

CATHLIN BRYN GOULDING, ED.D.

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EDUCATION

Teachers College, Columbia University | 2017
Ed.D. in Curriculum and Teaching
Concentration in Peace and Human Rights Education

University of California, Berkeley | 2005
Multicultural Urban Secondary English Program (MUSE)
M.A. in Education
Professional Clear Credential in English

University of California, San Diego | 2003
B.A. in Literature/Writing

TEACHING EXPERIENCE

- 7/2021 – Present Teachers College, Columbia University | New Orleans, LA
Adjunct Assistant Professor, Summer Principals Academy
Program Development: Curriculum, Teaching & Learning, Assessment
- 1/2020 – Present Hunter College, City University of New York | New York, NY
Adjunct Assistant Professor, Department of Curriculum and Teaching
Advanced Curriculum Development in World History and Global Education for
Urban Contexts; Adolescent Fieldwork
- 8/2021 – 12/2022 San José State University | San Jose, CA
Lecturer, Department of Humanities
Chronicles of Education
- 5/2014 – 6/2014 Long Island University | Brooklyn, NY
Adjunct Instructor, New York City Teaching Fellows
Adolescent and Adult Literacy
- 1/2012 – 5/2014 Teachers College, Columbia University | New York, NY
Teaching Assistant
Human and Social Dimensions of Peace (Spring 2012); Learning to Teach

(Spring 2013); Curriculum Theory and History (Spring 2014)

- 8/2004 – 8/2010 Newark Memorial High School, Newark Unified School District | Newark, CA
English Teacher
10th Grade College Prep and Accelerated; 12th Grade Poetry College Prep and Integrated Co-Teaching; 12th Grade College Prep
- 6/2008 – 7/2008 Academic Talent Development Program (ATDP), UC Berkeley | Berkeley, CA
Writing Instructor
Writing for High School
- 6/2004 – 7/2004 Berkeley High School, Berkeley Unified School District | Berkeley, CA
English Teacher
Community Partnerships Academy Summer Program

PUBLICATIONS

PEER-REVIEWED ARTICLES

Langan, E., & Goulding, C. (2023). The role of museum-based education in creating 9/11 curriculum. *Journal of International Social Studies*, 13(1), 32-60.

Goulding, C. (2021). The prison camp as pedagogy of place: A research-based primer for educators. *Annals of Social Studies Education Research for Teachers*, 2(3), 52-64.

Goulding, C. B. (2021). Into the odditorium: A pedagogy of the body at Ripley's Believe It or Not! and in popular media. *Journal of Curriculum and Pedagogy*, 18(2), 101-118.

Dernikos, B., & Goulding, C. (2016). Teacher evaluations: Corporeal matters and un/wanted affects. *M/C Journal of Media and Culture*, 19(1).

<http://www.journal.media-culture.org.au/index.php/mcjournal/article/view/1064>

Goulding, C. (2014). The spaces in which we appear to each other: The pedagogy of resistance stories in zines by Asian American riot grrrls. *Journal of Cultural Research in Art Education*, 32, 161-188.

Goulding, C., Walter, M., & Friedrich, D. (2013). Pedagogy, torture, exhibition: A curricular palimpsest. *Journal of Curriculum and Pedagogy*, 10(13), 158-176.

NON-PEER-REVIEWED ARTICLES

Goulding, C. (2019). Walking in places of exception: The Tule Lake National Monument. *Journal of Public Pedagogies*, 4, 52-58.

Goulding, C. (2017). Tule Lake: Learning from places of exception in a climate of fear. *Forum Journal: The National Trust for Historic Preservation*, 31(3), 40-51.

BOOK CHAPTERS

Goulding, C. (2020). Teaching and learning in virtual places of exception: Gone Gitmo and the Guantánamo Bay Museum of Art and History. In E. Zucker & D. Simon, *Mass violence and memory in the digital age* (141-173). Palgrave Macmillan.

Lee, C. C., & Goulding, C. (2018). Teaching the acts of witnessing in *Maus* and *Night*. In M. Falter & S. Bickmore (Eds.), *From the personal to the political: Using literature to discuss death in secondary ELA classrooms through a societal lens* (pp.149-162). Rowman and Littlefield.

