

September, 2024

CURRICULUM VITA

Name: Carlos R. Casanova, Ph.D.

Current Positions Assistant Professor
Mary Lou Fulton Teachers College
Education Studies Department
Arizona State University
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EDUCATION

2019 Ph.D. Iowa State University Social and Cultural Studies in Education

Dissertation: A Critical Ethnographic Study of Midwest Latinx Youth Resistance Towards Politics of Immigration and Education

Dissertation Committee: Dr. Julio Cammarota (Co-Chair), Dr. Isaac Gottesman (Co-Chair), Dr. Sarah Rodriguez Jones, Dr. Doug Wiezorek, Dr. Lorenzo Baber, and Dr. Michael Bowman

2017 Cert. Iowa State University Education for Social Justice

2013 M.S. The University of Texas at San Antonio Sociology

2007 B.S. Western Michigan University Family Studies and Sociology

2004 Jackson Community College Education Major: History

PUBLICATIONS

Graduate student co-author names are underlined, public school educators have an asterisk ()*

Refereed Journals Articles - Published

Dominguez, D. A., & **Casanova, R.C.** (2024). What is my truth and who decides?: Engaging Arts-based Youth Participatory Action Research to Explore Identity Scripts and Performance with Latina/x Artists. *International Journal of Qualitative Studies in Education*.

Casanova, C. R. (2024). Exploring Program Process at Movimiento La Libertad: Examining Nuances of Youth Programs That Develop Latinx Critical Consciousness Toward Educational Injustice and Anti-Immigrant Politics. *Journal of Latinos and Education*, 1–13.

Casanova, R.C, Gomez, R., Dominguez, D.A., Cammarota, J. (2024). Exploring the multidimensions of wellbeing that Latinx youth experienced when they engaged in critical action toward anti-immigrant politics. *Youth & Society*.

Casanova, C. R. (2023). The Development of Latinx Youth Critical Consciousness in an Afterschool Program: Insights From Latinx Youth Critical Reflection and Critical Action Toward Educational Injustice. *Youth & Society*, 56(2), 327-350.
<https://doi.org/10.1177/0044118X231171609>

Casanova, Carlos R., and Ashley D. Domínguez. 2023. “Countering Racist Nativism Through a Liberating Pedagogy of Praxis.” *Anthropology & Education Quarterly* 55(1): 43–64.
<https://doi.org/10.1111/aeq.12476>

Casanova, C.R., Silver, J., & Dominguez, A. D. (2023). Social Protest as a Liberating Pedagogy of Praxis: Insights from Latina Youth Critical Action Toward Anti-Immigrant Politics. *Social Justice (San Francisco, Calif.)*, 49(1-2), 135–157.

Casanova, C.R., King, A. J., & Fischer, D. (2023). Exploring the role of intentions and expectations in continuing professional development in sustainability education, *Teaching and Teacher Education*, Volume 128, 104-115, ISSN 0742-051X,
<https://doi.org/10.1016/j.tate.2023.10411>

Domínguez, A. D., & **Casanova, C. R.** (2023). School Leader Lotería: How School Educators Respond to Latinx Student Performances of (Their) Lived Experiences With Racism in School. *Journal of Research on Leadership Education*, 0(0). <https://doi.org/10.1177/19427751231175926>

Ross, L., Chapman, K. P., Dorn, S., & **Casanova, C. R.** (2023). Opting Out of Standardized Tests at the Secondary Level—A Geographic Analysis of Colorado. *AERA Open*, 9.
<https://doi.org/10.1177/23328584231169735>

Casanova, R. C., & J. Cammarota., (2019). You trying to make me feel stupid or something??: Countering dehumanization of Latin@ youth through a liberating pedagogy of praxis, *Journal of Latinos and Education*. Published online prior to print:
<https://doi.org/10.1080/15348431.2018.1426466>

Refereed Journals Articles - Accepted

Refereed Journals Articles - Revise & Resubmit

Refereed Journals Articles - Under Peer Review

Carmichael, J., **Casanova, R. C.** A critical examination of a Youth Participatory Action Research professional development training. *AERA -Open*.

Refereed Journals Articles - In-Progress

Casanova, R. C., & Silver, J. Using written poetry to critically examine the schooling conditions of Midwest Latina high school students. *International Journal of Qualitative Studies in Education*.

