

# Michelle J. Bellino

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## EDUCATION

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*Harvard Graduate School of Education*- Ed.D. in Culture, Communities, and Education. Presidential Fellow. Fall 2008- May 2014. Cambridge, Massachusetts.

*Harvard Graduate School of Education*- M.Ed. in Risk and Prevention. Fall 2008- Spring 2010. Cambridge, Massachusetts.

*University at Buffalo*- M.A. in Cultural Anthropology. Fall 2005- Fall 2007. Buffalo, New York. Master's Thesis: *The Memory war in "postwar" Guatemala.*

*Cornell University*- B.A. in English. Concentration in Latin American Studies. Distinction in all subjects. Fall 1998-Spring 2002. Ithaca, New York.

## PROFESSIONAL APPOINTMENTS

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*Assistant Professor, University of Michigan School of Education*- Educational Studies; Educational Foundations and Policy; Literacy, Language, and Culture. Fall 2014-Present.

*Faculty affiliate*- Weiser Center for Emerging Democracies; African Studies Center; Human Rights Program.

## RESEARCH CONSULTANCIES

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*International Rescue Committee*- Research consultant. Designed a qualitative evaluation study to measure impact of community-based schools and the cluster model implemented by Basic Education for Afghanistan Consortium (BEACON). Summer 2014- Winter 2015.

*Harvard University, Derek Bok Center for Teaching and Learning*- Research consultant. Analyzed focus group and survey data on college student experience in classrooms implementing flipped and blended learning models, contributed to evaluation report. Spring 2014.

*United Nations High Commissioner for Refugees (UNHCR)*- Field researcher, research team leader. Collaboration between Harvard and UNHCR to study the process of adaptation and implementation of Global Education Strategy in 14 priority countries. Supervised Kenya, Uganda, Malaysia, and Ethiopia student teams. Research entailed structured interviews, field-based data collection in Kenya, comparative analysis, and sharing policy recommendations with UNHCR. Spring 2014-Fall 2014.

*Harvard Graduate School of Education*- Research assistant. Assisted in designing qualitative methods course requirement. Fall 2012, Fall 2013.

*Harvard Graduate School of Education*- Research assistant, research team leader. Researched adolescent historical understanding for Facing History and Ourselves National Professional Development Evaluation study. September 2008- October 2011.

DePaul University International Human Rights Law Institute- Research consultant. Researched and edited an abbreviated version of the United Nation's Commission for Historical Clarification Report, text in Spanish. May 2009-December 2010.

*Facing History and Ourselves-* Research consultant. Conducted research and wrote text for curricular resource on genocide and global conflict. Research and Development Department. Spring 2010.

## **PUBLICATIONS**

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### ***Books***

Bellino, M.J. (in press). *Youth in transition: Education and wait-citizenship in postwar Guatemala*. Rutgers, NJ: Rutgers University Press. Childhood Studies Series.

Bellino, M.J., Williams, J.H. (Eds.) (in press). *(Re)constructing memory: Education, identity, and conflict*. Rotterdam: Sense Publishers.

### ***Peer-reviewed articles***

Bellino, M.J. (2016). So that we do not fall again: History education and citizenship in “postwar” Guatemala. *Comparative Education Review*, 60(1), 58-79.

Bellino, M.J. (2015). The risks we are willing to take: Youth civic development in “postwar” Guatemala. *Harvard Educational Review*, 85(4), 537-561.

Bellino, M.J. (2015). Civic engagement in extreme times: The remaking of justice among Guatemala's “postwar” generation. *Education, Citizenship, and Social Justice* 10(2), 118-132.

Bellino, M.J. (2014). Educating for human rights consciousness. *Listening: A Journal of Communication Ethics, Religion, and Culture*. Special Issue: The social construction of human rights, Fall, 136-157.

Bellino, M.J. (2013). Educating the “good citizen”: Memory in postwar Guatemala. *ReVista XIII*(1), 64-66.

Bellino, M.J. & Selman, R.L. (2011). High school students' understanding of personal betrayal in a socio-historical context of ethnic conflict: Implications for teaching history. *International Journal of History Teaching, Learning and Research* 10(1), 29-43.