Goulding, C. (2017). Living with ghosts, living otherwise: Pedagogies of haunting in post-genocide Cambodia. In M. Bellino & J. Williams (Eds.), *(Re)Constructing memory: Education, identity, and conflict* (pp. 241-286). Sense Publishers.

RESEARCH REPORTS

Carter, R., Oyler, C., & Goulding, C. (2013). *Experiencing Diversity Project: Integrated report*. New York, NY: Teachers College, Columbia University.

Oyler, C., Carter, R., & Goulding, C. (2012). *Experiencing Diversity Project: Interview report*. New York, NY: Teachers College, Columbia University.

WEB-BASED PUBLICATIONS

Goulding, C. (2017). Yes, it did happen here: A Japanese American writer reflects on her family's time in U.S. internment camps. *Vogue.com*.
<http://www.vogue.com/article/japanese-american-internment-camps-day-of-remembrance>

Goulding, C. (2009). Digital mapmaking and the art of writing. *ASCD Express*. Association for Supervision and Curriculum Development.
<http://www.ascd.org/ascd-express/vol4/411-goulding.aspx>

EDUCATION CONSULTANCIES

- 3/2023 – Present WETA, Public Television and Classical Music for Greater Washington | Washington, D.C.
Wrote a series of guides and educational materials for the PBS series, *Iconic America*, to prompt audiences to rethink classic American icons.
- 11/2022 – 2/2023 ITVS | San Francisco, CA
Developed discussion guide and educational materials related to the 2022 documentary film, *Free Chol Soo Lee*.
- 9/2022 – 2/2023 The WNET Group | New York, NY
Created a series of teacher and student-facing materials accompanying the documentary film, *Rising Against Asian Hate: One Day in March*.
- 9/2022 – 2/2023 Sesame Workshop | New York, NY
Advisor for an episode on Lunar New Year. Conduct script reads. Checked language and representations of New Year's customs across the Asian diaspora.
- 8/2022 – 10/2022 The WNET Group | New York, NY
Wrote educational activities related to *be/longing: Asian Americans Now*, documentary profiles of Asian American trailblazers, as a part of PBS' ongoing *Exploring Hate* initiative.
- 7/2022 – Present Smithsonian Asian Pacific American Center | Washington, D.C.
Coordinated a multi-regional effort between organizations and teachers to create a new curriculum; documented educational efforts; and organized a national convening for educators.
- 6/2022 – 8/2023 University of California, Los Angeles, Asian American Studies Center | Los Angeles, CA
Curriculum designer for a digital textbook on the Asian American experience. Consulted on textbook accessibility for young learners and wrote a new curriculum.
- 2/2022 – 2/2023 The Peace Studio | New York, NY
Curriculum Curator
Edited new textbook of artists and journalists who practice mindfulness and strengths-based storytelling. Developed a toolkit for artists and journalists seeking to cultivate peacebuilding into their practice. Facilitated retreat for new fellowship.
- 1/2022 – Present New York City Department of Education | New York, NY

Editor and contributor to educational resource, *Hidden Voices, Asian American and Pacific Islanders in the United States*.

