

# Edmund T. Hamann (Ted)

Teaching, Learning, & Teacher Education  
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## EDUCATION

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Ph.D. Education — University of Pennsylvania, Grad. School of Education, 1999  
Educational Leadership Division; Education, Culture, & Society Program  
Dissertation: *The Georgia Project: The Binational Reinvention of a School District in Response to Latino Newcomers*. <http://repository.upenn.edu/dissertations/AAI9926134/>  
Advisors: Frederick Erickson (chair), John Puckett, Kathy Hall, and Ken C. Erickson (readers)

M.A. Anthropology — University of Kansas, 1995

Thesis: *Creating Bicultural Identities: The Role of School-based Bilingual Paraprofessionals in Contemporary Immigrant Accommodation (Two Kansas Case Studies)*  
<http://digitalcommons.unl.edu/teachlearnfacpub/254>

B.A. Education Studies (with honors) and Latin American Studies (with honors) — Brown Univ., 1991

Training in bilingual family literacy — Project EXCEL National Council of La Raza (NCLR) (1991-93)

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## SELECT EMPLOYMENT

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Charles Bessey Professor (2025 - ) Dept. of Teaching, Learning, and Teacher Education, University of Nebraska, Lincoln, NE (Professor, 2014 – 2025; Associate Professor 2009 – 2014; Assistant Professor 2005-2009); Courtesy Prof. of Anthropology in the School of Global Integrative Studies.

**Teaching** education foundations, comparative education, content area literacy for emergent bilinguals, education policy and practice, and secondary school reform; **Research** ethnography of educational policy implementation -- local educational policy responses to transnational movement of students and families (particularly movement between the U.S. and Latin America) and how school reform is/is not responsive to various student populations (particularly transnationally mobile students and identified English learners [ELs]).  
—Fellow of the Center for Great Plains Studies (<http://www.unl.edu/plains/>) (2013-pres.)  
—Executive Vice Chancellor Fellow (2018-2020)  
—Academic Co-Director, Mandela Washington Fellowship for Young African Leaders (2017); Mandela Washington Fellows Focus Project Coach (2022)  
—[Human Rights and Humanitarian Affairs] HRHA Teaching Fellow (2023-2024); HRHA Advisory Board (2024- )  
—FLAIR (Faculty Leadership in Academia: From Inspiration to Reality) cohort (2024-25)

Lead for Faculty Success (created to be akin to associate dean for faculty affairs and then modified to take advantage of role's existence external to formal college-wide evaluation channels), College of Education and Human Sciences, University of Nebraska-Lincoln (2024-present)

Equity Fellow (Nebraska), Midwest and Plains Equity Assistance Center, Indiana University School of Education, Indianapolis, IN (2016-2021)

Visiting Professor/Associated Researcher, Centro Interdisciplinario de Estudios de Educación y Superación de Pobreza (CIESESP), Universidad de Monterrey, San Pedro, NL, Mexico (2004-2015)  
Courses: *ED2851: Antropología y sociología de la educación* (Graduate-level; Oct. 2007);  
*ED2946: Sistema Escolar de Estados Unidos* (Graduate-level; Spring 2010)

Research & Evaluation Specialist, Education Alliance at Brown University, Providence, RI (1999-2005)  
Applied and ethnographic research on linking education policy and practice, related to (1) newcomer students and ELs, (2) State education agency (SEA) involvement in the conversion of policy to practice, (3) adolescent literacy, (4) high school reform and comprehensive school reform (CSR), (5) technology education as vehicle for systemic reform in Honduras  
—Adjunct Lecturer: Center for the Study of Race and Ethnicity in America  
—Affiliated Faculty: Center for Latin American Studies

Temporary Assistant Professor, Dept. of Educational Psychology—Research Evaluation  
Measurement Statistics (REMS)—University of Georgia, Athens, GA (1998-99)  
Courses: *Qualitative Research in Education* (ERSH 7400) and *Qualitative Data Collection in Education* (ERSH 8410)

Instructor, Georgia State University, Atlanta, GA, Dept. of Applied Linguistics and ESL (1998)  
Course: *Intercultural Communication* (TSLP 833); Dept. of Anthropology/Geography (1998)  
Course: *Introduction to Cultural Anthropology* (ANTH 202); Dept. of Learning Support, (1996-97) Course: *Regents Test Preparation* (RTP 025A)

Family Reading Coordinator, Harvest America Corporation, Kansas City, KS (1991-1993)  
Led instruction, coordinated volunteers, developed and tested curricula, and evaluated program model of a pilot, open enrollment, bilingual, family literacy effort in partnership with the National Council of La Raza (NCLR) and the Education Testing Service (ETS).

