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ABOUT THE AUTHORS

Curtis Acosta has been a high school teacher for nearly 20 years in Tucson, where he developed and taught Chicano/Latino Literature classes for the renowned Mexican American Studies program in the Tucson Unified School District. He is an award-winning educator that was recently named one of the Top 10 Latinos to Watch in US Politics by the *Huffington Post*. Curtis has also been featured in the documentary *Precious Knowledge*, The Daily Show with John Stewart, as well as multiple profiles by CNN, PBS, the *New York Times*, and the *Los Angeles Times* amongst many other media outlets. Curtis has also been fortunate to have articles published in the *English Journal*, *Voices in Urban Education*, and the book *Educational Courage: Resisting the Ambush of Public Education*. He is the founder of the Acosta Latino Learning Partnership; an educational consultation firm committed to help educators create empowering and engaging pedagogical practices in their own classrooms.

Richardson Addai-Mununkum is a Ph.D. student of the Department of Curriculum & Instruction, School of Education, University of Wisconsin – Madison. He is a graduate of University of Cape Coast, Ghana; from where he obtained his B.Ed. and MA degrees. His interest in education, society, socialization, and social order has informed his previous scholarly writings and presentations at international conferences. His research curiosity is in religious pluralism, religious education in public schools, education in Africa, and social studies curriculum development. He is currently designing a study on representation of religions in Ghanaian schools. Richardson believes educational research is very complex; and that collaboration in most cases yield far more impeccable results than single-handed ventures. To this end, he welcomes invitation for joint research projects. He can be reached at raddaimununkum@yahoo.com

Gerardo Aponte-Martinez is a doctoral student and instructor in the Department of Teacher Education at Michigan State University. His areas of interest include teachers' pedagogies for global perspectives across disciplines and the development of pedagogical reasoning in teacher candidates during preparation. Previously, he taught middle school social studies in Haines City, Florida.

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Kerry Burch is an Associate Professor of Philosophy of Education at Northern Illinois University. His research interests are directed toward a synthesis of Socratic pedagogy, Critical Theory, American Pragmatism and democratic citizenship. He has published in *Teachers College Record*, *Educational Studies*, *Studies in Philosophy and Education*, and *Philosophical Studies in Education*. He has published two books, *Eros as the Educational Principle of Democracy* (Peter Lang, 2000) and *Democratic Transformations: Eight Conflicts in the Negotiation of American Identity* (Continuum, 2012).

John Covalleskie is Associate Professor of Educational Studies at the University of Oklahoma and Professor Emeritus from Northern Michigan University. His overlapping areas of interest are moral education and the morality of democratic life. He is the author of many articles related to moral education and development and a book, *Membership and Moral Formation: Shame as an Educational and Social Emotion*, from Information Age Publishing. His current work is on the First Amendment in schools and the special problems of democratic inclusion presented by specific religious traditions.

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Walter Feinberg is the Charles D. Hardie Emeritus Professor of philosophy of education, at the University of Illinois in Urbana. Feinberg has served as the Benton Resident Scholar at the University of Chicago and was appointed a Spencer Foundation Resident Faculty Fellow. He is also the author of a number of books and articles addressing the relationship between education and democracy, including *Common Schools/Uncommon Identities*, Yale University press and is co-editor *Citizenship Education in Liberal Democratic Societies*, Oxford University Press, 2002. His recent work is on the topic of religious education and democracy. *For Goodness Sake: Religious Schools and Education for Democratic Citizenry*, Routledge looks at this issue in the context of religious schools. His latest book (with Richard Layton) *For the Civic Good: The Liberal Case for Teaching Religion in the Public Schools* argues through case studies that religion courses can teach critical, reflective skills. Feinberg has served as President of the North American Philosophy of Education Association and the American Educational Studies Association. Feinberg has been a Keynote speaker at the

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Peter J. Nelsen is an Associate Professor of Social & Philosophical Foundations of Education at Appalachian State University. He teaches courses on social justice and philosophy of education, and his current research is on the critical, emancipatory tradition within pragmatism. He is also the co-editor of the interdisciplinary education journal, [*Democracy & Education*](#).

Ari Luis Palos has directed and shot a number of films including: *The Beauty Salon*, *Mas Alla de la Frontera/Beyond the Border*, *Impresario*, *The Kentucky Theatre*, *El Rio de los Perros/The River of the Dogs*, *Al Garete/Adrift*, *Corazon del Plata/Heart of Silver*, *The Spirituals*, and *Precious Knowledge*.

Anthony Pellegrino, PhD, a ten-year veteran high school social studies teacher, is currently assistant professor of history and social studies education in the College of Education and Human Development at George Mason University where he teaches methods of teaching history/social studies in the secondary school, foundations of secondary education and research on teacher education. He has published articles in journals including: *Action in Teacher Education*, *The Journal of Social Studies Research* and the *International Journal of Multicultural Education* on topics related to history/social studies education as well as the experiences of preservice educators.

John Richardson is an Emeritus faculty member in sociology at Western Washington University. He is associate editor of the *Journal of Educational Controversy*. His primary area of research and publication has been the history and institutional structure of special education. Along with numerous articles, his books include *Common, Delinquent, and Special* (1999) and *Comparing Special Education* (2011). His current research is a cross-national study of the convergence of special and vocational education, and the construction of a new educational category that draws on this overlap to sustain the global expansion of general education.

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Kristien Zenkov, PhD, is an Associate Professor of Education in the College of Education and Human Development at George Mason University. He is the author and editor of more than one hundred articles and book chapters and five books, focusing on teacher education, literacy pedagogy and curricula, social justice education, and professional development schools. Dr. Zenkov is also the co-director of "Through Students' Eyes," a project based in Cleveland, northern Virginia, Haiti, Iraq, and Sierra Leone which asks youth to document with photographs and writing what they believe are the purposes of school. His areas of expertise include literacy education, teacher education in intensified settings, visual sociology and research methods, and social justice education.

Guoping Zhao, Ph.D., is an associate professor of philosophy of education and program coordinator of Social Foundations at Oklahoma State University. Her primary areas of scholarship are comparative philosophy, philosophy of education, and cross-cultural studies in education. She has presented papers at national and international conferences including AERA, PES, PESA, PESGB, AESA, and CIES and has published widely in refereed academic periodicals. Her work has appeared in *Philosophy East & West*, *Journal of Chinese Philosophy*, *Educational Theory*, *Studies in Philosophy and Education*, *American Journal of Education*, *Culture & Psychology*, *Educational Studies*, *Intercultural Education*, *the Journal of Thought*, and other journals.