Casanova, R.C., Dominguez, D. A., Wickenkamp, G*. Towards a Humanizing Lens in Education: The Narrative Study of an Humanizing Education Interaction with Latinx Youth Activists & White Preservice Teachers. *Urban Education*.

Casanova, R. C., Silver, J. Undocumented Iowa Latina youth use of testimonios to fight anti-immigrant politics. *Association of Mexican American Educators Journal*.

Non-peer Reviewed (Anthology, Book Chapter, etc) - Published

Ross, L., **Casanova, C. R.** Chapman, K. P., & Dorn, S. (2023) 1 in 4 Colorado 11th-graders skipped their state's standardized test - geography and income help explain why. *The Conversation*.

Fisher, D., King, S., & **Casanova, R.,C.** (2023). I Can't Get No Satisfaction. In Teaching and Learning Sustainable Consumption, A Guidebook. Routledge. DOI: 10.4324/9781003018537-52

King, S., **Casanova, R., C.** (2021). Pedagogies for Cultivating Critical Consciousness: Principles for Teaching and Learning to Engage with Racial Equity, Social Justice, and Sustainability. In No Sustainability Without Justice: An Anthology on Racial Equity and Social Justice. Vol. 2., pp. 56-62. The Association for the Advancement of Sustainability in Higher Education.
<https://www.aashe.org/wp-content/uploads/2021/10/RESJ-2021-Anthology-Essay-8-1.pdf>

Non-peer Reviewed (Anthology, Book Chapter, etc) - Under Review

Casanova, R.C. & Alvarez, E. (Invited). Youth program processes that promote solidarity and resistance towards educational injustice and anti-immigrant politics. Chapter in Special Issue "Educational Justice and Youth Resistance." Edited by Miguel N Abad and Gilberto Q. Conchas.

CONFERENCE PRESENTATIONS

Casanova, R.C., & Alvarez, E. (2024). Critical Civic Praxis: Community-Based Organizational Processes That Elevate Latinx Critical Consciousness. American Educational Research Association Annual Meeting, Philadelphia, PA.

Casanova, R.C., & Dominguez, D. A. (2024). School Leader Loteria: How School Educators Respond to Latinx Students Performances of Racism. American Educational Research Association Annual Meeting, Philadelphia, PA.

Casanova, R.C., & Dominguez, D. A. (2023). Social protests as a liberating pedagogy of praxis: Insights from Latina youth critical action towards anti-immigrant politics. American Educational Research Association Annual Meeting, Chicago, IL.

Casanova, R.C., Dominquez, D., A. Gomez, R., & Cammarota, J. (2023). Sanctuaries of Survivance: Healing Centered Engagement within Youth Participatory Action Research. American Educational Research Association Annual Meeting, Chicago, IL.

Karsgaard, C., & Casanova, R., C. (2023). Who is environmental justice education for?: Curriculum creation by/with/for marginalized youth. Learning Planet Festival. Virtual Presentation.

Casanova, R., C. (2022). *Using written poetry to critically examine the schooling conditions of Midwest Latina high school students*. American Educational Research Association Annual Meeting, San Diego, CA.

Casanova, R., C. & King, J. (2022). *Exploring the role of intentions and expectations in sustainability education professional development: A sociocultural contextualized program evaluation*. American Educational Research Association Annual Meeting, San Diego, CA.

King, J. & Casanova, R. C. (2021). *Pedagogies for cultivating critical consciousness: Principles for teaching and learning to engage with racial, equity, social justice, and sustainability*. *The Association for the Advancement of Sustainability in Higher Education*. Global Conference on Sustainability in Higher Education (GCSHE).

Casanova, R. C. (2021). *The complexities of Iowa Latinx youth resistance amidst rising xenophobia and nativism in the New Latino Diaspora*. American Educational Research Association Annual Conference.

Casanova, R., C. (2021). *Bearing Witness: Towards a politics of healing*. Bowling Green State University Annual Latino/a/x Issues Conference.

Casanova, R.C., Fisher, D., (2020). *Sustainability Education for In-Service Teachers: Using Program Theory to Understand Intentions, Effects, and Theories of Change in Professional Development*. Comparative and International Education Society Annual Meeting, Online Meeting.

