes, W. & **Monreal, T.** (2019). Are we missing the moment? Reflections from practitioner-scholars about teacher activism, Foundations, and punk meanderings. *Bridges. (1)*1. 11-17.
- Monreal, T.** (2018, December). SC lawmakers need to support teachers, pay raises before there is a walkout. *The State Newspaper*.
- Monreal, T.** (2018, December). Commentary: South Carolina teachers are already walking out over tough conditions. *Post and Courier*.
- McCorkle, W., Rodriguez, S, & **Monreal, T.** (2018). Teaching about DACA. *Social Education. 82*(6). 353-354.
- Monreal, T.** (2018, November). Rasquachismo, My Dad, and Metalachi. *Medium*.
- Rodriguez, S. & **Monreal, T.** (2017, November). Why the "bad hombre" Trump is the least of our worries: How state policies criminalize immigrant and undocumented youth. *Youth Circulations*.
- Monreal, T.** (2015, July). Working (and learning) with a teacher people gave up on. *Education Post*.
- Monreal, T.** (2015, June). Immigration (Book Spine Poetry). *Medium*.

Other Presentations/Invited Talks

- Monreal, T.** (2024, April). *(Story)Mapping El Sur Latinx*. Invited Lecture presented at University of South Carolina - Upstate, Spartanburg, SC.
- Monreal, T.** (2024, March). *Nahua Philosophy, Posthumanism, and Relational Research*. Keynote Lecture at the University at Buffalo, Graduate School of Education Student Research Symposium, Buffalo, NY.
- Patron-Vargas, J., & **Monreal, T.** (2024, February). *Conceptualizing Rasquachismx*. Augusta University.
- Monreal, T.** (2023, December). *Reveling with/in Rasquachismx: Doing the most with the least and making do with what's at hand*. United Universalists, East Aurora.
- Monreal, T.** (2023, May). *Reveling with/in Rasquachismx: Centering student and teacher movidas to survive and thrive in educational spaces*. Seattle Pacific University.
- Monreal, T.** (2023, May). *Understanding teacher retention: Challenges and solutions*. Panel Discussion. University of South Carolina.
- Monreal, T.** (2023, March). *Navigating the Academic Job Market*. Panel Discussion for the Graduate Student Forum of the University Faculty Assembly (CUFA) annual meeting.
- Monreal, T.** (2023, March). *My Journey In/Through/Out of Social Studies*. Guest class lecture at California State University, Chico.
- Monreal, T.** (2023, March). *Fellowships. My experience*. Guest class lecture at University at Buffalo.
- Monreal, T.** (2022, September). "I feel like I am in-between. I am not from here or there. I don't belong": *Using ecomaps to investigate the relational spaces of Latinx im/migrant teachers in South Carolina*. International Policy Education Program. University of Maryland.
- Monreal, T.** (2022, September). *Stitching together more expansive Latinx teacher(researcher) self/ves: Rasquache and my journey to/through the academy*. Virtual Roundtable in Urban Education. University of North Carolina-Charlotte.
- Monreal, T.** (2021, November). *Using what we have: Conceptualizing Rasquachismo/a/x as a*

- (set of) movida(s) to survive and thrive in racialized school and curricular spaces. University at Buffalo.
- Monreal, T.** (2021, September 15). *Conceptualizing Rasquachismo/a/x as a way to survive and thrive in racialized spaces*. Latinx Heritage Month Brown Bag Speaker Series, California State University Bakersfield. Bakersfield, CA.
- Monreal, T.** (2020, November 30). *Academia in an Age of COVID: What to think about jobs and first years as faculty members?*. Interactive Graduate Session/Forum at the College and University Faculty Assembly (CUFA) annual meeting.
- Monreal, T.** (2020, October). *Spatial Justice*. Guest class lecture at California State University, Chico.
- Monreal, T.** (2020, May). *Supporting Immigrant Students*. Guest class lecture at Seattle Pacific University, Seattle, WA.
- Homer, I. & **Monreal, T.** (2019, November). *Breaking the Silence*. Presentation at the Annual Conference of Middle Level Education (AMLE), Nashville, TN.
- Monreal, T.** (2018, September). *Safe and Supportive Schools for Immigrant Students*. Safe Schools Summit, Columbia, SC.
- Monreal, T.** (2018, September). *“I wanted to make a difference, but it is just so hard”*: *Reflecting on the experiences of Latinx K-12 teachers in the Southeast*. Latinx Interdisciplinary Studies Talks on Civic Leadership, USC Upstate, Spartanburg, SC.
- Monreal, T.** (2018, April). *Como estas ya'all?* Presented at the University of South Carolina Discover Day.
- Monreal, T.** (2017, April). *Mapping The Terrain: A Rasquache Inspired Literature Review about K-12 Latinx Teachers in the Southeast*. Presented at the University of South Carolina Discover Day.
- Monreal, T.** (2017, January). *Structured PBL (for the beginner)*. Presentation at Project Based Learning Institute by TransformSC, Columbia, SC.
- Monreal, T.** (2014, September). *Wow! Re-Imagine Your Classroom with Project Based Learning*. Presentation at C3 Conference, Loyola Marymount University, Los Angeles, CA.
- Monreal, T.** (2013, September). *Hack a Banana, Make a Keyboard*. Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T.** (2013, September). *Flipping the Classroom: Bad Pedagogy in New Clothes?* Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.
- Monreal, T.** (2013, April). *Closing Keynote: Crowdsourcing Questions About Technology*. Presentation at Hack the Classroom, Loyola Marymount University, Los Angeles, CA.