Bellino, M.J. (2010). Femicide and silence in “postwar” Guatemala. *Women's Policy Journal of Harvard* 7, 5-9.

Bellino, M.J. (2010/2011). A history of violence, not a culture of violence. *ReVista X*(1), 13-16.

Bellino, M.J. (2010). Historical understanding and media literacy: A dispositional alignment. *International Journal of Social Education* 23(1), 99-117.

Bellino, M.J. (2008). Invoking solidarity and engaged listening in publicly active work. *Reflections: A Journal of Writing, Service-Learning, and Community Literacy* 7(3).

Bellino, M.J. (2007). All the Nice Restaurants, *Anthropology and Humanism* 32(1), 86-87.

### ***Peer-reviewed book chapters***

Bellino, M.J. (in press). Learning through silence in “postwar” Guatemala. In D. Bentrivato, K.V. Korostelina, & Schulze, M. (Eds.), *History can bite: History education in divided and post-war societies*. Göttingen, Germany: Vandenhoeck & Ruprecht.

Bellino, M.J. (in press). The memory war in “postwar” Guatemala: Human rights activism in the aftermath of mass conflict. In Dewhurst, E., Robinson, S., & Soprano, R. (Eds.) *Human rights in times of transition*. Routledge.

Dryden-Peterson, S., Bellino, M.J., & Chopra, V. (2015). Youth education in conflict. In B.D. Miller, S. Freeman, & C. Byrne (Eds.) *International Encyclopedia of Social and Behavioral Sciences* (2<sup>nd</sup> ed., Vol. 4) (pp. 632-638), Oxford: Elsevier.

Bellino, M.J. (2014). Whose past, whose present?: Historical memory among the “postwar” generation in Guatemala. In Williams, J.H. *(Re)constructing memory: School textbooks and the imagination of the nation* (pp. 131-152). Rotterdam: Sense Publishers.

Bellino, M.J. & Selman, R.L. (2012). The intersection of historical understanding and ethical reflection during early adolescence: A place where time is squared. In M. Carretero, M. Asensio, & M. Rodríguez-Moneo (Eds.) *History education and the construction of national identities* (pp. 189-202). Information Age Publishing.

### ***Invited book chapters***

Bellino, M.J. & Selman, R.L. (in press). High school students’ understanding of personal betrayal in a socio-historical context of ethnic conflict: Implications for teaching history. In Cooper, H. & Nichol, J. (Eds.), *Identity, trauma, and controversial issues in history* (pp. 364-393). Cambridge Scholars. Reprint.

Bellino, M.J. (2014). Educating for human rights consciousness. In Wren, T. (Ed.), *Human rights and cultural meanings* (pp. 43-83). New University Press. Reprint.

Bellino, M.J. (2012). Further readings [bibliographic essay]. In D. Rothenberg (Ed.), *Memoria de silencio [Memory of silence: The Guatemalan Truth Commission Report]* (pp. 227-234), Palgrave; FyG Editores.

Bellino, M.J. & Bellino, M. (2010). Failures, Losers, and Screenwriter Wannabes: Storytelling for the Screen in the 21<sup>st</sup> Century. In E. Clapp (Ed.) *20Under 40: Reinventing the Arts and Arts Education for the 21<sup>st</sup> Century* (pp. 98-111), Bloomington, IN: AuthorHouse.

### ***Teaching cases***

Bellino, M.J. & Dryden-Peterson, S. (2016). “Access or quality?: Decision-making on education in Kakuma Refugee Camp, Kenya.” Case study and teaching notes. Harvard Education Publishing Group.

### ***Reports***

Bellino, M.J. (2015). “Youth aspirations in Kakuma Refugee Camp. Year 1.” United Nations High Commissioner for Refugees. Report and webinar.

Bellino, M.J. & Bibi, Z. (2015). Teaching and learning in the cluster model: A qualitative analysis of effective community based education. International Rescue Committee and Basic Education for Afghanistan Consortium.

Bellino, M.J. & Dryden-Peterson, S. (2014). Implementing a global strategy in national contexts: Field-based case studies of the UNHCR Education Strategy, 2012-2016, Kenya case study. United Nations High Commissioner for Refugees.