Casanova, R.C., Fisher, D., (2020). *Social Justice Education – the Forgotten Heart of Sustainability Education: A Critical Analysis and Agenda for the Future*. Comparative and International Education Society Annual Meeting, Online Meeting.

Casanova, R.C., (Accepted for 2020 Conference). “*My Body Felt Uneasy*”: *Theory In The Flesh and (Un)documented Midwest Latinx Youth Brown Body*. American Educational Research Association Annual Meeting, San Francisco, CA.

Casanova, R.C., (Accepted for 2020 Conference). “*This style of Pedagogy Is Not Like A Lecture In A Classroom*”: *Humanizing Pedagogy of Knowledge*. American Educational Research Association Annual Meeting, San Francisco, CA.

Casanova, R.C., (2019). *(Un)documented Midwest Latinx Youth Ideology Construction, Transformation, and Social Action Towards Politics of Immigration*. University of Iowa Latinx Excellence in the Midwest Conference, Iowa City, IA.

Casanova, R.C., (2019). *(Un)documented Midwest Latinx Youth Ideology, Construction, Transformation, and Social Action Towards Politics of Immigration*. Arizona Postdoc Research Conference, Phoenix, AZ.

Casanova, R. C., Martinez, R., Head, C., Pamperin, S., Wickenkamp, G. (April 2018). *Discovering How Schools Perpetuate and Maintain Oppression and Injustice During Pre-Service Teacher Practicum*. American Educational Research Association Annual Meeting, New York City, NY.

Casanova, R. C., (May 2017). “*You Trying to Make Feel Stupid or Something?*”: *Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Sixth Biennial Siglo XXI Mapping of Latino Research. The University of Texas at San Antonio. San Antonio, TX.

Ames Middle School Students, Cammarota, J., Sailors, G., Mora, A., Casanova, R. C., (April 2017). *Exploring Injustice at Ames Middle School*. Iowa Association of Alternative Education Spring Conference. Ames, IA.

Casanova, R.C., (April 2017). *Beyond Academic Achievement: Latin@ Youth Learning Transformational Resistance for School Change and Social Justice*. American Educational Research Association Annual Meeting. San Antonio, TX.

Casanova, R.C., (April 2017). “*You Trying to Make Feel Stupid or Something?*”: *Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Poster Presentation at Iowa Latina/o Education Initiative Conference. Ankeny, IA.

Al Éxito Youth, Casanova, R.C., (April 2017). *Latinx Youth Experience in Education*. Iowa Latina/o Education Initiative Conference. Ankeny, IA.

Casanova, R.C., (March 2017). *“You Trying to Make Feel Stupid or Something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Iowa State Conference on Race and Ethnicity. Ames, IA.

Casanova, R.C., (October 2016). *“You Trying to Make Feel Stupid or Something?”: Countering Dehumanization of Latin@ Youth Through a Liberating Pedagogy of Praxis*. Graduate Minority Assistantship Program Annual Research Symposium. Ames, IA.

Casanova, R.C., (October 2016). *Identifying Latin@ Assets Through Community Cultural Wealth Framework*. 18th Annual Latinx Conference: Strengthen and Valuing Latinx Communities in Iowa. University of Iowa. Iowa City, IA.

Casanova, R.C., Berry, C. (August 2013). *Housing and Access to Higher Education for Former Texas Foster Care Youth*. American Sociology Association Annual Meeting. New York, NY.

Other Scholarly Presentations

Urban Collaborative Conference. (October 2023). Using Youth Participatory Action Research in Public School: Key Principles and Ideas. Tempe, AZ.

Al Éxito University Summer Camp. (June 2018) *Latinx Students on College Campus*. Grand View University. Des Moines, IA.

Latinx Students of Public Education Symposium: Ethnic Studies and Academic Success. (October 2016). *Social Justice Education Project: An Example of Youth Participatory Action Research in Ethnic Studies*. UT – Rio Grande Valley Brownsville Campus. Brownsville, TX.

Youth Participatory Action Research Seminar. (May 2016). *Identifying Assets and Challenging Deficit Notions in Communities of Color*. Centro Tyrone Guzman Center. Minneapolis, MN.

Family Service Associations Parent Engagement Department Summer Home Visits Training. (May 2016). *Identifying Assets in Communities of Color During Home Visits*. Lanier High School. San Antonio, TX.

