

Justin Grinage, Ph.D.

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Education

- 2017 **University of Minnesota - Twin Cities**, Minneapolis, MN
Ph.D., Curriculum and Instruction
Concentration: Culture and Teaching
- Dissertation Title:** *The Melancholy of Schooling: A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom*
Co-advisors: Vichet Chhuon and Timothy J. Lensmire
Committee Members: Vichet Chhuon, Timothy J. Lensmire, J.B. Mayo Jr., Nina Asher
- 2009 **University of Minnesota - Twin Cities**, Minneapolis, MN
Master of Education, Communication, Arts, and Literature
- 2004 **University of Minnesota - Twin Cities**, Minneapolis, MN
Bachelor of Arts, Major: English

Professional Appointments

- Fall 2019- **Assistant Professor, Literacy Education:** Department of Curriculum and Instruction (C&I), College of Education and Human Development (CEHD), University of Minnesota
- Fall 2019- **English Education Licensure Program Lead:** C&I, University of Minnesota
- 2017-19 **Postdoctoral Associate:** CEHD, University of Minnesota

Awards and Fellowships

- 2018-20 **Cultivating New Voices Among Scholars of Color Fellowship:** National Council of Teachers of English, **\$1,200**
- Cohort providing mentorship and networking for early career scholars of color

- 2018 **Curriculum Inquiry Writing Retreat Fellowship:** Curriculum Inquiry, OISE, University of Toronto
- 2012-16 **Common Ground Consortium Fellowship (CGC):** CEHD, University of Minnesota
- Collaborative group of Black intellectuals dedicated to fostering postsecondary and K-12 school partnerships and community outreach
- 2016 **Outstanding Graduate Student Research Paper Award:** Department of Curriculum and Instruction at the University of Minnesota
- Awarded for the paper *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development*
- 2016 **Outstanding Association Leadership:** Ethnic Minority Affairs Committee, Education Minnesota
- 2016 **CEHD Multicultural Recognition Award:** C&I nominee, University of Minnesota
- 2015 **Graduate Student Paper Award:** American Educational Research Association (AERA) Critical Issues in Curriculum and Cultural Studies- Special Interest Group (SIG)
- Awarded for the paper ‘*Social justice*’ in teacher discourse: *Speech acts, psychoanalysis, and race*
- 2015 **Hauge Fellowship:** CEHD, University of Minnesota, **\$1,000**
- 2013 **Graduate Student Paper Award:** Bergamo Conference on Curriculum Theory and Classroom Practice
- Awarded for the paper *Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom*

Publications

Refereed Journal Articles

Grinage, J. (2019). Endless mourning: Racial melancholia, black grief, and the transformative possibilities for racial justice in education. *Harvard Educational Review*, 89(2), 227-250.

Grinage, J. (2019). Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom. *English Education*, 51(2), 126-150.

Grinage, J. (2014). Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom. *Journal of Curriculum Theorizing*, 30(2), 88-102.

Non-refereed Articles

Rombalski, A. & **Grinage, J.** (2018, Fall) Writing ourselves in. Doctoral Student Innovation Community Group Newsletter. *Literacy Research Association*, 8-10.

Grinage, J. (2018, June 22). Fostering racial literacy in high schools. [CEHD Improving Lives Blog]. Retrieved from <https://cehdvision2020.umn.edu/blog/fostering-racial-literacy-in-high-schools>.

Grinage, J. (2018, February). Socializing with the ghosts of our racial past: Embracing traumatic teaching and learning in literacy education. Scholars Speak Out Series, *Journal of Language and Literacy*, 1-9.

Books

Asher, N. & **Grinage, J.** (Eds.). (Forthcoming). *Postcolonialism, globalization, and education: Engaging identities, cultures, and curriculum*. New York, NY: Routledge.

Book Chapters

Grinage, J. (Forthcoming). Properly mourning: Postcolonial melancholia and education in global times. In N. Asher & J. Grinage, (Eds.), *Postcolonial, globalization, and education: Engaging identities, cultures, and curriculum*. New York, NY: Routledge.

Grinage, J. (2013). Combating Huck Finn's censorship: A step-by-step guide to discussing the n-word in the classroom. In S. Grineski, J. Landsman, & R. Simmons III (Ed.), *Talking about race: Alleviating the fear* (pp. 137-148). Sterling, VA: Stylus Publishing.