## CONSULTING / EVALUATION

Consultant, *Anthropology Thought Collective*, ECMC Foundation (Oakdale, MN), 2013.  
(Synthesizing anthropological research on student persistence in higher education [with Drs. Teresa McCarty, Bryan Brayboy, and Amanda Datnow].)

Evaluator, *Omaha Public Schools' Federal ERO/SLC (Smaller Learning Community) Grant, Year 2 (2006-07) Year 3 (2007-08), Year 4 (2008-09), and Year 5 (2009-10) (Benson and Omaha South High Schools)*, for the Omaha Public Schools and the U.S. Department of Education Office of Elementary and Secondary Education.

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## SELECT AWARDS AND HONORS

\* indicates [former] student

2025 George and Louise Spindler Award, Council on Anthropology and Education, American Anthropology Association. “The Council on Anthropology and Education (CAE) has established an annual award as a tribute to George and Louise Spindler in recognition of their significant and ongoing contributions to the field of educational anthropology. The purpose of this award is to honor scholars/practitioners whose achievements in educational anthropology as researchers or as practitioners have been distinguished, exemplary, and inspirational.” <https://cae.americananthro.org/george-and-louise-spindler-award/>

2025 Charles Bessey Professor, “Charles Bessey and Willa Cather professorships were established in 2001 by the University of Nebraska-Lincoln to recognize faculty members with the rank of full professor who have established exceptional records of distinguished scholarship or creative activity.” Renewable 5-year appointment that starts at the beginning of the 2025-26 academic year.

2023 NEPC Fellow. One of 180 Fellows, accepted invitation in June. “NEPC Fellows have a wide range of expertise bearing on education policy issues. They also have considerable experience speaking with members of the media, policy makers, and community members about their work.” <https://nepc.colorado.edu/author/hamann-ted>

2020 AERA Fellow. "The purpose of the American Educational Research Association (AERA) Fellows Program is to honor education researchers with substantial research accomplishments, to convey the Association's commitment to excellence in research, and to enable the next generation of emerging scholars to appreciate the value of sustained achievements in research and the breadth of scholarship worthy of recognition." <https://www.aera.net/About-AERA/Fellows/2020-AERA-Fellows#hamann>

2020 CEHS Distinguished Research and Creative Activity Career Award. "Given to acknowledge a nationally or internationally recognized member of the College who has a record of long-term achievement." College of Education and Human Sciences, UNL, Lincoln NE

2019 Fulbright Garcia-Robles 'U.S. Scholar' Award (Tijuana Mexico). *See also Grants.*

2019 CPED David G. Imig Distinguished Service Award. Carnegie Project on the Education Doctorate. "The award is presented in recognition of an individual who has demonstrated important contributions to the Vision and Mission of CPED and/or the reclaiming of the EdD as the highest quality professional practice doctorate in education."

2018 *AERA Division G Henry T. Trueba Award for Research Leading to the Transformation of Social Contexts of Education*. American Education Research Association. (Joint winner with Dr. Víctor Zúñiga and Dr. Juan Sánchez García)

2018 *Lincoln [Neb.] Education Association (LEA) Spotlight Award*. Teachers union award "to honor and recognize those in our community who help shine a positive light on our great schools, teachers, and programs."

2015 *Anthropology in Public Policy Award*. American Anthropological Association. "The award committee was impressed with your work to improve the education of binational migrant children in Mexico and felt that it truly represents the sort of policy work that deserves recognition."

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## SELECT PUBLICATIONS

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\* indicates [former] student coauthor

### Books / Guest Edited Journals / Monographs

Hamann, E. T., Herrera, S., Murillo, E. G., & Wortham, S. (Eds.) (2024). [\*Teaching and Learning in the New Latino Diaspora: Creating Culturally Responsive Practice\*](#). Teachers College Press.

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (Eds.) (2022). *Lo que conviene que los maestros mexicanos conozcan sobre la educación básica en Estados Unidos* [What Mexican Teachers Need to Know About 'Educación Básica' in the United States]. Universidad Autónoma de Nuevo León Press.

Hamann, E. T. (Guest Ed.) (2019). An education research agenda for the Great Plains. *Great Plains Research*, 29(1). <https://muse.jhu.edu/issue/40008>

Hamann, E. T., Wortham, S., & Murillo, E. (Eds.) (2015). *Revisiting Education in the New Latino Diaspora*. Information Age Publishing.