Sam Houston High School Senior Class Recognition. (May 2016). *First Generation College Students Navigating Institutions of Higher Education*. San Antonio, TX.

Invited Guest Speaker/Moderator/Discussant

Phoenix Central High School. Teacher Professional Development Workshop. *Pedagogy of the Oppressed: Foundational Ideas, Practices, and Impact on Students*. Phoenix Central Library. Phoenix, AZ.

Arizona State University. Doctoral Seminar EPA 701: Proseminar in Education Policy I (2023). *Community Focused Research with Latinx Youth: Liberating Pedagogy of Praxis to Facilitate Critical Consciousness Development in Youth Programs*. Tempe, AZ.

Arizona State University Upward Bound Conference (2019). *Fight The Power: Leveraging Youth Assets to Foster Critical Civic Engagement*. Arizona State University, Tempe, AZ.

Iowa State University School of Education. Curriculum and Instruction 601: Foundations of Educational Inquiry. (Fall 2019). *Guest Lecture: Navigating the Ph.D. program*. Ames, IA.

Al Éxito University Summer Camp with Grand View University and Gear Up. (June 2018). *The Importance of Attending and Completing College*. Grand View University. Des Moines, IA.

Iowa State University Leaders in Education and Diversity (Undergraduate Pre-Service Teachers. (April 2017). *Practices for Developing Critical Conscious Pre-Service Teachers*. Iowa State University. Ames, IA.

Annual Youth Symposium on Social Justice and Ethnic Studies. (March 2018). *Police Brutality*. University of Arizona. Tucson, AZ.

Introduction to Sociology Course. (April 2017). *Sociology of Education: "Lets discuss the complex relationship between institutions."* Grand View University. Des Moines, IA.

Iowa State University Leaders in Education and Diversity (Undergraduate Pre-Service Teachers. (February 2017). *Guiding Principles for Working with Latinx Youth to Achieve Academic Success and Beyond*. Iowa State University. Ames, IA.

Undergraduate Teaching of Social Studies Course. (November 2016). *Latinx Critical Reflection on 2016 Presidential Election Results: East High School Walkouts*. Iowa State University. Ames, IA.

Graduate Level Course. (July 2013). *Social Factors to Consider when Developing Community Level Programs*. The University of Texas at San Antonio. San Antonio, TX.

Financial Information Workshop for Texas Foster Care Youth. (May 2013). *Comparing College Programs to Vocational Programs: Long-term Economic and Social Returns*. The University of Texas at San Antonio. San Antonio, TX.

Introduction to Sociology Course. (April 2013). *The Social Science Research Process*. San Antonio Community College. San Antonio, TX.

Financial Information Workshop for Texas Foster Care Youth. (March 2013). *Community College/University Economic and Social Returns Compared to Vocational Program Returns*. The University of Texas at San Antonio. San Antonio, TX.

FUNDING

Fellow

2024. William T. Grant Fellow for the 10th Annual Intersectional Qualitative Research Institute for Early Career Faculty. University of Maryland, College Park.

Scholarships

Elizabeth Valder Foyt \$500

Larry and Barbara Ebbers Graduate School Scholarship \$1000

College of Human Sciences Graduate Scholarship \$500

School of Education Graduation Tuition Scholarship \$500

Grants / Funding / Contracts

2024-2026. Central Arizona Project (CAP) and Arizona State University Sustainability Teachers Academy. \$188,968.62.

- My Role: Partner with the ASU Sustainability Teachers Academy to facilitate and study the implementation and impact of the pedagogical approach used to facilitate group meetings with the aim to redesign CAP educational materials, specifically their curriculum.

2024: Arizona State University, Mary Lou Fulton Teachers College. Funding to support the recruitment and incentivize participation in a study to explore nuances of well-being that youth, primarily youth of Color, experience when they engage in direct action towards social, political, or environmental issues that directly impact their communities. \$500

2023: National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship: Applied. \$75,000

2022. National Research Center on Hispanic Children and Families. Not Awarded. \$2,428

2022. Arizona State University, Institute for Social Science Research. Not Awarded. \$7,724

2019. Arizona State University, Women and Philanthropy Grant. Finalist. \$75,000

2016. Iowa State University Professional Development Grants \$180

2017. San Antonio Community College \$5,000

AWARDS

Research

2024. Honorable Mention for the Emerging Scholar Award for the American Education Research Association (AERA) Grassroots Community and Youth Organizing special interests group (SIG)

2023. Arizona State University Mary Lou Fulton Teachers College, Excellence in Community Engagement Award.

2016. Award of Excellence for Outstanding Oral Presentation in Social Sciences and Humanities (October 2016). Iowa State University Graduate College 10th Annual GMAP Research Symposium. Ames, IA.