### **Online**

Bellino, M.J. (2015). The risks we are willing to take: Youth civic development in “postwar” Guatemala. *Voices in Education: The Blog of Harvard Education Publishing*. <http://hepg.org/blog/the-risks-we-are-willing-to-take-youth-civic-devel>

Bellino, M.J. & Chopra, V. (2014). “Conflict sensitive education (CSE) and youth: Youth as citizens.” International Network for Education in Emergencies, Adolescent and Youth Task Team. <http://www.incesite.org/en/discuss/cse-and-youth-week-2-youth-as-citizens>

Bellino, M.J. (2009). “Who is a leader, really?”; “Ivy league waitress.” ArtsBlog, Americans for the Arts. <http://blog.artsusa.org/?author=87%22>

## **GRANTS AND FELLOWSHIPS**

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*National Academy of Education/ Spencer Foundation Postdoctoral Fellowship*. “Education and belonging in the context of an unknowable future: Youth aspirations in Kakuma Refugee Camp.” 2016-2017.

*Georg Eckert Institute for International Textbook Research*- Research Fellowship. June 2016.

*University of Michigan Office of Research*- Bellino, M.J. “Youth aspirations in Kakuma Refugee Camp.” Seed funding granted for piloting new research. 2015-2016.

*Center for Research on Teaching and Learning*- Bellino, M.J. Internationalizing the curriculum. “International and Comparative Education: Globalization, conflict, and development.” 2015-2016.

*Weiser Center for Emerging Democracies*- Bellino, M.J. “Education, democracy, and transitional justice: Truth commissions and legacies of reform.” 2015-2016.

*British Association for International and Comparative Education*- Bellino, M.J. & Paulson, J. “Education and transitional justice: Building a research cluster.” 2014-2016.

*Maurice Lazarus Research Travel Award, Davis Center for Russian and Eurasian Studies*- Harvard University. Summer 2013.

*John H. Coatsworth Dissertation Fellowship*, Harvard University. 2012-2013.

*Samuel P. Huntington Mid-Dissertation Grant, Weatherhead Center for International Affairs*- Summer 2012.

*Advanced Research Group Fellowship, Real Colegio Complutense* (Madrid, Spain)- Summer 2011.

*Dean’s Fellowship, Harvard Graduate School of Education*- Summer 2010.

*David Rockefeller Center for Latin American Studies- Research Grant.* Summer, 2009, 2010, 2012, 2013.

*Council of Alumni for Social Enterprise (CASE) Research Fellowship-* Summer, 2009.

*Presidential Fellowship, Harvard Graduate School of Education-* 2008-2011.

*Mark Diamond Research Fellowship, University at Buffalo-* Fall 2007.

*Foreign Language Area Studies (FLAS) Fellowship, Tulane University-* Summer 2007.

*Presidential Fellowship, University at Buffalo-* 2005-2007.

## **PRESENTATIONS**

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*American Anthropological Association-* “Youth citizenship, education, and conflict,” Session Co-chair (with N.Moland). “Education and wait-citizenship: Youth aspirations in Kakuma Refugee Camp,” Paper presentation. Nov, 2016. Minneapolis, MN.

*Latin American Studies Association-* “Visible, yet invisible: Indigenous citizens and history in El Salvador and Guatemala.” Gellman, M. & Bellino, M.J. Paper presentation. May, 2016. New York, NY. Presented in absentia.

*American Educational Research Association-* “Engaging youth in reshaping their worlds across the world: Research on, for, and with youth as engaged global citizens.” Invited session. Apr, 2016. Washington DC.

*World Education Research Association-* “Cosmopolitanism as a privilege in postwar Guatemala.” Paper presentation. Apr, 2016. Washington DC.

*Comparative and International Education Society-* “Education, mobility, and belonging: Youth aspirations in Kakuma Refugee Camp”; “Citizen, interrupted: Educating for wait-citizenship amidst Guatemala’s ‘postwar’ challenges.” Paper presentations. Mar, 2016. Vancouver, Canada.