- 5/2021 – 3/2022 The WNET Group | New York, NY
Writer of curriculum and interactives for *It's Lit!*, video essays from PBS Digital Studios about popular literature.
- 5/2021 – 4/2022 iPondr@Work | Minneapolis, MN
Composed Diversity, Equity, and Inclusion (DEI) curriculum to accompany video, audio, and print journalism.
- 1/2020 – 12/2021 Wing Luke Museum of the Asian Pacific American Experience | Seattle, WA
Lead co-writer of curriculum to pair with the graphic novel, *We Hereby Refuse* (Chin Music Press).
- 2/2020 – 11/2021 The WNET Group | New York, NY
Co-writer for educational resources related to the PBS American Masters' documentary, *Amy Tan: Unintended Memoir*.
- 1/2021 – 6/2021 National Portrait Gallery | Washington, D.C.
Lead co-author of education guide to complement exhibition on the expanding roles of women.
- 7/2020 – 10/2020 WETA, Public Television and Classical Music for Greater Washington | Washington, D.C.
Contributing editor and writer on lesson plans accompanying PBS documentary series, *The Asian Americans*.
- 8/2020 – 10/2020 The Minor Collective | Brooklyn, NY
Developed an online course module on outdoor education and designing walking tours for classroom teachers.
- 6/2020 – 10/2020 David's Legacy Foundation | San Antonio, TX
Lead writer for social-emotional curriculum to accompany a trilogy of documentary films on cyberbullying, young people's mental health, and digital citizenship.
- 3/2020 – 4/2020 *This Is My Brain in Love* by I.W. Gregorio | Remote
Curriculum coordinator and editor for an educational guide and reader resource for a work of YA fiction.
- 2/2020 – 5/2020 The WNET Group | New York, NY
Wrote sections of complementary educators' guide for *MISSION US: Prisoner in My Homeland*, an educational video game for secondary students.
- 5/2017 – 3/2020 Fred T. Korematsu Institute | San Francisco, CA

Planned and facilitated summer curriculum writing institutes for K-12 teachers on documentary films about World War II-era Japanese American incarceration.

- 12/2018 – 5/2019 Mikva Challenge | Chicago, IL
Created civic education lessons to complement the documentary film, *'63 Boycott*.
- 2/2018 – 6/2018 Third World Newsreel | New York, NY
Composed curriculum guide to documentary film, *Resistance at Tule Lake*.

EDUCATION RESEARCH + WORK EXPERIENCE

- 10/2011 – 6/2020 Teachers College Inclusive Classrooms Project | New York, NY
Graduate Assistant & Digital Content Editor
Designed, edited, and developed content for an action research initiative on inclusive education.
- 9/2017 – 9/2019 9/11 Memorial & Museum + New York University | New York, NY
Andrew W. Mellon Postdoctoral Research Fellow + Visiting Scholar
Postdoctoral fellowship focusing on teacher education in site-specific cultural institutions.
- 5/2016 – 8/2017 Teaching Residents at Teachers College (TR@TC) | New York, NY
Graduate Assistant
Managed social media and web communications for a federally-funded teacher residency program that prepares students to be certified to teach in high-need areas.
- 7/2013 – 3/2014 Bright Bytes | San Francisco, CA
Research Partner
Reviewed scholarly research in support of a large-scale, multi-site study of technology use and implementation in schools.
- 5/2012 – 8/2012 Dr. Bassel Akar, University of Notre Dame | Beirut, Lebanon
Research Assistant
Conducted research on pedagogies in post-conflict settings, focusing on debates over the Lebanese Civil War history curriculum and the use of art therapies to ameliorate war trauma.

9/2010 – 5/2013 Experiencing Diversity Project @ Teachers College | New York, NY
 Graduate Assistant
 Organized focus groups, managed data, conducted qualitative data analysis, and report writing for a three-year study of diversity climates in higher education.

PRESENTATIONS

CONFERENCE PRESENTATIONS

Langan, E., & Goulding, C. (2022, October). Professional development in practice: Primary source responses to 9/11. Roundtable session at Seeking Solidarity: Preparing Educators in and for Challenging Times, NYSATE/NYACTE Annual Fall Conference, Saratoga Springs, NY.

Goulding, C. (2022, April). Yuri Kochiyama's Harlem: Place, politics, and social change. Session at Teaching for Justice: A Spotlight on Teaching Asian American Studies Across the Curriculum, University of California, Irvine's Center for Educational Partnerships x UCI Teacher Academy, Irvine, CA (Virtual).

Langan, E., Mauer, J., Goulding C., & Williams, A. (2021, November). Teachers teaching teachers: Primary source responses to 9/11. Panel session at the Annual Convention of National Council for the Social Studies (Virtual).

Kirtley, K., Goulding, C., Lin, F., & Liu, D. (2021, November). The past informs the present: Representation and intergenerational empathy using American Masters film, *Amy Tan: Unintended Memoir*. Panel session at the Annual Convention of the National Council of Teachers of English (Virtual).

