

Christina U. King, Ph.D.
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Education

Ph.D.	University of Missouri – Learning, Teaching, and Curriculum	2022
M.Ed.	Cambridge College – Library Teacher	2006
B.A.	Georgia State University – African-American Studies	2002

Employment History

Clinical Assistant Professor	University at Buffalo, SUNY	Fall 2022 – Present
Teaching Assistant/Grader	University of Missouri	Summer 2020
Graduate Instructor	University of Missouri	Fall 2017 – Spring 2021
Course Coordinator	University of Missouri	Fall 2019
Course Co-Coordinator	University of Missouri	Fall 2017 and 2018
Graduate Instructor: Field Experience	University of Missouri	Fall 2017 and 2018
Teaching Assistant: CLIP	University of Missouri	Spring 2017
Adjunct Instructor	Clemson University	Fall 2012 – Spring 2013
University Field Supervisor	Clemson University	Fall 2013

PUBLICATIONS

Book Chapters

King, C., Fontanella-Nothom, O., & Zapata, A. (2020). An exploration of Black history through Afro-Diaspora literature for children and youth. In L. King (Ed.). *Perspectives of Black histories in schools*, pp. 55-78. Information Age Publishing.

Refereed Journal Articles

King, C. U., Boyd, M. P., & Reid, S. D. (2024). Creating dialogic space around purposeful selection for reading and teaching diverse children's literature. *Theory Into Practice*, 63(2), 170–181.

Zapata, A., King, C., King, L., & Kleekamp, M. (2019). Thinking with race-conscious perspectives: Critically selecting children's picture books depicting slavery. *Multicultural Perspectives*, 21(1), 25-32.

Other Publications

King, C. (2018). Starred review. *The Field* by Baptiste Paul and illustrated by Jacqueline

Alcántara. Anansesem. May, 2018. <http://www.anansesem.com/2018/06/may-2018-special-issue-book-reviews.html>

King, C., & Zapata, A. (2017). Experiencing empathy through Jacqueline Woodson's & E. B. White's *Each Kindness*. *First Opinions – Second Reactions*, 10(1). <https://docs.lib.purdue.edu/fosr/>

Zapata, A., Kleekamp, M., & King, C. (2018). From writing to social engagement: How a varied literary diet draws students in. *Literacy Leadership Brief: International Literacy Association*.

PRESENTATIONS

King, C., Boyd, M., & Reid, S. (2024). *Critical Inquiry, Dialogic Space, and Purposeful Selection of Diverse Children's Literature*. Scholarly conference presentation. Philadelphia, PA.

Reid, S., Gilles, C., & King, C. (2023). *Using Diverse Children's Literature to Teach for Social Justice: Lessons from a Novice Teacher*. AERA. Roundtable paper presentation. Chicago, IL.

Adu-Gyamfi, M., King, C., & Bonney, E. (2021, April). *Critical content analyses: Explorations of marginalized populations and languages in literature for children and youth*. Symposium session in Multicultural/Multiethnic Education SIG at American Educational Research Association (AERA) (online conference).

King, C. (2019). *Examining the voices of Other in children's picture books*. Paper presentation. NCTE – WLU Literacies for All Summer Institute. Columbia, SC.

King, C. (2018). *An examination of authentic representations of Black persons in Afro-Diaspora literature for children and youth*. Roundtable paper presentation. Literacy Research Association (LRA). Palm Springs, CA.

SERVICE

Graduate School of Education

Member Equity, Diversity, Justice, and Inclusion (EDJI) Committee 2022 – 2024

WNY Community

Board Member Niagara Frontier Reading Council 2022 – 2024

PROFESSIONAL MEMBERSHIPS

American Educational Research Association (AERA) – SIG: Multicultural/Multiethnic Education: Theory, Research, and Practice

International Literacy Association (ILA)

National Council of Teachers of English (NCTE)

GRANTS

Leigh-Osroosh, K., King, C. U., & Scott-Nowell, A. (2024). Creating Inclusive School Climates through Racial Literacy and Community Empowerment. CTSI Community Partnership Development Seed Grant. Approved.