*Alliance for Historical Dialogue and Accountability, Columbia University-* Bellino, M.J. & Paulson, J. “Truth commissions and education: Looking forward, looking back.” Paper presentation. Dec, 2015. New York, NY.

*American Anthropological Association-* “Education and belonging in the context of an unknowable future: Youth aspirations in Kakuma Refugee Camp,” Paper presentation. “Educational policies and practices in transition: Equity, rights, and nation-building in post-conflict Guatemala,” Invited discussant. Nov, 2015. Denver, CO.

*Oxford Transitional Justice Research Seminar Series-* “Truth commissions and education,” Paulson, J. & Bellino, M.J. Presented in absentia. May, 2015. University of Oxford, UK.

*Comparative and International Education Society-* “Integration for whom?: Coordinating the UNHCR Global Education Strategy in Kakuma Refugee Camp”; “Truth commissions and education systems: Time to look back,” Paulson, J. & Bellino, M.J.; “The role of communities in education in conflict and crisis: Afghanistan,” Mehta, N., Bellino, M.J., & Faizi, Z. Mar, 2015. Washington DC.

*American Anthropological Association*- “What good is education under extreme conditions?: Producing anthropology of youth, education, and conflict,” Session chair. “The risks we are willing to take: Youth civic development in ‘postwar’ Guatemala,” Paper presentation. Dec, 2014. Washington DC.

*International Center for Transitional Justice Expert Roundtable*- “Transitional Justice, education, and peacebuilding.” Invited presenter. Co-organized with UNICEF. Oct, 2014. New York, NY.

*Harvard Graduate School of Education, Critical conversations and bold ideas*- “Technology and the soul of higher education: Hybrid learning models and individual learning playlists.” Invited presenter. Sept, 2014: Cambridge, MA.

*Comparative and International Education Society*- “Constructing the good citizen in ‘postwar’ Guatemala.” Session Co-chair (with E. Worden), “Education and transitional justice: Shaping a new civil society,” Paper presentation. Mar, 2014. Toronto, Canada.

*American Anthropological Association*- “Silence, memory and power: Divided approaches to civic development in postwar Guatemala.” Bellino, M.J. & Rubin, B.C. Nov, 2013. Chicago, IL.

*Jean Piaget Society*- Invited discussant for “The development of historical concepts and narratives and the construction of national identities.” June, 2013. Chicago, IL.

*Comparative and International Education Society*- “Whose past, whose present?: Historical memory among the ‘postwar’ generation in Guatemala.” Mar, 2013. New Orleans, LA.

*Alliance for Historical Dialogue and Accountability, Columbia University*- “Education as a mechanism of transitional justice: But what kind of story, what kind of stance?” Dec, 2012. New York, NY.

*Association of Moral Education*- “When a historical compromise becomes an unusable past: Formal and informal education in ‘postwar’ Guatemala.” Nov, 2012. San Antonio, TX.

*International Society of Political Psychology*, “Transitional justice, legacies of authoritarianism, and a failing democracy: Civic culture among Guatemala’s ‘postwar’ generation”; “The intersection of historical understanding and ethical reflection during early adolescence.” July, 2012. Chicago, IL.

*Strassler Center for Holocaust and Genocide Studies, Clark University, International Graduate Students’ Conference*- “Historical memory among the ‘postwar’ generation in Guatemala.” Mar, 2012. Worcester, MA.

*Historical Justice and Memory Network, Swinburne University*- Emerging Scholars Plenary Performance. (Joint presentation.) Feb, 2012. Melbourne, Australia.

*Association of Moral Education*- “Human rights education, historical silence, and a ‘culture of violence’ in Guatemala.” Oct, 2011. Nanjing, China. Presented in absentia.

*International Society of Political Psychology*- “Remembering the past in ‘postwar’ Guatemala.” July, 2011. Istanbul, Turkey. Presented in absentia.

*American Educational Research Association*- “Historical consciousness in ‘postwar’ Guatemala: Official narratives in unofficial spaces.” Apr, 2011. New Orleans, LA.

*Association of Moral Education* - "Studies of the assessment of high school aged adolescents' informed social reflection." Barr, D., Molano, A., Bellino, M., & Selman, R.L. Nov, 2010. St. Louis, MO. Presented in absentia.