Grinage, J. (2011). Colorblindness, unconscious bias, and student achievement in suburban schools. In J. Landsman & C.W. Lewis (Ed.), *White teachers, diverse classrooms: Creating inclusive schools, building on students' diversity, and providing true educational equity* (pp. 123-135). Sterling, VA: Stylus Publishing.

Book Reviews

Grinage, J. (2013). Mass incarceration in the age of colorblindness [Review of the book *The new Jim Crow: Mass incarceration in the age of colorblindness*, by Michelle Alexander]. *Journal of Theoretical and Philosophical Criminology*, 4(2), 127-132.

Works in Review and in Progress

- Grinage, J. (Journal article in review- *Curriculum Inquiry*). Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development.
- Grinage, J. (Journal article in review- *Whiteness and Education*) White racial melancholia, ambivalence, and shame: A psycho-social examination of white student resistance to learning about race in a secondary classroom.
- Grinage, J. (Journal article in progress for *Race Ethnicity and Education*). “Social justice” in teacher discourse: Speech acts, psychoanalysis, and race.
- Grinage, J. (Journal article in progress for *Equity & Excellence in Education*). “Wait, I thought you were a security guard!”: Veteran teachers of color naming and resisting racial microaggressions related to being “invisible” and “superhuman” in majority white schools.
- Grinage, J. (Journal article in progress for *Multicultural Perspectives*) “We can do this ourselves!”: Resisting neoliberal multicultural professional development through teacher led social justice learning communities.

Presentations

Refereed National/International Conference Papers

- Grinage, J.**, Casselle, A., Lane, J. & Suleiman, L. (August, 2019). *Counter-storytelling: How witnessing, remembrance, and testimony can change the narrative of teachers of color*. Moderator for panel presented at the annual meeting of the National Writing Project Midwest Conference, Minneapolis, MN.
- Grinage, J. (April, 2019). *When cultural bingo just isn't enough: Theorizing superficial multicultural curriculum for “anti-racist” professional development*. In symposium “New directions in curriculum inquiry: Pushing against/from/with the margins. Paper presentation at the annual meeting of AERA, Toronto, CA.
- Grinage, J.** & Armstrong, K. (November, 2018). *The Hate U Give and coalition-building: Using role plays to enhance racial dialogue*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston, TX.
- Grinage, J. (November, 2018). *Reopening racial wounds: Whiteness, melancholia, and affect in the English classroom*. Paper presented at the annual meeting of the National Council for Teachers of English, Houston, TX.
- Grinage, J. (November, 2018). *Endless mourning: Racial melancholia, black grief, and the transformative possibilities for social change in literacy education*. Poster presented at the annual meeting of the National Council for Teachers of English, Houston, TX.

- Grinage, J. (November, 2018) *"We can do this ourselves!": Resisting neoliberal multicultural professional development through teacher led social justice learning communities*. Paper presented at the annual meeting of the National Association for Multicultural Education, Memphis, TN.
- Grinage, J.**, Fitzgibbons, A., Rasavong, V. & Yang, M. (November, 2017). *"Wait! I thought you were a security guard:" Teachers of color, microinvalidations in white work environments*. Paper presented at the annual meeting of the National Association for Multicultural Education, Salt Lake City, UT.
- Grinage, J.**, Rasavong, V., Wong, V., & Yang, M. (November, 2016). *Coalition building and mentorship among teachers of color: Using sustainable models to address recruitment and retention*. Paper presented at the annual meeting of the National Association for Multicultural Education, Cleveland, OH.
- Grinage, J. (August, 2016). *"Social justice" in teacher discourse: Psychoanalysis and race*. Paper presented at the annual meeting of the International Conference for Critical Educators, London, England.
- Grinage, J. (April, 2016). *Properly mourning: Postcolonial melancholia and education in global times*. Paper presented at the annual meeting of the AERA, Washington, D.C.
- Case, A. & **Grinage, J.** (April, 2016). *Radical sites of disruption: Mobilizing affectively informed critical pedagogies*. Paper presented at the annual meeting of the AERA, Washington, D.C.
- Asher, N. & **Grinage, J.** (April, 2016). *Theorizing curriculum in postcolonial and global contexts: Engaging Identity, culture, and history*. Paper presented at the annual meeting of the American Association for the Advancement of Curriculum Studies.
- Grinage, J. (April, 2015). *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development*. Paper presented at the annual meeting of the AERA Conference, Chicago, IL.
- Grinage, J. (April, 2014). *Reterritorializing locations of home: Examining the psychopolitical dimensions of race talk in the classroom*. Paper presented at the annual meeting of the AERA Conference, Philadelphia, PA.
- Grinage, J. (October, 2013). *Reterritorializing locations of home*. Paper presented at the annual meeting of the Bergamo Conference on Curriculum Theory and Classroom Practice, Dayton, OH.