Hamann, E. T. (2015). *Moisés Sáenz: Vigencia de su legado / The Intellectual Perspective of Moisés Sáenz: Is His Legacy Still Relevant?* Fondo Editorial de Nuevo León.  
<http://digitalcommons.unl.edu/teachlearnfacpub/192> (English translation only online)

Zúñiga, V., Hamann, E. T., & Sánchez García, J. (2008). *Alumnos transnacionales: Las escuelas mexicanas frente a la globalización*. Mexico, DF: Secretaría de Educación Pública.  
<http://digitalcommons.unl.edu/teachlearnfacpub/97/>

Hamann, E. T., (Guest Ed.) (2005). Examining the Roles and Possible Roles of State Departments of Education in Comprehensive School Reform. *JESPAR* 10(1).

Meltzer, J., & Hamann, E. T., (2005). *Meeting the Needs of Adolescent English Language Learners for Literacy Development and Content Area Learning, Part Two: Focus on Classroom Teaching and Learning Strategies*. Education Alliance at Brown University.  
<http://digitalcommons.unl.edu/teachlearnfacpub/53/>

Meltzer, J., & Hamann, E. T. (2004). *Meeting the Needs of Adolescent English Language Learners for Literacy Development and Content Area Learning, Part One: Focus on Motivation and Engagement*. Education Alliance at Brown University.  
<http://digitalcommons.unl.edu/teachlearnfacpub/51/>

Hamann, E. T. (2003). *The Educational Welcome of Latinos in the New South*. Praeger.

Wortham, S., Murillo, E. G., & Hamann, E. T. (Eds.). (2002). *Education in the New Latino Diaspora: Policy and the Politics of Identity*. Ablex Press.

**Journal Articles**

Hamann, E. T. (2025). What for? A CAE past-presidential address. *Anthropology & Education Quarterly*. <https://doi.org/10.1111/aeq.70048>

Hamann, E. T., & Boche, L. (2025). It is harder to generate alternative dissertations than it looks. *Impacting Education*, 10(3), 14-19. (special issue on “The Present and Future of EdD Alternative Dissertations”). <https://doi.org/10.5195/ie.2025.505>

Hamann, E. T., Catalano, T., & Mitchell-McCollough\* (2024). What *Lau* Could Have Precipitated but Didn’t: The Stalled Campaign for DLBE in the ‘Middle of Everywhere’. *Bilingual Research Journal*, 47(4), 455-471. (Special issue on: The Past, Present, and Future of Language Rights in the United States: *Lau v. Nichols* 50th Anniversary.)  
<https://doi.org/10.1080/15235882.2024.2415317>

Hamann, E. T., Phillips, A.\* & Yunes-Koch, A.\* (2022). Student Mobility as an Underrecognized and Unattended to Problem for Predominantly American Indian School Districts in Nebraska. *Journal of American Indian Education*, 61(2): 34-62.

Hamann, E. T. & Catalano, T. (2021). Picturing Dual Language and Gentrification: An Analysis of Visual Media and Their Connection to Language Policy. *Language Policy*, 20(3): 413-434.  
<https://digitalcommons.unl.edu/teachlearnfacpub/445/>

Phillips, A.\* & Hamann, E. T. (2021). The Lady from North Carolina: The Perils and Limitations of External Expertise. *Anthropology and Education Quarterly* 52(3): 335-351.  
<https://digitalcommons.unl.edu/teachlearnfacpub/449>

Hamann, E. T. (2021). Las implicaciones de la migración transnacional entre Estados Unidos / México para el desarrollo profesional de los docentes: perspectivas antropológicas. *Anales de Antropología*, 55(1): 107-116. <https://digitalcommons.unl.edu/teachlearnfacpub/430>

Levinson, B. A., Luna, M. E., & Hamann, E. T., (2020). Citizenship Education and Transnational (Im)migrant Groups in Mexico. *Intercultural Education*.  
<https://doi.org/10.1080/14675986.2020.1794571>

Hamann, E. T. (2020). Partners, not adversaries: Higher Education and Diverse Schools. *Practicing Anthropology*, 42(3), 52-56. <https://digitalcommons.unl.edu/teachlearnfacpub/431>

Zúñiga, V., & Hamann, E. T. (2020). The 0.5 Generation: Children's Voices about "Return" Migration from the United States to Mexico. *Children's Geographies*.  
<https://digitalcommons.unl.edu/teachlearnfacpub/432>

Hamann, E. T. (2019). Delineating a regional education research agenda. *Great Plains Research*, 29(1): ix-xii. <https://digitalcommons.unl.edu/teachlearnfacpub/325/>

Hamann, E. T., & Morgenson, C.\* (2017). Dispatches from Flyover Country: Four Appraisals of Impacts of Trump's Immigration Policy on Families, Schools, and Communities. *Anthropology & Education Quarterly*, 48(4), 393-402. doi: 10.1111/aeq.12214  
<http://digitalcommons.unl.edu/teachlearnfacpub/253>

