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ABOUT THE AUTHORS

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Bridget Baker has just received a master's degree from Western Washington University, class of 2008. She is a new doctoral student in the Political Science Department at the [Rockefeller College of Public Policy & Affairs](#). Her fields of study are American and comparative politics and public policy. Bridget Baker specializes in education and health care policy. She is specifically interested in communicable diseases, and gender and racial/ethnic disparities in health care and education. Bridget Baker is currently working on a study of HIV/AIDS policy and treatment in the U.S. and Canada.

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Sam Chaltain is the founding director of the [Five Freedoms Project](#), a national organization that provides local educators with the leadership development, coaching and support they need to address two of our country's most pressing challenges -- improving the performance of our public schools, and strengthening the quality of our civic discourse. He is the author of several books, including the forthcoming *Degrees of Freedom: A 21st Century Framework for School Leadership* (Cafe Press, 2008), and *We Must Not Be Afraid to Be Free: First Amendment Law Narratives* (Oxford University Press, 2009). He can be reached at schaltain@gmail.com.

Margaret Smith Crocco is Professor and Coordinator of the Program in Social Studies at [Teachers College, Columbia University](#), where she will become Chair of the Department of Arts and Humanities, the largest department at Teachers College in fall 2008. She received her bachelor's degree in philosophy from Georgetown University and her master's and doctoral degrees in American Civilization from the University of Pennsylvania. Before coming to Teachers College, she taught American History, Women's History, and American Studies at the college level. She also spent eight years teaching and administering at a high school in New Jersey. Her research focuses on issues of diversity, teacher preparation in urban settings, and the history of social studies. She has authored or edited eight books, including, most recently, *Clio in the Classroom: A Guide to Teaching Women's History*, which will be published in early 2009 by Oxford University Press. In 2007, Crocco and a team of curriculum writers from Teachers College, Columbia University, received a large grant from the Rockefeller Foundation to produce and distribute thirty thousand copies of a curriculum designed to accompany Spike Lee's *When the Levees Broke*. This award-winning curriculum is supported by a

website, www.teachingthelevees.org, featuring an array of professional development materials. The curriculum was created in partnership with the Rockefeller Foundation, HBO Documentary Films, EdLab (the digital technology unit of the Gottesman Libraries at Teachers College), and Teachers College Press. The curriculum has been widely heralded for its balanced, inquiry-oriented, content-rich approach to the controversies surrounding Hurricane Katrina and the breach of the levees in New Orleans.

Walter Feinberg is the Charles D. Hardie Emeritus Professor of philosophy of education at the [University of Illinois in Urbana](http://www.uiowa.edu), and presently a Spencer Foundation Faculty Fellow. Professor Feinberg was a Keynote speaker at the British Philosophy of Education Society Oxford in March, 2004, and delivered the Butts lecture at AESA in 2005 and the Dewey Lecture at AERA in 2006. Feinberg has also served as the Benton Scholar at the University of Chicago and is presently a Spencer Foundation Resident Faculty Fellow. He has held a Major Projects Research Grant from The Spencer Foundation. He is also co-Founder of the Stanford/Illinois Training Institute, a project sponsored by the Spencer Foundation that provides three-week summer training for graduate students planning to teach philosophy of education. He is 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 with Kevin McDonough of *Citizenship Education in Liberal Democratic Societies*, Oxford University Press, 2002. His latest book, *For Goodness Sake: Religious Schools and Education for Democratic Citizenry*, is published by Routledge. Feinberg has served as president of the North American Philosophy of Education Association and the American Educational Studies Association and is co-founder of Fudan University's Institute of Philosophy of Education. His current work examines the teaching of religion in public schools.

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Maureen Grolnick is an education editor, curriculum writer and adjunct professor at the [New School](http://www.newschool.edu). She received her bachelor's degree in history from Rice University and her Master of Arts in Teaching

Degree from Wesleyan. She has done graduate work at Teachers College. She has worked at Teachers College for the last six years, most recently as managing director of the *Teaching The Levees* project. Prior to coming to Teachers College, she was Education Program Officer at the American Council of Learned Societies and Education Editor at The New Press. She was a public high school social studies teacher and principal for twenty-five years and taught Methods of Teaching Social Studies in the Wesleyan University MAT Program. Her most recent editorial project is *Forever After: New York City Teachers and 9/11* (Teachers College Press, 2006).

Vale Hartley teaches intermediate-level students at the [Whatcom Day Academy](#) in Bellingham, WA. Her first career was as a non-profit accountant in the field of mental health. She has since volunteered with international students in Mississippi and with refugees in Georgia, and she has taught in Indonesia and Malaysia. These experiences have all contributed to her unique perspective about diversity and democracy. Today she focuses on helping students learn to see themselves as active, productive and responsible citizens in their classrooms, well equipped for their future role as adults in our complex democratic society.

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