Invited Presentations

- Grinage, J.** & Armstrong, K. (August, 2019). *Resisting injustice through coalition-building: Using role plays to enhance racial dialogues*. Minneapolis Public Schools Secondary

English Language Arts Teacher Professional Development, Washburn High School, Minneapolis, MN.

Grinage, J. (August, 2019). *Socializing with the ghosts of our racial past: Embracing traumatic teaching and learning in Literacy education*. College in the Schools (CIS) Teacher Professional Development Institute, University of MN, Minneapolis, MN.

Abdi N., **Grinage J.**, & Rombalski A. (December, 2017). *Racial Microaggressions in Teaching*. Workshop for Elementary Education Supervisors and Instructors. C&I, University of Minnesota, Minneapolis, MN.

Grinage, J. (October, 2017). *The melancholy of schooling*. Epistemology Dialogues Series. C&I, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2012). *Discussing the n-word in relation to other discriminatory slurs*. Open Conversations about Harassment in our Schools, Anoka-Ramsey Community College, Anoka, MN.

Grinage, J. (March, 2007). *Understanding and combating stereotype threat*. Champlin Park High School all school staff development, Champlin, MN.

Grinage, J. (May, 2006). *Using hip-hop in the high school classroom*. YWCA Family Literacy Sponsored Event, University of Minnesota, Minneapolis, MN.

Other Professional Presentations and Workshops

Grinage, J. (July, 2019). *What does it mean to be an anti-racist educator*. Presenter for teacher candidates. University of Minnesota, Minneapolis, MN.

Grinage, J., Yang, M. (May, 2019). *Anoka Hennepin Teachers of Color Coalition: Grassroots Organizing for the Recruitment and Retention of Teachers of Color*. Poster Session, CEHD Partner Network Event, Minneapolis, MN.

Grinage, J. (2018-2019). *Anti-racist Educators Cohort*. Facilitator. Roosevelt High School, Minneapolis, MN.

Rombalski, A. & **Grinage, J.** (January, 2019). *Culturally Relevant Teaching*. Workshop session for teacher candidates. Minnesota State University, Mankato, MN.

Rombalski, A. & **Grinage, J.** (September, 2018). *Culturally Relevant Teaching*. Workshop session for teacher candidates. Minnesota State University, Mankato, MN.

Grinage, J. Rasavong, V. Wong, V. & Yang, M. (October, 2016). *The Anoka-Hennepin Teachers of Color Coalition mentorship program: Introducing a grassroots approach for*

recruiting and retaining teachers of color. Workshop session at the annual Twin Cities Social Justice Education Fair, Minneapolis, MN.

Case, A. & **Grinage, J.** (April, 2016). *Radical disruptions: Emotion and Affect in the context of teaching and learning.* Paper presented at the annual Curriculum and Instruction Graduate Student Research Day, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2015). *Singing and dancing for diversity: Neoliberal multiculturalism, racial melancholia, and whiteness in teacher professional development.* CEHD Diversity Dialogue. University of Minnesota, MN.

Grinage, J. (October, 2014). *Practical and theoretical approaches to forming social justice learning communities.* Minnesota-National Association of Multicultural Education Annual Conference, Minneapolis, MN.

Grinage, J. (April, 2013). *The psychopolitics of classroom racial dialogues.* Paper presented at the annual Curriculum and Instruction Graduate Student Research Day, University of Minnesota, Minneapolis, MN.

Grinage, J. (April, 2008). *Using critical lenses to teach To Kill a Mockingbird.* Minnesota Council of Teachers of English Spring Conference, Brooklyn Center, MN.