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2017). Identifying the Anthropological in a Mixed Methods Study of Transnational Students in Mexican Schools. *Current Anthropology*. 58(1), 124-132. <https://digitalcommons.unl.edu/teachlearnfacpub/345/>

Catalano, T., & Hamann, E. T. (2016). Multilingual Pedagogies and Pre-service Teachers: The Modeling of 'Language as a Resource' Orientations in Teacher Education Programs. *Bilingual Research Journal*. 39(3-4), 263-278. (Special issue in memory of Richard Ruiz)  
<http://digitalcommons.unl.edu/teachlearnfacpub/224/>

Sánchez García, J., & Hamann, E. T. (2016). Educator Responses to Migrant Children in Mexican Schools. *Mexican Studies/Estudios Mexicanos*, 32(2), 199-225 [ISSN 0742-9797].  
<http://digitalcommons.unl.edu/teachlearnfacpub/208>

Zúñiga, V., & Hamann, E. T., (2015). Going to a home you have never been to: The return migration of Mexican and American-Mexican children, *Children's Geographies*, 13(6): 643-655 [ISSN: 1473-3285]. <https://digitalcommons.unl.edu/teachlearnfacpub/349/>

Cortez Roman, N., & Hamann, E. T. (2014). College Dreams a la Mexicana...Resistance and Strategy among American Mexican Transnational Students. *Latino Studies*, 12(2): 237-258.  
<https://digitalcommons.unl.edu/teachlearnfacpub/353/>

Hamann, E. T., & Reeves, J. (2013). Interrupting the Professional Schism that Allows Less Successful Educational Practices with ELLs to Persist. *Theory Into Practice*, 52(2): 81-88.  
<https://digitalcommons.unl.edu/teachlearnfacpub/352/>

England, W.,\* & Hamann, E. T. (2013). Segregation, Inequality, Demographic Change, and School Consolidation (A Micropolitan Case). *Great Plains Research*, 23(2): 171-185.  
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=2025&context=greatplainsresearch>  
—Won Leslie Hewes Award (for best social sciences article in *Great Plains Research*).

Hamann, E. T., Vandeyar, S., & Eckerson, J.\* (2012). Rural Latino high school students considering identity and belonging through comparative study of newcomer youth in South Africa. *Encyclopaideia: Journal of Phenomenology and Education*, XVI (34), 73-92.  
<https://digitalcommons.unl.edu/teachlearnfacpub/360/>

Sánchez García, J., Hamann, E. T., & Zúñiga, V. (2012). What the Youngest Transnational Students Have to Say About Their Transition from US Schools to Mexican Ones. *Diaspora, Indigenous, and Minority Education*, 6(3): 157-171.  
<http://www.tandfonline.com/doi/abs/10.1080/15595692.2012.691135>

Stone, J.,\* & Hamann, E. T. (2012). Improving Elementary American Indian Students' Math Achievement with Inquiry-Based Mathematics and Games. *Journal of American Indian Education*, 51(1): 45-66. <http://digitalcommons.unl.edu/teachlearnfacpub/111>

Hamann, E. T., & Reeves, J. (2012). ICE Raids, Children, Media and Making Sense of Latino Newcomers in Flyover Country. *Anthropology & Education Quarterly*, 43(1): 24-40.  
<http://digitalcommons.unl.edu/teachlearnfacpub/127>

Zúñiga, V. & Hamann, E.T. (2009). Sojourners in Mexico with U.S. School Experience: A New Taxonomy for Transnational Students. *Comparative Education Review*, 53(3): 329-353.  
<http://digitalcommons.unl.edu/teachlearnfacpub/91/>

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2008). From Nuevo León to the USA and Back Again: Transnational Students in Mexico. *Journal of Immigrant & Refugee Studies*, 6(1): 60-84. <http://digitalcommons.unl.edu/teachlearnfacpub/79>

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2006). Pensando en Cynthia y Su Hermana: Educational Implications of U.S./Mexico Transnationalism For Children. *Journal of Latinos and Education*, 5(4): 253-274. <http://digitalcommons.unl.edu/teachlearnfacpub/60/>

Hamann, E. T., (2005). Systemic High School Reform in Two States: The Serendipity of State-Level Action. *High School Journal*, 89(Oct./Nov.): 1-17. [http://muse.jhu.edu/journals/high\\_school\\_journal/v089/89.1hamann.pdf](http://muse.jhu.edu/journals/high_school_journal/v089/89.1hamann.pdf)

Hamann, E. T., (2005). Examining the Roles and Possible Roles of State Departments of Education in Comprehensive School Reform. *JESPAR*, 10(1): 1-9. <http://digitalcommons.unl.edu/teachlearnfacpub/59/>