Langan, E., Mauer, J., & Goulding C. (2020, June). We're all in this together: A Teaching with Primary Sources (TPS) anthology of collaboration. Poster session at Who Tells Your Story?, Library Of Congress' Teaching With Primary Sources Eastern Region Conference (Virtual).

Loza Sánchez, D., Stone Burrue, T., & Goulding, C. (2020, April). (Un)Doing the settler state with place-based pedagogies: Exclusionary tactics across three temporalities. Symposium at the Annual Meeting of the American Educational Research Association, San Francisco, CA (Conference canceled due to COVID-19).

Goulding, C. (2019, March). Teaching about World War II-era detention and prisons: A screening of Resistance at Tule Lake. Presentation at the Annual Meeting of the National Council on Public History, Hartford, CT.

Goulding, C. (2018, November). Staircases into the underworld: Pathways of descent at the 9/11

Memorial & Museum. Paper presented at the Annual Conference of the College and University Faculty Assembly, National Council for the Social Studies, Chicago, IL.

Lee, C. C., & Goulding, C. (2018, November). Teaching acts of witnessing in *Maus* and *Night*. Paper presented at the Annual Convention of the National Council of Teachers of English, Houston, TX.

Goulding, C. (2018, November). Pedagogies of the body at Ripley's Believe it or Not! and in popular media. Paper presented at the Annual Conference of the American Educational Studies Association, Greenville, SC.

Goulding, C. (2018, April). Designing places of exception as places of learning: The Tule Lake National Monument. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Goulding, C. (2018, March). Virtual places of exception: Gone GITMO and the Guantánamo Museum of Art and History. Paper presented at Memorialization Unmoored: The Virtualization of Material Mediums of Social Memory, Yale University, New Haven, CT.

Goulding, C. (2017, November). Places of exception as places of learning: The Tule Lake Unit. Presentation at the Public History Collective's Conference, City University of New York, New York, NY.

Goulding, C. (2015, November). This must be the place: Using place-based projects to explore violations of human and civil rights. Presentation at Past Forward, National Trust for Historic Preservation, Washington, D.C.

Goulding, C., Garcia, X., Schlessinger, S., & Sellers, S. (2013, November). Beats, verses, and ligaments: Hip hop pedagogy as inclusive practice for middle school science instruction. Paper presented at the Annual Meeting of the National Association for Multicultural Education, Oakland, CA.

Akar, B., Goulding, C., & Makari, K. (2013, May). The history debates in contemporary Lebanon. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Goulding, C. (2013, April). The spaces in which we appear to one another: A study of zines by Asian American women and girls. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA.

Goulding, C. (2012, December). Living with ghosts, living otherwise: A study of history curriculum in post-genocide Cambodia. Paper presented at the Local History, Global Ethics, Justice Conference, Columbia University, New York, NY.

Walter, M., Goulding, C., & Friedrich, D. (2012, April). Pedagogies of torture, pedagogies as torture:

A curricular palimpsest. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Oyler, C., & Goulding, C. (2012, April). Talkin' the talk, walkin' the walk?: The structures, practices and language of a climate for diversity. Paper presented at the Annual Meeting of the American Educational Research Association, Vancouver, Canada.

Goulding, C., & Thomas, J. (2009, February). Documentary poetry and the exploration of Anna Deveare Smith's *Twilight Los Angeles, 1992*. Presentation at the California Association of Teachers of English Conference, Santa Clara, CA.

Goulding, C. (2002, April). A pilgrimage to Manzanar: Contemporary Amerasian culture and the internment of multiracial Japanese Americans. Presentation at Crossing Lines: Race and Mixed Race Across the Geohistorical Divide, Santa Barbara, CA.

INVITED TALKS

Kim, J.; Rubin, B.; Epstein, T.; Goulding, C.; Ackerman, E.; Rojas, C.; Schmidt, J. (2023, March). Teaching difficult histories in secondary schools. Speaker at panel, Hunter College, City University of New York, New York, NY.