Higher Education Experience

Research Interests

Race and Racism; Critical Whiteness Studies; Critical Literacy; Postcolonial Theory; Psychoanalysis; Teacher Education; Curriculum Studies; Critical Ethnography; Critical Pedagogy

Research Experience

- 2017- **Postdoctoral Associate:** CEHD, University of Minnesota
 - Position within C&I- Literacy/English language arts Program
- 2017- **Black Male Equity and Excellence Center:** CEHD, University of Minnesota
 - Co-Director of Research center focused on Black male achievement and advocacy launching in fall 2019
- 2012-16 **CGC Graduate Student Assistantship:** CEHD, University of Minnesota
 - Engaged in various projects within local K-12 schools
- 2015-16 **The Melancholy of Schooling: A Critical Ethnographic Study of Race, Trauma, and Learning in a High School English Classroom:** Dissertation Study

- Year-long critical ethnographic study conducted in a high school English classroom
- Explored the classroom dynamics of race, emotion, affect, and trauma in the context of teaching and learning about racism

2006 **Citizen Scholar Research Project:** CEHD, University of Minnesota (Principal Investigator: Dr. Jean Strommer)

- Conducted interviews with first-generation college students
- Data collected for a project analyzing the college admissions process

Teacher Education

2018- **CI 5190-004: ELA and Teachers of Color: Issues in K-12 Education:** University of Minnesota

2018- **CI 5481: Developments in the Teaching of English and Speech:** University of Minnesota

2017-18 **ECS 590 CE: Early Career Educators of Color Seminar Instructor:** Augsburg University, Minneapolis, MN

- Seminar comprised of in-service teachers of color in years 1-5
- Designed to increase retention rates for early career educators of color

2014- **Co-founder of Anoka-Hennepin Teachers of Color Coalition:** Anoka Hennepin school district, Anoka, MN

- Dedicated to promoting the recruitment and retention of teachers of color
- Created a program to match student teachers of color with cooperating teachers of color
- Formed a mentorship program for teachers of color working in the Anoka-Hennepin school district

2016 **Supervision of Pre-service Teachers in English Education:** Teaching Assistantship in C&I, University of Minnesota

- Observe and provide feedback for English Ed. teacher candidates
- Conduct weekly seminars focused on educational issues

Other Relevant Experience

2006 **YWCA Family Literacy Coordinator:** University of Minnesota

- Organized and prepared family literacy training sessions for forty tutors
- Assisted in placing tutors at various school sites

K-12 Teaching Experience

- 2006-17 **English Teacher:** Grades 9 and 10, Champlin Park High School (CPHS), Champlin, MN
- Lead inquiries into texts through a critical literacy framework
 - Employ a social justice theoretical perspective when developing curriculum
- 2008-17 **Advancement Via Individual Determination (AVID) Program Coordinator:** CPHS, Champlin, MN
- Program dedicated to closing the opportunity gap
 - Tripled the amount of students of color taking honors courses at CPHS
 - Ninety-five percent of graduates attend college
- 2008-17 **AVID Elective Teacher:** Grades 9 and 10, CPHS, Champlin, MN
- Use college preparatory curriculum to support student learning
- 2012-17 **Professional Development Facilitator:** CPHS, Champlin, MN
- Plan and implement social justice focused professional development for teachers

Professional Service

Manuscript Reviewer

2019- *Theory and Research in Social Education*

2018- *Whiteness and Education*

Conference Proposal Reviewer

2018 **Reviewer for Outstanding Graduate Student Award:** Critical Issues in Curriculum and Cultural Studies-SIG, AERA

National Service

2019-20 **Section Co-chair Division B- Curriculum Studies:** Section 3- Theories, Methodologies and Philosophies of Curriculum Studies, AERA

2016-17 **Secretary/Treasurer:** Postcolonial Studies in Education-SIG, AERA

University Service

2018- **CEHD Network Advisory Board Member:** University of Minnesota

Department Service

- 2018- **Initial Licensure Program Scholarship Committee:** C&I, University of Minnesota
- 2018- **Teacher Scholars of Color Mentor:** C&I, University of Minnesota
- 2015- **English Education Advisory Board Member:** C&I, University of Minnesota

Professional Affiliations

American Educational Research Association

- Division B- Curriculum Studies
- Division G- Social Context of Education
- Critical Issues in Curriculum and Cultural Studies- SIG
- Critical Examination of Race, Ethnicity, Class and Gender- SIG
- Postcolonial Studies in Education-SIG

National Association for Multicultural Education

National Council of Teachers of English

Literacy Research Association