University Teaching Experience

- University at Buffalo, SUNY: LAI 683 – Special Topics, Dissertation Fellowship Writing
- University at Buffalo, SUNY: LAI 663 – Sociocultural Dimensions of Learning and Human Development
- University at Buffalo, SUNY: LAI 523 – Social Studies Curriculum
- University at Buffalo, SUNY: LAI 522 – Digital Technology for Social Studies
- University at Buffalo, SUNY: LAI 520 – Introduction to Social Studies
- California State University, Bakersfield: EDBI 6710 – Contemporary Latinx Schooling
- California State University, Bakersfield: EDTE 5800/10 – Candidate Supervision
- California State University, Bakersfield: EDTE 5500 – Assessment for Single Subject Instruction

- California State University, Bakersfield: EDTE 5400 – Educational Psychology
- University of South Carolina: EDFI 300 – Schools in Communities
- University of South Carolina: Summer Seminar for visiting faculty from Guilin Medical University, China, Summer 2017

External Grants and Fellowships

- (Awarded): 2024 Spencer/National Academy of Education Post-Doctoral Fellowship. \$70,000.
- (Semi-Finalist): 2023 Spencer/National Academy of Education, Post-Doctoral Fellowship.
- (Awarded): 2023-2028 Clinically Rich Intensive Teacher Institute in Bilingual Education and English to Speakers of Other Languages, \$687,495.
- (Awarded) 2019-2020 Spencer/National Academy of Education, Dissertation Fellowship, 2019-2020, \$27,500
- (Awarded) 2019-2020 Southern Region Education Board State Doctoral Scholars Fellowship, 2019-2020, \$32,000
- (Submitted): NSF, CIVIC-PG Track B: Developing, centering, and connecting community civic-technology literacies. \$71,217.
- (Applied, not granted): Education for Democracy by weaving inquiry-based history and civics with math and bilingual education, ~\$47,000.
- (Applied, not granted) Buffalo Renaissance Foundation Grant, \$5,000

Honors, Awards, Grants

- Buffalo Public Schools, VIP Parent Award
- University at Buffalo, Graduate School of Education EDJI Fellowship, \$4,000
- Research Fellow, Latinx Research Hub, Santa Clara University
- American Educational Research Association, Latinx/a/o Research SIG, Outstanding Dissertation Award 2021, \$500
- Outstanding Equity/Justice Dissertation Award, University of South Carolina College of Education, \$1000
- Research Council of the University, CSU-Bakersfield, Internal Research Grant, \$5000
- University of South Carolina 2019 Stand Up Carolina Hero Award
- Outstanding Doctoral Student in Educational Studies, University of South Carolina, 2018
- Terry and Scott Peterson Fellowship, University of South Carolina, 2017-2018, \$1,000
- Graduate Civic Scholars Program, University of South Carolina, 2017-2018 Cohort, \$500
- AERA Division G, Preconference Mentoring Session, 2017, 2018
- Michelin Golden Apple Teacher Grants, Fall 2016
- Project WeH.O.P.E Teacher Recognition in Urban Leadership, East Palo Alto, 2011
- Saint Sebastian Inner-City Coaching Grant, 2010
- AmeriCorps Member, 2009, 2010
- Partner in Los Angeles Catholic Education (PLACE) Cohort 8, Specialized Programs in Urban Education (Loyola Marymount University School of Education) 2008-2010

Professional Organizations

- American Educational Research Association (AERA)
- American Educational Studies Association (AESA)
- National Council for Social Studies (NCSS)
- College and University Faculty Assembly (CUFA)
- Social Science Education Consortium (SSEC)
- Southeastern Immigration Studies Association (SEISA), *Founding Organizer*
- Center for Leadership Equity and Research (CLEAR)

