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ABOUT THE AUTHORS

M. Beatriz Arias, Ph.D., is an Associate Professor in the Division of Curriculum and Instruction in the [Mary Lou Fulton College of Education at Arizona State University](#). Her scholarly interests focus on educational policy and instruction for English Language Learners (ELLs). Dr. Arias has been a Court-appointed expert in many school desegregation cases across the nation, including Los Angeles, CA, Denver CO and Chicago IL. She was a federally appointed Court Monitor in San Jose CA from 1987 through the termination of the desegregation decree in 2003. Professor Arias teaches courses preparing teachers to work with English Language Learners, and conducts research on the role of language in the identity formation of immigrant students. Her book, *Linguistic Segregation and Educational Equity for Latinos in the Southwest*, will be forthcoming in 2007.

Bruce Bivins is an Assistant Principal at [Franklin High School](#) in Seattle, who is pursuing his educational doctorate through the Center for Educational Leadership at the University of Washington. He believes the schoolhouse is the last institution in America that holds a promise to bridge our ethnic, socioeconomic, and religious divides. The schoolhouse can become a mobilizing institution for change, a service institution with the primary charge of preparing young learners to be leaders -- leaders leading to raise the bar, bridge the gap, and change the status quo. He is compelled to develop a shared leadership model for humanity, human connection, and the humane treatment of others. His mission is to build urban public school systems focused on increasing the personal identity of young people who are equipped with powerful academic and social skills. His commitment is fundamentally driven by beliefs that all children do learn. Therefore, we must hold high social and academic expectations for each and every student. We can do better. We must do better.

Curt Dudley-Marling, Ph.D., is a professor in the [Lynch School of Education at Boston College](#) where he teaches courses in language and literacy. He is currently Chair of the Elementary Section of the National Council of Teachers of English (NCTE) and former co-editor of the NCTE journal, *Language Arts*. Dudley-Marling has written widely in the areas of language and literacy focusing on struggling readers and writers and their parents and the politics of literacy. His current research interests include the social construction of learning failures and the efficacy of Shared Inquiry and Accountable Talk.

David Engle, Ed.D., is a lifelong resident of Washington's Puget Sound region with occasional residential lapses in other parts of the world. David has served as the principal of Interlake High School in the Bellevue Public Schools and led that school's International Baccalaureate program to full diploma-granting status before his departure for the Seattle Public Schools in 2000. David assisted in the revitalization of a historically important urban high school as the principal of Ballard High School in the Seattle Public Schools. His resignation as principal of Ballard High School in 2002 generated a public conversation about the educational and social value of school integration. From 2002-2004, David continued his work with the Seattle Public Schools as a school coach to lead the conversion of large comprehensive urban high schools into smaller learning communities that strove to personalize and support increased academic achievement for every high school student. In August of 2004, David returned to the important work of being a building leader by accepting the position of principal at [Squalicum High School](#) with the Bellingham School District. He holds a BA from the University of Washington, a master's degree in Computer Education from St. Martin's College, and an Ed. D. in Educational Leadership from Seattle Pacific University.

Andrew H. Griffin, Ed.D., is Assistant Superintendent of the [Office of Superintendent of Public Instruction](#) in Washington state. Dr. Griffin was raised in Springfield, Massachusetts in a family of 17 children. After a four year stint in the Marine Corps, he received a BA and MA from American International College (AIC), an MA from Westfield State College and Doctorate in Education from Harvard University. He has seven children and is grandfather of eleven. His professional career led him to teaching junior high school special education, and assisting in organizing tutoring and special service programs with colleges and community based organizations for students in an urban setting. He became a professor and co-director of the center of Human Relations and Community Affairs at his alma matar AIC. He later became an employee with the National Education Association and Executive Director of the Georgia Association of Educators. He currently serves on the cabinet of Office of the

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Sherick A. Hughes, Ph.D., is an Assistant Professor of Minority and Urban Education in the [Department of Curriculum and Instruction at the University of Maryland](#). In 2004, Dr. Hughes was awarded the Phi Delta Kappa Chapter Award for his dissertation on struggle and hope. He earned an M.A. at Wake Forest University, and the M.P.A. and Ph.D. from The University of North Carolina at Chapel Hill in Culture, Curriculum, and Change. His research interests are (a) urban and rural education; (b) race, class, gender, and equity in education; and (c) preparation and professional development in teaching and teacher education. Dr. Hughes' work has appeared in numerous refereed journals including the *Journal of Black Studies*, *Urban Review*, *International Journal of Inclusive Education*, *Educational Foundations*, and *Educational Studies* (forthcoming). His two new books are in circulation at over 125 universities worldwide. He can be reached at shughes1@umd.edu.