Goulding, C. (2022, February). The toy library: Post-memory and telling the stories of Japanese American incarceration. Speaker at Lunch & Learn, Facing History and Ourselves, New York, NY.

Lin, F., & Goulding, C. (2022, May). Incorporating Asian American voices in the middle school and high school curriculum. Session at Asian American & Pacific Islander Heritage Month, School District of Philadelphia, Philadelphia, PA (Virtual).

Abu Ei-Haj, T.R., Salyer, J.C., & Goulding, C. (2021, September). The 9/11 Memorial & Museum as a place of learning. Speaker at Memory to Legacy: Living with the Tragedies of 9/11, Barnard College, New York, NY (Virtual).

Goulding, C. (2020, May). Walking a burning world: Digressive pedagogies in space and place. Keynote speaker at Facing Climate: Affecting Change in Our Classrooms, Communities, and World, Curriculum & Teaching Graduate Student Collaborative Conference, Teachers College, Columbia University, New York, NY.

PUBLIC TALKS

Goulding, C., Lin, F., Kirtley, K., & Weekes, P. (2021, April). Hemingway to manga: Welcoming all kinds of books and genres in the classroom. Webinar on edWeb.net, sponsored by The WNET Group (Virtual).

Abe, F., Niumura, T., Ishikawa, R., Goulding, C., & Lin, F. (2021, June). *We hereby refuse*: Japanese American resistance to wartime incarceration. Panel session at the Japanese American National Museum, Los Angeles, CA (Virtual).

Goulding, C., Lin, F., & Kirtley, K. (2021, April). Current events in context: Connecting Asian American history and anti-Asian racism. Webinar on edWeb.net, sponsored by The WNET Group (Virtual).

Goulding, C. (2019, May). The legacy of family separation. A gathering of thought leaders organized by the Pop Culture Collaborative, Grantmakers Concerned with Immigrants and Refugees (GCIR), Unbound Philanthropy, and RISE Together Fund, Japan Society, New York, NY.

Goulding, C. (2018, May). The stories they tell: The Vesey Street Stairs. Presentation at the 9/11 Memorial & Museum, New York, NY.

CONFERENCES AND SYMPOSIUMS ORGANIZED

Lee, C. C., Goulding, C., & Lin, F. (2022, June). Teaching and telling Asian American stories. Symposium at North Carolina State University's William and Ida Friday Institute for Educational Innovation, Raleigh, NC (Virtual).

Arel, S., & Goulding, C. (2019, June). Traversing the gap: Relevance as a transformative force at sites of public memory. Conference at the 9/11 Memorial & Museum, New York, NY.

CAMPUS TALKS + WORKSHOPS

Goulding, C. & Lin, F. (2023, March). Distilling academic concepts for high schoolers. Workshop for the Asian American Studies Center, University of California, Los Angeles (Virtual).

Goulding, C. (2023, March). The toy library. Presentation for students enrolled in Education, Genocide, and Liberation, Stockton University, Galloway, NJ (Virtual).

Goulding, C. (2022, April). Virtual places of exception: Gone GITMO and the Guantánamo Museum of Art and History. Presentation for freshmen seminar, Memorialization of Mass Atrocities in the Digital Age, at Yale University, New Haven, CT (Virtual).

Goulding, C. & Lin, F. (2021, August). Teaching Asian American history to expand the narrative. Workshop at the National Council for History Education Equity Summit: Recovery for Transformation (Virtual).

Goulding, C., & Darity, K. (2020, March). Welcoming the ghost: A theoretical and practical exploration of haunting. Workshop at the Annual Meeting of the National Council on Public History (Virtual).

Goulding, C. (2019, April). Please help me: I'm writing a dissertation and I'm filled with anxiety and

dread. Presentation for doctoral student colloquium in the Department of Curriculum & Teaching, Teachers College, Columbia University, New York, NY.

Goulding, C. (2019, February). Walking: Creative methods in research and data collection. Professional learning workshop for interpretative guides at the 9/11 Memorial & Museum, New York, NY.