Service

- Editorial Board, *Educational Studies*
- Editorial Board, *Journal of Leadership, Equity, and Research*
- Communications Director, AESA Executive Board 2021-2024
- Proposal Reviewer, American Educational Studies Association (AESA) annual meeting
- Proposal Reviewer, American Educational Research Association (AERA) annual meeting
- Proposal Reviewer, National Council for the Social Studies (NCSS) annual meeting
- Proposal Reviewer, College and University Faculty Assembly (CUFA) annual meeting
- Invited Manuscript Reviewer (Special Issue), *Critical Questions in Education*
- Invited Manuscript Reviewer (Special Issue), *International Multilingual Research Journal*
- Invited Manuscript Reviewer, *Theory and Research in Social Education*
- Invited Manuscript Reviewer (Special Issue), *International Journal of Qualitative Studies*
- Invited Manuscript Reviewer (Special Issue), *Planning and Changing*
- Invited Manuscript Reviewer, *Educational Researcher*
- Invited Manuscript Reviewer, *Peabody Journal of Education*
- Invited Manuscript Reviewer, *Critical Education*
- Invited Manuscript Reviewer, *Critical Studies in Education*
- Invited Manuscript Reviewer, *Education Policy Analysis Archives*
- Manuscript Reviewer, *The Urban Review*
- Manuscript Reviewer, *Middle Grades Review*
- Book Chapter Reviewer:
 - *Hollywood or History Series*
 - *Race Frames*
 - *Critical Understandings of Latinx and Global Education*
- AESA Graduate Student Committee 2017-2020
- Leadership Team (Past), South Carolina United with Immigrants
- AERA Division G Campus Liaison, 2016-2018
- Middle School Boys Basketball Coach, St. Athanasius School, 2012-2014
- Assistant Varsity Baseball Coach, Sequoia High School, 2011
- Coach, Middle School Boys Volleyball Team, St. Agnes School, 2010
- Coach, Middle School Boys Basketball Team, St. Agnes Team, 2008-2010
- Coach, Middle School Girls Basketball, St. Agnes 2009-2010
- Peer Health Monitor for Santa Cruz Hall, University of Santa Barbara, CA, 2004-2005

Certifications

- South Carolina Social Studies Teaching Credential, 2015-2020, Highly Qualified Status

- California Single Subject Social Studies Teaching Credential, 2010-2025
- California Basic Educational Skills Test, Passed 2008
- California Secondary Skills Test (Social Studies), Passed 2008

Committees

- UB GSE, Executive Council 2023-2024
- Buffalo Public Schools #33 (The Bilingual Center), School Based Management Team, 2022-2023, 2023-2024
- CUFA, Social Justice Committee 2023, 2024
- University at Buffalo, GSE Teacher Education Community Advisory Board, 2022-2023
- Planning Committee, University at Buffalo Community Engagement Event 2023
- AESA Nominations Committee, 2019-2020
- State of South Carolina Special Task Force on ESOL/Special Education, 2019
- Lexington Middle School, Data Team
- State of South Carolina Social Studies Standards Committee, Writing Committee, 2018
- Instructional Plan Writers, South Carolina African American History Month Calendar 2017
- Visiting Committee Member for Western Association of Schools and College (WASC/WCEA), 2010
- Executive Hall Council for Santa Cruz Hall, University of Santa Barbara, CA, 2004-2005

Language

- Spanish, Conversation
- Education Technology, Fluent (HTML, CSS, Javascript, Ruby on Rails, Beginning)

Research Interests

- Latinx/Chicanx K-12 Education and Teacher Preparation
- Latinx Education and Immigration in the U.S. South
- Teacher Identity and Subjectivity
- Social Studies Education
- Critical Spatial Analysis and Geography
- (post)Qualitative Methods
- Poststructural and Posthumanist Theory

Doctoral Students (Committee Member)

- Colene Lord (2021). Dissertation Title: *Experiences with Building Relationships: Lessons from a Qualitative Study of Ninth Grade Latino Males*. Concordia University, Chicago
- Melissa Meola Shanahan. (2023). Dissertation Title: *A Case Study in World-Centered Education: Transnational Youth and the Agents of Change Project*. University at Buffalo, SUNY.
- William Henshaw. (2024). Dissertation Title: *Influences that assist or obstruct Latinos to pursue higher education: A Narrative of Latino Voices*. Concordia University-Chicago.
- Kendra Olmerod (2024). Dissertation Title: *Educator Perspectives on Environmental*

- Stewardship, Leave No Trace, and DEI in Public Outdoor Spaces*. University at Buffalo, SUNY.
- Anthony White (2024). Dissertation Title: *Abandoned Lands: Toward a Critical Race Pedagogy and Framework for Content Analysis of U.S. History Curriculum*. University at Buffalo, SUNY.
 - Marcus DeVoso (2024). Dissertation Title: *The Impact of Buffalo Prep's Organizational Shift to Culturally Relevant and Sustaining Programming*. University at Buffalo, SUNY.
 - Laura McMullin (2024). Dissertation Title: *Seeking Windows of Opportunity for Change: Exploring Educators' Perceptions of Student Access to Concurrent Enrollment*. University at Buffalo, SUNY.
 - Hector Díaz. (ABD). Dissertation Title: *How LatinX Undergraduates Decide to Pursue a STEM Major at a Predominantly White Institution*. University of South Carolina.
 - Felisa Patiño-Longoria (ABD). Dissertation Title: *Dancing Folklórico and What it Means to Elementary Afro-Latinx Children*. California State University, Bakersfield.
 - Gregory Simmons. (ABD). Dissertation Title: *Sustaining the Work: Studying Creation and Effectiveness of Black History Courses in High Schools*. University at Buffalo, SUNY.
 - Holly Marcolina (ABD, Graduation, 2025). Dissertation Title: *For the kids and the community: Extracurricular leadership of rural teachers in Northern Appalachia*. University at Buffalo, SUNY.