Mentoring

Nominated for 2023 Arizona State University Faculty Women's Association Outstanding Faculty Mentor Award.

Nominated for 2021 Arizona State University Faculty Women's Association Outstanding Faculty Mentor Award.

SERVICE

University

Educational Policy and Evaluation Doctoral Application Committee. Mary Lou Fulton Teachers College. December. 2021 - Present.

Education Studies Department Program Evaluation Committee. Mary Lou Fulton Teachers College. October. 2020 - Present.

Sunny Side Peace and Justice Center Board Member. Adrian, Michigan. July 2018 – Present.

Reviewer

Teachers College Record. 2024 - Present

Journal of Youth Development. 2024 - Present

Journal of Latinos and Education. 2021 - Present

The Urban Review. 2021 - Present

Youth and Society. 2022 - Present

RECOGNITION

2024. Adrian High School Outstanding Alumni Award. Class of 2021.

Spotlight on Iowa's Latinos & Hispanics for National Latino & Hispanic Heritage Month

COURSES TAUGHT

DCI 691: Seminar on Participatory Action Research: Within Youth Spaces and Schools. Fall 2024.

Human Dimensions of Sustainability. Graduate Level. Fall 2019. School of Sustainability, Arizona State University.

Social Justice Education and Teaching: Early Childhood and Elementary Education. Undergraduate level. Fall, 2016, Spring 2017, Fall 2017. School of Education, Iowa State University.

Social Justice Education and Teaching: Secondary Education. Undergraduate level. Spring 2018, Fall 2018. School of Education, Iowa State University.

Introduction to Sociology. Undergraduate level. Fall 2018. Department of Science, Engineering, Math, and Social Sciences. Des Moines Area Community College.

Social Problems. Undergraduate level. Spring 2019. Department of Science, Engineering, Math, and Social Sciences. Des Moines Area Community College.

COMMUNITY EVENTS

Keynote Speaker, Ceremony to name street to Cesar Chavez Drive. (October, 2023). Adrian, MI.

WALKOUT Screening and Presentation of Michigan Department of Education Data on Latinx Student College Readiness Indicators. (June 2018). Drager Middle School. Adrian, MI.

PROFESSIONAL EXPERIENCE

2020-Present Assistant Professor (Tenure Track), Mary Lou Fulton Teachers College, Arizona State University

2019-2020 Postdoctoral Research Associate, School of Sustainability, Arizona State University.

2015-2018 Research Assistant, School of Education, Iowa State University
An Evaluation Study of the Al Éxito After School Program,
RA for Dr. Julio Cammarota

2016-2019 Teaching Assistant, School of Education, Iowa State University

2018-2019 Adjunct Instructor, Sociology Department, Des Moines Area Community College

2014-2015 Data Analyst, Student Success Department, Alamo College – Palo Alto Campus

2014 Parent Program Data and Evaluation Specialist, Family Services Association

2012-2013 Research Assistant, Child and Adolescent Policy Research Institute, UT-San Antonio

Housing and Access to Education for Former Foster Care Youth,
RA for Dr. Harriet Romo

Summer 2012 Research Assistant, La Fe Policy Research and Education Center.

The Bienestar (wellbeing) of Texas Hispanic/Latinx age 17 years or younger,
RA for Director, Juan Flores.

- 2010-2011 College to Career Coordinator, Good Samaritan Community Services.
- 2009-2010 Social Recreation Director, Boys and Girls Club of San Antonio – Calderon Branch.
- 2008-2009 Physical Education Instructor, San Antonio Youth Centers, Saint Jude Center.

Membership

- 2019-Current Chicano/Latino Faculty & Staff Association
- 2019-Current Chispa – Arizona State University
- 2016-Current American Education Research Association