Thelma A. Jackson, Ed.D., is owner of [Foresight Consultants](#), bringing over 25 years of experience in education change initiatives, restructuring and reform, equity and diversity, policy making, cultural competency, community mobilization, strategic planning, educational auditing, school improvement, systemic change, and educational transformation. Dr. Jackson served on Task Forces and Advisory Councils for four former Governors of the State of Washington, including the Governor's Council on Education Reform and Funding (G-CERF) in 1991. She has served as President of the Washington State School Directors' Association; for 20 years was a Member and five-time President of the North Thurston School Board; served as Chairperson of the Washington State Legislative Ethics Board; and Chaired the Board of Trustees of The Evergreen State College. Dr. Jackson has participated as an education panelist, seminar leader, facilitator, workshop presenter, and keynote speaker at over 150 education-related events. She played an important leadership role in the work of the Multiethnic Think Tank whose position papers are featured in this journal.

Sonya Jones, J.D., joined [Pacific Legal Foundation](#) in August 2006 as a Fellow in the College of Public Interest Law at the Pacific Northwest Center in Bellevue, Washington. The Pacific Legal Foundation is a public interest legal organization dedicated to limited government, property rights and individual liberty. Ms. Jones received her Juris Doctorate from Texas Tech University School of Law in 2006, where she was a member of Law Review, Board of Barristers, and President of The Federalist Society. She received her B.A.S. in Sociology from Texas Tech University in 2003. Ms. Jones previously published "*That Land Is Your Land, This Land Is My Land...Until the Local Government Can Turn It for a Profit: A Critical Analysis of Kelo v. City of New London*," 20 *BYU J. PUB. L.* 139 (2005); "*Time to Make Waves? A Discussion of the Outdated Application of Texas Law to Seismic Exploration*," 38 *TEX. TECH. L. REV.* 429 (2006); and, several op-eds appearing in publications such as *The American Enterprise*, *The Los Angeles Times*, *The Houston Chronicle*, *National Review Online*, and *The Washington Post*. *PLF filed as amicus in support of Petitioners in both cases in the U.S. Supreme Court.*

Douglas Judge is currently pursuing his Masters in Teaching at Western Washington University, with endorsements in Social Studies/Sociology and Special Education. He is the Coordinator for the [Center for Educational Pluralism](#), and previously worked as a social worker and juvenile probation counselor in Seattle, WA.

Lorraine Kasprisin, Ph.D., is Professor of Philosophy of Education and Educational Foundations at the Woodring College of Education at Western Washington University. She is the director of the [Center for Educational Pluralism](#) at Woodring and editor for the *Journal of Educational Controversy*. She has presented papers at national and international conferences including the conferences in Belgium and Norway for the International Network of Philosophers of Education, and at Oxford University at the Philosophy of Education Society of Great Britain conference. Her articles have appeared in *Studies in Philosophy and Education*, *Philosophy of Education*, the *Journal of Aesthetic Education*, the *Multicultural Education Journal*, *Prospero: A Journal of New Thinking in Philosophy of Education*, and *Teachers College Record*. A social activist as well as a scholar and teacher, she has been active in the American Civil Liberties Union as former chapter president and state board member, and the [Whatcom Human Rights Task Force](#).

Jonathan Kozol, author, teacher and activist, has been a long standing advocate of children in America's schools.