Hamann, E. T., Zuliani, I., & Hudak, M., (2005). ELLs, CSR, and SEAs: An Overlooked Opportunity to Make Comprehensive School Reform Comprehensive. *JESPAR*, 10(1): 53-83. <http://digitalcommons.unl.edu/teachlearnfacpub/58/>

Hamann, E. T., (2004). Lessons from the Interpretation/Misinterpretation of John Ogbu's Scholarship. *Intercultural Education*, 15(4): 399-412. <http://digitalcommons.unl.edu/teachlearnfacpub/57/>

Hamann, E. T., & Lane, B. (2004). The Roles of State Departments of Education as Policy Intermediaries: Two Cases. *Educational Policy*, 18(3): 426-455. <http://digitalcommons.unl.edu/teachlearnfacpub/55/>

Hamann, E. T., (2001). Theorizing the Sojourner Student (With a Sketch of Appropriate School Responsiveness). In M. Hopkins & N. Wellmeier (Eds.), *Negotiating Transnationalism: Selected Papers on Refugees and Immigrants*, IX: 32-71. American Anthropology Association. (Winner of 2001 CORI Award) <http://digitalcommons.unl.edu/teachlearnfacpub/73/>

## Book and Handbook Chapters

Hamann, E. T. (in press). Anthropology of Education and Cassandra's Dilemma. In M Eisenhart (Ed.) *Research Handbook on the Anthropology of Education: Practices and Methods*. Edward Elgar Publishing.

Hamann, E. T. (2023). Policy Brief 2: Better Integrating the US-Origin Students in the Mexican Education System Through Effective Education Policies. In P. Gándara, V. Zúñiga, G. Peri, & S. Giorguli (Eds.) *Report of the 2022 Forum on Education and Migration: The Future of the United States – Mexico Human Capital: Opportunities for a Bilateral Education and Migration Agenda* (pp. 28-33). University of California – Alianza MX

Hamann, E. T., Eckerson, J., & Larson, M., (2023). The High School in the Middle of Everywhere: Nebraska's Lincoln High. In A. York, K. Welner, & L. Molner Kelley (Eds.) *Schools of Opportunity*. (pp. 158-175). Teachers College Press

Hamann, E. T., & Bartlett, L. (2023). School Profile 1: Lincoln HS, Nebraska. In M. Bajaj, D. Walsh, L. Bartlett, & G. Martínez (Eds.) *Humanizing Education for Immigrant & Refugee Youth: 20 Strategies for the Classroom & Beyond*. (pp. 19-22). Teachers College Press.

Hamann, E. T., (2022). Diez cosas que maestros mexicanos deben saber de las escuelas estadounidenses. In M. Rodriguez Cruz & M. Zamora Chávez (Eds.) *Abordajes interdisciplinarios sobre la niñez y la adolescencia migrante en América Latina*. (pp. 239-254). Editorial UNAM

Hamann, E. T., Roman, B., Sánchez García, J., & Zuñiga, V. (2022). The value of pluri-national research teams for studying education and migration. In C. Magno, J. Lew, & S. Rodriguez (Eds.) *(Re)Mapping migration and education: Methods, theory, and practice*. (pp. 194-211). Brill. [https://doi.org/10.1163/9789004522732\\_010](https://doi.org/10.1163/9789004522732_010)

Hamann, E. T. & Harklau, L. (2022). Changing faces and persistent patterns for education in the New Latinx Diaspora. In E.G. Murillo (Ed.), *Handbook of Latinos and Education* (2<sup>nd</sup> edition) (pp. 81-92). Routledge.

Hamann, E. T. & Zúñiga, V. (2021). What educators in Mexico and in the United States need to know and acknowledge to attend to the educational needs of transnational students. In P. Gándara & B. Jensen (Eds.), *The Students We Share: Preparing US and Mexican Educators for Our Transnational Future* (pp. 99-117). SUNY Press.  
<https://digitalcommons.unl.edu/teachlearnfacpub/448>

Hamann, E. T., & Mitchell-McCollough, J.\* (2019). The Paradoxical Implications of Deported American Students. In E. Crawford, L. Dorner, & E. Bonney (Eds.) *Educational Leadership of Immigrants: Case Studies in Times of Change* (pp. 88-95). Routledge.  
<https://digitalcommons.unl.edu/teachlearnfacpub/433>

Hamann, E. T., Sánchez García, J., & Lopez Lopez, Y. A. (2019). Teacher Education in México: Higher Expectations, Significant Change, but Still Finite Capacity. In J. Lampert (Ed.), *Oxford Research Encyclopedia of Education*. Oxford University Press.  
<https://digitalcommons.unl.edu/teachlearnfacpub/366>

