



Subini Ancy Annamma

Associate Professor of Education

Graduate School of Education

 Curriculum Vitae available Online

CONTACT INFORMATION

- **Admin Support**

John Baker

Email jwbaker1@stanford.edu

Bio

BIO

Prior to her doctoral studies, Subini Ancy Annamma was a special education teacher in both public schools and youth prisons. Currently, she is an Associate Professor in the Graduate School of Education at Stanford University. Her research critically examines the ways students are criminalized and resist that criminalization through the mutually constitutive nature of racism and ableism, how they interlock with other marginalizing oppressions, and how these intersections impact youth education trajectories in urban schools and youth prisons. Further, she positions students as knowledge generators, exploring how their narratives can inform teacher and special education. Dr. Annamma's book, *The Pedagogy of Pathologization* (Routledge, 2018) focuses on the education trajectories of incarcerated disabled girls of color and has won the 2019 AESA Critic's Choice Book Award & 2018 NWSA Alison Piepmeier Book Prize. Dr. Annamma is a past Ford Postdoctoral Fellow, AERA Division G Early Career Awardee, Critical Race Studies in Education Associate Emerging Scholar recipient, Western Social Science Association's Outstanding Emerging Scholar, and AERA Minority Dissertation Awardee. Dr. Annamma's work has been published in scholarly journals such as *Educational Researcher*, *Teachers College Record*, *Review of Research in Education*, *Teaching and Teacher Education*, *Theory Into Practice*, *Race Ethnicity and Education*, *Qualitative Inquiry*, among others.

ACADEMIC APPOINTMENTS

- Associate Professor, Graduate School of Education

ADMINISTRATIVE APPOINTMENTS

- Associate Professor, Stanford University, (2019- present)
- Assistant Professor, University of Kansas, (2015-2019)
- Postdoctoral Fellow, University of Denver, (2014-2015)
- Assistant Professor, Indiana University-Indianapolis, (2013-2014)

HONORS AND AWARDS

- Critics Choice Book Award, American Educational Studies Association (2019-2020)
- Emerging Scholar Award, Critical Race Studies in Education Association (2019-2020)
- Postdoctoral Fellowship Award, Ford Foundation (2018-2019)
- Alison Piepmeier Book Prize, National Women's Studies Association (2018-2019)
- Division G Early Career Award, American Educational Research Association (AERA) (2017-2018)

- Outstanding Emerging Scholar, Western Social Science Association (2017-2018)
- Faculty Achievement Award for Promising Scholar, University of Kansas School of Education (2017-2018)
- Outstanding Doctoral Candidate of 2013, University of Colorado Boulder (2012-2013)
- AERA Dissertation Minority Fellowship in Education Research Award, American Educational Research Association (2012-2013)
- Honorable Mention, Ford Foundation Dissertation Fellowship Award, University of Colorado, Boulder (2012-2013)
- School of Education Fellowship, University of Colorado, Boulder (2008-2013)
- Dual Endorsement-Special Education & English as A Second Language Fellowship, University of Colorado at Boulder (2006-2008)

PROFESSIONAL EDUCATION

- Ph.D., University of Colorado Boulder , Educational Equity & Cultural Diversity, Social, Multicultural and Bilingual Foundations (2013)
- M.A., University of Colorado Boulder , Dual Endorsement: Special Education & English as a Second Language (2008)
- B.S, University of Wisconsin - Oshkosh , Special Education (2002)

Teaching

COURSES

2020-21

- Critical Race Theory in Education: EDUC 439 (Aut)
- RILE Colloquium on Race, Inequality, and Language in Education: EDUC 489 (Win)

2019-20

- Intersectional Justice in Education Policy and Practice: EDUC 428 (Win)
- Intersectional Qualitative Approaches: EDUC 433 (Spr)

STANFORD ADVISEES

Doctoral (Program)

Ruben Gonzalez, Kristen Jackson, Alexandros Orphanides

Publications

PUBLICATIONS

- **Sharpening Justice Through DisCrit: A Contrapuntal Analysis of Education** *EDUCATIONAL RESEARCHER*
Annamma, S., Handy, T.
2020
- **Animating Discipline Disparities Through Debilitating Practices: Girls of Color and Inequitable Classroom Interactions** *TEACHERS COLLEGE RECORD*
Annamma, S., Handy, T., Miller, A. L., Jackson, E.
2020; 122 (5)
- **DisCrit solidarity as curriculum studies and transformative praxis** *CURRICULUM INQUIRY*
Annamma, S., Handy, T.
2019; 49 (4): 442–63
- **Transforming Our Mission: Animating Teacher Education through Intersectional Justice** *THEORY INTO PRACTICE*
Annamma, S., Winn, M.
2019
- **Black Girls and School Discipline: The Complexities of Being Overrepresented and Understudied** *URBAN EDUCATION*
Annamma, S., Anyon, Y., Joseph, N. M., Farrar, J., Greer, E., Downing, B., Simmons, J.

2019; 54 (2): 211–42

- **DisCrit Classroom Ecology: Using praxis to dismantle dysfunctional education ecologies** *TEACHING AND TEACHER EDUCATION*
Annamma, S., Morrison, D.
2018; 73: 70–80
- **Identifying Dysfunctional Education Ecologies: A DisCrit Analysis of Bias in the Classroom** *EQUITY & EXCELLENCE IN EDUCATION*
Annamma, S., Morrison, D.
2018; 51 (2): 114–31
- **Mapping Consequential Geographies in the Carceral State: Education Journey Mapping as a Qualitative Method With Girls of Color With Disabilities** *QUALITATIVE INQUIRY*
Annamma, S.
2018; 24 (1): 20–34
- **Disability Critical Race Theory: Exploring the Intersectional Lineage, Emergence, and Potential Futures of DisCrit in Education** *REVIEW OF RESEARCH IN EDUCATION, VOL 42: THE CHALLENGES AND POSSIBILITIES OF INTERSECTIONALITY IN EDUCATION RESEARCH*
Annamma, S., Ferri, B. A., Connor, D. J., Fischman, G. E., Powers, J. M., Tefera, A. A.
2018; 42: 46–71
- **Conceptualizing color-evasiveness: using dis/ability critical race theory to expand a color-blind racial ideology in education and society** *RACE ETHNICITY AND EDUCATION*
Annamma, S., Jackson, D. D., Morrison, D.
2017; 20 (2): 147–62
- **Not enough: critiques of Devos and expansive notions of justice** *INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES IN EDUCATION*
Annamma, S.
2017; 30 (10): 1047–52
- **Disrupting the carceral state through education journey mapping** *INTERNATIONAL JOURNAL OF QUALITATIVE STUDIES IN EDUCATION*
Annamma, S.
2016; 29 (9): 1210–30
- **The efficacy of Collaborative Strategic Reading in middle school science and social studies classes** *READING AND WRITING*
Boardman, A. G., Klingner, J. K., Buckley, P., Annamma, S., Lasser, C. J.
2015; 28 (9): 1257–83
- **Disproportionality Fills in the Gaps: Connections Between Achievement, Discipline, and Special Education in the School-to-Prison Pipeline** *BERKELEY REVIEW OF EDUCATION*
Annamma, S., Morrison, D., Jackson, D.
2014; 5 (1): 53–87