After graduating from Harvard University (1958), Kozol taught in the impoverished Roxbury District of Boston, where he was fired for reading a Langston Hughes poem. He then taught for several more years in the Newton Public School District. Since then, Kozol has dedicated his time to illuminating social injustices through writing. In the past three decades, Kozol has authored numerous books, including *Savage Inequalities*, *Amazing Grace*, *Illiterate America*, *Rachel and Her Children*, and *Death at an Early Age*. For his significant contributions, Kozol has received numerous book awards, including the Robert F Kennedy Book Award, 1989, the New England Book Award, 1992, and the Anisfield-Wolf Book Award, 1996. He also received the Conscience in Media Award from the American Society of Journalists and Authors, 1988. He has twice been a fellow of the Rockefeller Foundation, has held two Guggenheim Fellowships, and received fellowships from the Field and Ford Foundations. His most recent authored book is *Shame of the Nation: The Restoration of Apartheid Schooling in America*, which speaks of devastating inequalities in America's schools.

Gary Orfield is a Distinguished Professor of Education at [UCLA](#). His interests include the study of civil rights, education policy, urban policy, and minority opportunity. As co-founder and co-director of the Civil Rights Project/El Proyecto de CRP, he is concerned with developing a new generation of research on multiracial civil rights issues. Recent works include studies of changing patterns of school desegregation and the impact of diversity on the educational experiences of law students. He has been involved with the development of governmental policy and has served as expert witness in court cases related to his research, including several dozen civil rights cases. In 1997, Orfield was awarded the American Political Science Association's Charles Merriam Award for his "contribution to the art of government through the application of social science research." A native Minnesotan, Orfield received his Ph.D. from the University of Chicago and travels annually to Latin America, where his research work is now expanding.

Judith H. Owens is a doctoral student at the [University of Houston](#) in the program area, Social Education. Her research subject will focus on the experiences of black students in public schools. She is a former high school biology teacher, an active community volunteer and a member of a district-wide education improvement council. She is the mother of both a senior high and junior high school student.

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Brett Rubio is a political science graduate student at [Western Washington University](#). He is also an alumnus of [Gonzaga University School of Law](#) and the [University of Southern California](#). Brett has over 15 years of military service, and is currently working towards a career as a college professor. His primary interest is in the area of constitutional law, particularly civil liberties.

Roberto Sánchez is the senior writer for the [American Civil Liberties Union of Washington](#). Before joining the ACLU staff, Sánchez spent a decade as a news reporter for the Phoenix Gazette, the Arizona Republic and the Seattle Times, and managed public relations for nonprofit organizations in Seattle. The ACLU of Washington is the state arm of the American Civil Liberties Union, the premier nationwide organization working daily in courts, legislatures, and communities to defend and preserve individual rights and freedoms guaranteed by our Constitution and laws.

Brian D. Schultz, Ph.D., is an Assistant Professor of Educational Foundations in the Department of Educational Leadership and Development at [Northeastern Illinois University](#) in Chicago. His research focuses on students and teachers theorizing together, developing integrated curriculum based on the students' priority concerns, and curriculum as social action. He is particularly interested in encouraging pre-service and practicing teachers to create democratic and progressive educational ideals in disadvantaged neighborhoods. His book, *Just Like a Record Deal and Stories from an Urban Classroom Curriculum*, details the classroom experience in this article and will be published in 2008 by Teachers College Press. Prior to his role at Northeastern, Brian taught fifth-grade in Chicago's Cabrini Green neighborhood. He earned his Ph.D. from the University of Illinois at Chicago in Curriculum and Instruction. Brian may be reached at b-schultz@neiu.edu or 773-442-5327.

Kerri Ullucci, Ph.D., is an Assistant Professor at the [University of Massachusetts, Dartmouth](#). Her research interests focus on issues of race and diversity, particularly as they pertain to teacher education. Dr. Ullucci's recent work has been published in *Urban Education*, *Multicultural Education* and the LA Times.

Lynette Vogeley is a senior at [Western Washington University](#) in Bellingham, WA. She is pursuing her Bachelors Degree in Early Childhood Special Education, with endorsements in both Special Education and General Education. She will graduate in March, 2007. During her study at Western, she founded the *Students and Teachers for Social Justice* club that is still a recognized University student club. You may contact her at the following email addresses: vogelel@cc.wwu.edu or lvogeley@gmail.com.