*Universidad Autónoma de Madrid*, Denationalizing history education conference- "Historical inquiry and moral reflection." Bellino, M. & Selman, R.L.; "Remembering the past in 'postwar' Guatemala: Human rights education, historical silence, and a culture of impunity." Oct, 2010. Madrid, Spain.

*American Educational Research Association conference*- "How would you explain what she did?: Adolescent historical understanding of friendship and betrayal during intergroup violence." Poster presentation. May, 2010. Denver, CO.

*Culture, Communities, and Education, Harvard Graduate School of Education*- "Memories of the past in 'postwar' Guatemala." Mar, 2010. Cambridge, MA.

*Oral History Association*- "Motivating history education with oral history narratives: Learning from historical silence in postwar Guatemala." Oct, 2009. Louisville, KY.

*Education Without Borders*- "Critical historical consciousness in 'postwar' Guatemala." Apr, 2009. Dubai, UAE.

*American Anthropological Association*- "The memory mar in postwar Guatemala." Chair and co-coordinator of panel, "Confronting Violence in Postwar Guatemala." Nov, 2008. San Francisco, CA.

*Guest Lecture at Lehman College (CUNY)*- Invited to speak in two undergraduate anthropology classes, "Ethnography of Latin America" and "Human rights in Latin America." Apr, 2008. New York, NY.

*University of California, Los Angeles*, Representations of Violence Conference- "Exoticizing violence in Mel Gibson's *Apocalypse*" Oct, 2007. Los Angeles, CA.

## **EDITORIAL WORK**

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*Dialogues on Historical Justice and Memory Research and Advocacy Network*- Co-editor of Working Paper Series. Spring 2013-Present.

*Peer Reviewer*- Reviewer for *International Journal of Transitional Justice*; *International Journal of History Teaching, Learning and Research*; *Political Psychology*, *Journal on Education in Emergencies*; Bloomsbury Academic Publishing. Fall 2012-Present.

Advisory Board- *International Journal of History Teaching, Learning and Research*. June 2015-Present.

## **AWARDS AND RECOGNITIONS**

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*Gail P. Kelly Dissertation Award*- Selected by the Comparative and International Education Society. 2015.

*Concha Delgado Gaitan Presidential Fellow*- Selected by the Council of Anthropology and Education. 2014.

*Judith Torney-Purta Outstanding Paper Award*- Selected by the Comparative and International Education Society, Civic and Democratic Education Special Interest Group. 2014.

*Graduate Student Associate, David Rockefeller Center for Latin American Studies-* Fall 2011-Spring 2014.

*Jennings Randolph Peace Scholar, United States Institute of Peace-* Dissertation fellowship. 2012- 2013.

*American Association of University Women (AAUW) Catalyst for Change Award-* Awarded for outstanding social activism on behalf of women. Fall 2007.

*Cable Positive POP Award for Public Service Announcements-* “Parallel Park,” “Before/After” Campaign. Finalist 2007.

*Ethnographic Fiction Award-* Selected by the Society for Humanistic Anthropology. 2006.

*Foreign Language Area Studies (FLAS) Fellowship, Duke University-* Summer 2006.

*Golden Key Literary Achievement Award-* “Walking the Chilean Tightrope.” May 2006.

*Cable Positive POP Award for Public Service Announcements-* “Oliver and Julia.” Finalist 2006.

## TEACHING

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*University of Michigan School of Education-* Comparative and International Education; Introduction to Qualitative Methods in Educational Research; Ethnographic approaches to educational research. Fall 2014-Present.

*Harvard Graduate School of Education-* Teaching Fellow, Graduate courses: Interviewing in Qualitative Research- Spring 2014; Education in Armed Conflict- Spring 2014; Introduction to Qualitative Research- Fall 2013; Educating for Democracy: The Case of Facing History and Ourselves- Spring 2010, Winter 2011, Spring 2012; Analyzing Culture: Dialogue, Discourse, and Theme- Spring 2012; Building Institutional Capacity for Large-scale Educational Reform: International Cases- Winter, 2012; Participant Observation- Spring 2011, Fall 2011. Growing Up in a Media World- Fall 2010, Fall 2011. Children’s Literature- Fall 2010, Fall 2011. Adolescent Literature- Fall 2010, Fall 2011. Everyday Antiracism for Educators- Fall 2008.

