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## About the Authors

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## ABOUT THE AUTHORS

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**Kerry Burch** is a 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 a number of books, *Eros as the Educational Principle of Democracy* (Peter Lang, 2000) and *Democratic Transformations: Eight Conflicts in the Negotiation of American Identity* (Continuum, 2012). His latest book, which is reviewed in this issue of the *Journal of Educational Controversy*, is *Jefferson's Revolutionary Theory and the Reconstruction of Educational Purpose* (Palgrave Macmillan, 2020).

**Tony DeCesare** is an Instructional Assistant Professor in the department of Leadership, Language, and Curriculum at DePaul University in Chicago, IL. He earned his Ph.D. in Philosophy of Education from Indiana University and has been pursuing a research agenda focused on improving the vibrancy and inclusiveness of democratic societies through public schooling and other forms of education. His work has appeared in several journals including *Studies in Philosophy and Education*, *The Good Society: A Journal of Civic Studies*, *American Journal of Education*, *Philosophical Studies in Education*, and *Teaching Ethics*.

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**Hoang V. Tran** is an assistant professor at Florida Atlantic University. His research and teaching interests include Critical Race Theory, whiteness studies, and educational law. Broadly, he is interested in how educational stakeholders understand race and racial subordination in the ‘colorblind’ era. His current research focuses on two dimensions of the affirmative action debate. First, Dr. Tran looks at affirmative action’s historical trajectory in order to better understand our democratic commitment (or lack thereof) to addressing institutional inequality – particularly in education. Secondly, he studies our contemporary ‘colorblind’ discourse of how we conceptualize and frame whether or not democratic affirmative actions are worthwhile and necessary. Dr. Tran enjoys teaching and working with students examining issues of racial inequality, educational access, and fulfilling the Civil Rights promise of education. He is the author of a number of journal articles and the book, *Race, Law, and Higher Education in the Colorblind Era: Critical Investigations into Race-Related Supreme Court Disputes*.