Goulding, C. (2018, April). Walking and perambulation as data collection and analysis. Workshop for doctoral students enrolled in Qualitative Data Analysis, Teachers College, Columbia University, New York, NY.

Goulding, C. (2017, March). "Give up your body for an abstraction": Lyrical writing in the dissertation process. Workshop offered at Confronting Hostility, Cultivating Hope: The Department of Curriculum & Teaching's Annual Graduate Student Conference, Teachers College, Columbia University, New York, NY.

Goulding, C. (2014, March). The framing of darkness. Talk in response to Daniel Friedrich's *Democratic education as a curricular problem: Historical consciousness and the moralizing limits of the present* (2013). Teachers College, Columbia University, New York, NY.

Goulding, C. (2012, October). Teaching in times of belatedness: The history debates in contemporary Lebanon. Presentation at the 12th Annual Peacebuilding Fieldwork Symposium, Columbia University, New York, NY.

AWARDS + FELLOWSHIPS

2022	The Digital Ethnic Futures Consortium, Teaching Fellowship
2018	American Educational Research Association, Division B: Curriculum Studies, Outstanding Dissertation Award
2015	Japanese American Citizens League, Mine and Railroad Workers Scholarship
2015	National Trust for Historic Preservation, Diversity Fellow
2013	Advanced Consortium on Cooperation, Conflict, and Complexity (AC4), The Earth Institute, Columbia University, Graduate Student Fellow
2012	Middle East Institute at Columbia University, Regional Travel Research Fellowship
2009	Newark Memorial High School, Newark Unified School District, Teacher of the Year
2009	Newark Educational Foundation, Excellence in English and Language Arts

Instruction

- 2008 Teachers and Writers Collaborative, Finalist for the Bechtel Prize in recognition of "When Twilight Falls: How Documentary Poetry Responds to Social Injustice," an essay related to creative writing education, literary studies, and/or the profession of writing
- 2003 – 2005 University of California, Berkeley, Molly Quinn Fellow, Graduate School of Education

GRANTS

- 2020 Legacy Fund Grants Program, Japanese American Citizens League (declined)
- 2020 – 2021 The George and Sakaye Aratani Community Advancement Research Endowment, UCLA Asian American Studies Center
- 2019 – 2022 Teaching with Primary Sources Regional Grant, Library of Congress

SERVICE TO THE PROFESSION

- 10/2022 – Present Facing History and Ourselves | Speakers Bureau on Japanese American Incarceration
- 5/2020 – Present Tsuru for Solidarity | Healing Circles Facilitator
- 11/2012 – 8/2017 Historical Dialogues, Justice, and Memory Network | Working Paper Editor
- 4/2010 – 9/2014 *Hyphen* Magazine | Books Editor
- 1/2008 – 6/2008 California State University, East Bay, College of Education | Cooperating Teacher

PROFESSIONAL TRAINING

- ❖ BMCC-Hunter AANAPISI Bridge Initiative (ABI), Faculty Seminar Series
- ❖ Ed Solutions, Social Studies Accelerator, Content Creator Markets Matter Cohort
- ❖ How to Build a Growing Profitable Business, WIBO

- ❖ FastTrac NewVenture for the Female Entrepreneur, New York City Department of Small Business Services
- ❖ Principles of e-Learning Instructional Design, UC Irvine Division of Continuing Education
- ❖ Exploring e-Learning Tools, UC Irvine Division of Continuing Education
- ❖ Oral History Summer School, Fall Mini-Intensive
- ❖ Practicum in Conflict Resolution, International Center for Cooperation & Conflict Resolution
- ❖ Southern California Advanced Placement Institute
- ❖ East West Center, Travel and Teach Cambodia
- ❖ WestEd Strategic Literacy Institute
- ❖ Folger Shakespeare Library, National Endowment for the Humanities Summer Institute
- ❖ Facing History and Ourselves, Holocaust and Human Behavior Institutes and Workshops

PROFESSIONAL ORGANIZATIONS

- ❖ National Council for the Social Studies
- ❖ Association for Supervision and Curriculum Development