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2018). Where Should My Child Go to School? Parent and Child Considerations in Binational Families. In M. T. de Guzman, J. Brown, & C. Edwards (Eds.), *Parenting from Afar: The Reconfiguration of the Family Across Distance* (pp. 339-350). Oxford University Press.  
<http://digitalcommons.unl.edu/teachlearnfacpub/311>

Hamann, E. T., & Vandeyar, T. (2017). What Does an Anthropologist of Educational Policy Do? Methodological Considerations. In A. Castagno & T. McCarty (Eds.) *The Anthropology of Educational Policy* (pp. 43-61). Routledge.  
<https://digitalcommons.unl.edu/teachlearnfacpub/356/>

Zúñiga, V., Hamann, E. T., & Sánchez García, J. (2016). The Students We Share Are Also in Puebla. In H. Romo, (Ed.) *Bi-National Perspectives on Mexican Migration to the United States* (pp. 248-264). University of Texas Press. <https://digitalcommons.unl.edu/teachlearnfacpub/357/>

Hamann, E. T., Vandeyar, S., & Sánchez García, J. (2013). The Anthropology of Organizations Applied to Schooling in Three Countries (the United States, South Africa, and Mexico). In D. Caulkins & A. Jordan (Eds.), *A Companion to Organizational Anthropology*, (pp. 519-537). Blackwell. <https://digitalcommons.unl.edu/teachlearnfacpub/362/>

Hamann, E. T., & Reeves, J. (2012). Accessing High-Quality Instructional Strategies. In T. Timar & J. Maxwell-Jolly (Eds.), *Narrowing the Achievement Gap: Perspectives and Strategies for Challenging Times* (pp. 95-110). Harvard Education Press.  
<http://digitalcommons.unl.edu/teachlearnfacpub/134>

Hamann, E. T. & Zúñiga, V. (2011). Schooling, National Affinity(ies), and Transnational Students in Mexico. In S. Vandeyar (Ed.), *Hyphenated Selves: Immigrant identities within education contexts* (pp. 57-72). Rozenburg. <http://digitalcommons.unl.edu/teachlearnfacpub/110/>

Hamann, E. T. & England, W. (2011). Hyphenated Identities as a Challenge to Nation-State School Practice? In S. Vandeyar (Ed.), *Hyphenated Selves: Immigrant identities within education contexts* (pp. 205-213). Rozenburg. <http://digitalcommons.unl.edu/teachlearnfacpub/109/>

Hamann, E. T., & Rosen, L. (2011). What Makes the Anthropology of Educational Policy Implementation 'Anthropological'? In B. Levinson & M. Pollock (Eds.), *A Companion to the Anthropology of Education* (pp. 461-477). Wiley Blackwell.  
<https://digitalcommons.unl.edu/teachlearnfacpub/361/>

Hamann, E. T. (2011). The Anglo Politics of Latino Education: The Role of Immigration Scripts. In D. L. Leal & K. J. Meier (Eds.), *The Politics of Latino Education* (pp. 103-121). Teachers College Press. <http://digitalcommons.unl.edu/teachlearnfacpub/105/>

Hamann, E. T. & Zúñiga, V. (2011). Schooling and the Everyday Ruptures Transnational Children Encounter in the United States and Mexico. In C. Coe, R. Reynolds, D. Boehm, J.M. Hess, & H. Rae-Espinoza (Eds.), *Everyday Ruptures: Children and Migration in Global Perspective* (pp. 141-160). Vanderbilt University Press. <http://digitalcommons.unl.edu/teachlearnfacpub/100>

Hamann, E. T., Zúñiga, V., & Sánchez García, J. (2010). Transnational Students' Perspectives on Schooling in the United States and Mexico: The Salience of School Experience and Country of Birth. In M. Ensor & E. Gozdziak (Eds.), *Children and Migration: At the Crossroads of Resiliency and Vulnerability* (pp. 230-252). Palgrave Macmillan. <http://digitalcommons.unl.edu/teachlearnfacpub/107>

Hamann, E. T. & Harklau, L. (2010). Education in the New Latino Diaspora. In E. G. Murillo (Ed.), *Handbook of Latinos and Education* (pp. 157-169). Routledge.

#### Other Publications/Vodcasts

Hamann, E. T., Catalano, T., & Moran, D.\* (2022). *Planning Guide for Starting Dual Language Programs*. Midwest and Plains Equity Assistance Center.