*New York University, Stern School of Business -* Adjunct Instructor. Taught Inquiry/Discourse for “Business and its Publics,” freshman course focusing on writing and critical thinking skills. Spring 2008.

*University at Buffalo-* Teaching Assistant, Undergraduate cultural anthropology courses: Introduction to Cultural Anthropology- Fall 2007; Men, Women, and War- Spring 2005; Warfare- Spring 2006; Anthropology of Religion- Fall 2005, Fall 2006.

## ACADEMIC SERVICE

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*Council on Anthropology and Education, Executive Committee-* Co-Chair of Council on Anthropology and Education Mission Committee, American Anthropological Association. Member Fall 2013- 2016. Co-chair 2016-Present.

*Civic and Democratic Education Special Interest Group-* Co-chair, Comparative and International Education Society. Winter 2016- Present.



*International Network for Education in Emergencies*- Consultative member of Adolescent and Youth Task Team. Spring 2014- Present.

*Boston Public Schools*- School-parent liaison for teachers communicating with families in Spanish. Fall 2013-Spring 2014.

*International Network for Education in Emergencies*- Consultative participant, "Guidance Notes on Teaching and Learning." October, 2009. "Conflict Sensitive Education Training," pilot workshop. February, 2014.

*Human Rights Educators USA*- Led Higher Education Working Group. Fall 2011-Spring 2012.

*Harvard University, Anthropology Department, Latin American Working Group*- Organized and led biweekly interdisciplinary writing workshop for graduate students researching Latin America. Fall 2009-Spring 2010.

## **ADDITIONAL TRAINING**

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*Georg Arnhold International Summer School on Education for Sustainable Peace*- "The challenges and promises of history education in divided and post-war societies." Georg Eckert Institute for International Textbook Research. July 2014. Braunschweig, Germany.

*Participatory Action Research Institute*- University of Massachusetts Boston. November 2013. Boston, MA.

*Association Pravnik, International Summer School*- "Institutional reform in light of European integration in countries of South East Europe." July 2013. Sarajevo, Bosnia and Herzegovina.

*Intergroup Dialogue, United States Institute of Peace*- February 2013. Washington, D.C.

*Phenomenological Approach to Interviewing as Qualitative Research*- February 2013. Workshop with Dr. Irving Seidman. Harvard Graduate School of Education. Cambridge, MA.

*Human Rights in Education Training Program*- Fall 2013. Harvard Kennedy School. Cambridge, MA.

*Summer Institute of Civic Studies*- July 2012. Jonathan M. Tisch College of Citizenship and Public Service, Tufts University. Medford, MA.

*International Society of Political Psychology Summer Academy*- July 2012. Chicago, IL.

*Historical Justice and Memory Emerging Scholars Workshop*- February 2012. Institute for Social Research, Swinburne University of Technology. Melbourne, Australia.

*Facing History and Ourselves*- "Holocaust and Human Behavior," Seminar- February 2009, March 2010, January 2011. "Holocaust and Human Behavior" Workshop- August 2010. Brookline, MA. "The Reconstruction era and the fragility of democracy," Summer Institute at DePaul University- July 2016.

*Kaqchikel Maya Language and Culture Course*- Tulane University. Summer 2007. Antigua, Panajachel, Comalapa, Tecpán, Guatemala.

*Yucatec Maya Summer Language Institute*- Duke University-University of North Carolina Consortium for Latin American Studies. Summer 2006. North Carolina; Mérida, Valladolid, Mexico.

*Pop Wuj School*- Social Work program; volunteer facilitator of rural women's literacy workshops. Summer 2005. Quetzaltenango, Guatemala.

*Bridge Linguatic Language Institute*- TEFL certification. April 2003. Santiago, Chile.

## **LANGUAGE**

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Spanish- Proficient. Yucatec Maya- Introductory level. Kaqchikel Maya- Introductory level.