Morales, A., & Hamann, E. T. (2021). Advice for Educational Counselors, Advisors, Faculty, and Staff: Paving the Pathways to Post-Secondary Education: Removing Barriers and Creating Opportunities for Students of Color (SOC) and First-Generation College Students (FGCS) to Flourish. Midwest and Plains Equity Assistance Center. <https://digitalcommons.unl.edu/teachlearnfacpub/456>

McCarty, T., Brayboy, B., Datnow, A., & Hamann, E. T., (2013). *The Anthropology of Educational Persistence: What Can We Learn from Anthropology to Improve Educational Opportunities and Outcomes for Underserved Students? (Final Report)*. Unpublished, commissioned study for the Education Credit Management Corporation (ECMC). <http://digitalcommons.unl.edu/teachlearnfacpub/149>

Ad Hoc K-12 Anthropology C3 Guidelines Committee of the American Anthropological Association (K. Anderson-Levitt, C. Dowdall, C. Emihovich, E. T. Hamann, D. Homa, E. Liebow, T. McCarty, & M. F. Orellana) (2013). Appendix D: Anthropology Companion Document for the C3 Framework. In National Council for the Social Studies (NCSS). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: State guidance for enhancing the rigor of K-12 civics, economics, geography, and history* (pp. 77-81). NCSS. <http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

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#### SELECT GRANT WRITING (ONLY FUNDED PROJECTS)

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2024 Co-PI, *Conectando Horizontes*, Think Tank micro-grant (won in competition with seven other finalists) to fund initial creation of a web platform to help children and youth in border shelters to anticipate school enrollment and participation in the US. RE:BORDER 2024 Conference (San Diego State Univ./Universidad Autónoma de Baja California) (\$2500)

2023 Co-PI, *Project RAÍCES (Re-envisioning Action and Innovation through Community Collaborations for Equity Across Systems)*. Three-year federal Supporting Effective Educator Development (SEED) grant co-administered with Kansas State University (\$5.25 million) —In Feb. 2025 the federal government canceled this and all other SEED contracts. Litigation is pending that argues the cancellation was illegal and that funding should be resumed.

2022 PI (with Lauren Gatti, Lydiah Kiramba, Amanda Morales, and Sara Skretta as co-PIs) *From Diversity Strength: The New Nebraska Teacher Project*. Nebraska Dept. of Education (\$250,000)

2021 PI (with Amanda Morales, Lydiah Kiramba, and Ricardo Martinez as co-PIs), *The Club Igualdad Project: Schools and Teacher Education as Vehicles of Meatpacking Community Recovery from the Impacts of COVID-19*. Nebraska Dept. of Education (\$49,828)

2020 PI (with Dr. Theresa Catalano, Dr. Chandra Diaz\*, Dr. Janet Eckerson\*, Dr. Amanda Morales, and Dr. Stephanie Wessels as co-PIs), *Education, Migration, and Teacher Preparation*. University of Nebraska Collaboration Initiative (\$114,961)

2019 Fulbright Garcia-Robles 'U.S. Scholar' Award, *Building Capacity to Meet the Needs of Transnational Students in Mexican Schools* fall 2019 at the Universidad Pedagógica Nacional (Unidad de Tijuana). (\$16,000)

2017 Program Co-leader (with Guy Trainin), Student Scholarship Support for Comparative Education/Mixed-Methods Education Research South Africa Travel-Study. College of Education and Human Sciences (CEHS) and Department of Teaching, Learning & Teacher Education (TLTE), UNL. (\$16,000)

2016 Equity Fellow (Oct. 2016-Sept. 2021), Midwest and Plains Equity Assistance Center, Great Lakes Equity Center, Indiana University School of Education, Indianapolis, IN (\$125,000)

2013 Co-PI, *Evaluation of Omaha Collaborative for Equitable Schools*, a partnership between Omaha Public Schools, the National Education Association Foundation, and the Sherwood Foundation. (\$336,008 total contract; work continued through 2016)

2012 Affiliated Researcher, *Los que retornan de Estados Unidos a México: trayectorias de repatriación voluntaria y deportación*. A research proposal from the Universidad de Monterrey to the Consejo Nacional de Ciencia y Tecnología (CONACYT), Fondo Sectorial de Investigación Científica Básica (1,817,000 Mex. Pesos = \$136,258 USD)

2012 Principal investigator, *Schooling, International Migration, Race, and Identity: Institutionalizing an Emergent Partnership with the University of Pretoria*. International Seed Grant, CEHS, UNL. (\$6,000)

2009 Co-investigator, *Diagnóstico de alumnos transnacionales en el estado de Puebla*. Collaboratively funded by Mexico's Secretaría de Educación Pública Proyecto de Educación Básica sin Fronteras, by the Secretaría de Educación del Estado de Puebla, Subsecretaría de Educación Básica Programa Binacional de Educación Migrante (PROBEM), and limited matching funds from the Universidad de Monterrey. (\$97,000)

2008 PI (on subcontract), *Accessing High-Quality Instruction Strategies*, Report for California's Superintendent of Public Instruction, Jack O'Connell, requested by California's P-16 Council through the University of California-Davis' Center for Applied Policy in Education. (\$25,000)

2006 Co-Author (with Jenelle Reeves), *Schooling In Nebraska's Demographically Transitioning Communities: One Campus Many Views Grant*. Initiative on Teaching and Learning Excellence, Office of the Senior Vice Chancellor of Academic Affairs, UNL. (\$15,000)

2005 Lead Author, *Big 12 Faculty Fellowship* from University of Nebraska-Lincoln to collaborate in Spring 2006 with Drs. Socorro Herrera and Kevin Murry at Kansas State University. (\$2,500)

2004 Second Author/Investigador Asociado, *MIGRACIÓN INTERNACIONAL, TRAYECTORIAS ESCOLARES Y POBREZA: inclusión/exclusión en las escuelas mexicanas y trasnacionalismo de los menores migrantes mexicanos*. A research proposal from the Universidad de Monterrey to the Consejo Nacional de Ciencia y Tecnología (CONACYT), Fondo Sectorial de Investigación Científica Básica 2003 (972,000 Mexican pesos = \$85,000)

2003 Lead Author, *The Promise and Legacy: 50 Years After Brown v. Board of Education*. A seminar proposal to the Wayland Collegiums at Brown University on behalf of the Center for the Study of Race and Ethnicity in America. (\$12,500)

2000 Contributing Author, *Technical Proposal: Northeast and Islands Regional Educational Laboratory* to Office of Educational Research and Improvement (OERI), U.S. Dept. of Education (\$38 million over five years)

1997 Lead Author, Dalton (GA) Public Schools, *Title VII—Systemwide Bilingual Education* grant. (\$500,000 over five years)

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## PRESENTATIONS (INCLUDES 'ACCEPTED' FORTHCOMING PRESENTATIONS)

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\* indicates former or current student coauthor

As of November 2025, I have made 350+ professional presentations as a visiting scholar or conference participant all around the world including Amsterdam, Bangkok, Boston, Buenos Aires, Cork (Ireland), Cotecachi (Ecuador), Los Angeles, Mexico City, Monterrey, Montreal, San Juan, Stellenbosch (South Africa), Tallinn (Estonia), Tegucigalpa, Tijuana, and Washington DC. These include multiple presentations as a keynote and regular participation in American Anthropology Association (AAA), American Educational Research Association (AERA), and Comparative and International Education Society (CIES) annual meetings.

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## Postsecondary Teaching/Mentoring/ Teaching self-study

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I have taught 25 different courses at the University of Nebraska-Lincoln ranging from anthropology of education and comparative education, to educational policy, instructional leadership, multicultural education, and teaching multilingual learners in the content areas. I have taught in-person, online (synchronously and asynchronously) and hybrid. Eight times I have co-led credit-bearing travel-study courses, including to South Africa (3 X), South Korea (2 X), Ecuador, Japan, and the Pine Ridge Indian Reservation. I have twice been a visiting professor at the Universidad de Monterrey in Monterrey Mexico. I have chaired or co-chaired 32 dissertations to completion and been a reader on 57 more. I currently chair or co-chair 9 more doctoral committees and am a committee member on 12 others. I have chaired 16 M.A. students to degree completion.

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## SELECT ACADEMIC SERVICE

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American Anthropological Association (AAA) – Member since 1993

Treasurer and Ex Oficio Board Member (2012-2018); Member, Finance Committee (2007-2012)

Council on Anthropology and Education (CAE) (Section of AAA)

President elect (2019-20), President (2020-21), Past-President (2021-22); Treasurer (2001-2006) Executive Committee (2001-2006, 2019-22)

American Educational Research Association – Member since 1997

Co-chair, 2019 selection committee for the *Henry T. Trueba Award for Research Leading to the Transformation of Social Contexts of Education*.

Carnegie Project on the Education Doctorate (CPED)

Chair CPED Delegates Council (Chair-elect 2019-2021, Chair 2022-23);

Ad hoc Strategic Visioning Committee member (2020-21)

Member CPED Board of Directors (2022-2023)

Virtual Convening Planning Committee member (2020)

Fulbright U.S. Scholar Program, Peer Reviewer (2022, 2023)

Harvard Education Press, book proposal reviewer (2020) (2022-23)

Nebraska Advisory Committee of the United States Commission on Civil Rights (member 2009-2013, 2015-2025)—Chair (2012), Vice-chair (2022- )

Spencer Foundation (2018, 2019, 2024), Grant proposal reviewer

Tenure/Promotion External Reviewer (40 times, to US, Canadian, and South African IHEs)