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ABOUT THE AUTHORS

Anne Blanchard has been teaching for [Western Washington University's Human Services Program](#) for twelve years. She earned her Ph.D. at the University of Washington, where her research focused on literacy acquisition and endeavoring toward more equitable public education. Other areas of interest include social justice, solidarity, and critical theory as it applies to research and approaches to teaching and learning.

Trent Davis is a course director in the Faculty of Education at [York University](#), Toronto, Canada. He completed his Ph.D at York in 2007, specializing in the philosophy of education. He is primarily interested in democracy and ethics in education.

Susan Donnelly is the Head of School at [Whatcom Day Academy](#), an innovative independent school in Bellingham, WA. Along with a dedicated, creative faculty, she has developed a non-graded school for children three through fourteen years old based on the idea of nurturing the brilliance in every child. She has a Master's Degree in Early Childhood and Elementary Education and worked as an administrator in the Teacher Education Department at Michigan State University during the implementation of a new fifth year internship program. Prior to that she was a research fellow, teacher and administrator at the [Prospect Archive and Center for Education and Research](#) in North Bennington, VT, where she studied phenomenology and its application to the study of children's work and learning. She began her career at Grant MacEwan College in Edmonton, Alberta CA, where she was an Instructor and Director of the demonstration learning center for preschool children. Donnelly is a practitioner and a scholar; she has written several articles for publication and presented at conferences. Currently, she is writing a book based on her observations of her sons, Alan and Ian.

Lynn Fels is Assistant Professor in the Faculty of Education at [Simon Fraser University](#). Her interests are arts education, performative inquiry, writing, leadership and resistance within institutional and curricular contexts. She is Academic Editor of [Educational Insights](#), an open-access on-line journal that investigates the gaps between inquiry, education, and curriculum. Lynn co-authored *Exploring Curriculum: Performative Inquiry, Role Drama and Learning* (Pacific Educational Press).

Michelle Fine is a Distinguished Professor of Social Psychology, Women's Studies and Urban Education at the [Graduate Center, CUNY](#), and a founding member of the Participatory Action Research Collective at the Graduate Center at the City University of New York. Among her voluminous publications are the forthcoming, Cammarota, J. and Fine, M. (Eds. 2008) *Revolutionizing Education: Youth Participatory Action Research in Motion*, New York: Routledge Publishers and Sirin, S. and Fine, M. (2008) *Muslim American Youth : Understanding Hyphenated identities through Multiple Methods*, New York: New York University Press. See also, <http://web.gc.cuny.edu/psychology> and <http://web.gc.cuny.edu/che/start.htm>

James M. Giarelli is Professor of Philosophy and Education at [Rutgers](#) Graduate School of Education, Faculty Coordinator of the South African Initiative, and Associate Editor of [Educational Theory](#). He has published widely on social philosophy, ethics, and educational theory and is Co-Editor with Beth C. Rubin of *Civic Education for Diverse Citizens in Global Times: Rethinking Theory and Practice*, Taylor and Francis, 2008.

Karen L. Goldman works professionally as an educator and painter. Currently, Dr. Goldman teaches art for [Knox County Schools](#), conducts in-service professional development classes at the Sarah Simpson Center and serves as a mentoring teacher with the Teacher Advancement Program (TAP). Previously, she taught at the University of Tennessee for five years in the Teacher Education Program. Dr. Goldman is a published author in the area of creativity, winner of the Outstanding Art Educator Award from the University of Tennessee, and a popular presenter at various research associations and professional in-services in creativity, differentiated instruction and multiculturalism. She was chosen as a participant in the nationally recognized Teacher Institute in Washington, D.C. and served as a delegate with the NAEA to the International Symposium of Art Educators in St. Petersburg, Russia. Her degrees include a Ph.D. in Cultural Studies in Education, the Education Specialist degree in School Administration and Supervision, and both the M.S. and B.S. degrees in Art Education.

Mary Bushnell Greiner is associate professor of social foundations of education at [Queens College](#), City University of New York. She also holds an appointment at the CUNY Graduate Center in urban education. Her research into aesthetic education grew out of her commitments to social justice and to teacher education as vehicles for social change. Dr. Bushnell Greiner's work has been published in the journals: *Educational Studies*, *Anthropology and Education Quarterly*, *Education and Urban Society*, among other venues.

David T. Hansen is Professor and Director of the program in Philosophy and Education at [Teachers College, Columbia](#)

[University](#). His scholarship has focused on the philosophy and practice of teaching. He has been particularly interested in the moral dimensions of educational work: for example, the ways in which teachers and the curricula they employ can assist students in enriching and widening their intellectual, aesthetic, and ethical horizons. Hansen's published work in this area includes books such as *The Call to Teach* (1995), *Exploring the Moral Heart of Teaching* (2001), and *Ethical Visions of Education: Philosophies in Practice* (2007). He is a Past-President of the [John Dewey Society](#) and a recipient of the Society's Outstanding Achievement Award. He is the immediate past President of the [Philosophy of Education Society](#).

Chris Higgins is Assistant Professor in the Department of Educational Policy Studies at the [University of Illinois at Urbana-Champaign](#). A philosopher of education, his scholarly interests include professional ethics and teacher identity, dialogue and the teacher-student relationship, liberal learning and the humanistic imagination, professional education and the philosophy of work. As a doctoral student at Teachers College, Columbia University, he studied with Maxine Greene, serving as her teaching assistant and working for her Center for Social Imagination, the Arts, and Education. His publications include "Instrumentalism and the Clichés of Aesthetic Education: A Deweyan Corrective" (*Education and Culture*), "Humane Letters: Notes on the Concept of Integrity and the Meanings of Humanism" (*Philosophical Studies in Education*), and "Modest Beginnings of a Radical Revision of the Concept of Imagination" in *The Imagination in Education: Extending the Boundaries of Theory and Practice* (Cambridge Scholars Publishing). He has a chapter on "Educational Aesthetics" in the forthcoming Routledge *Handbook of Research on the Sociocultural Foundations of Education* and a forthcoming book entitled *The Good Life of Teaching: Toward a Virtue Ethics for Teachers* (Wiley-Blackwell).

Chas Hoppe is a graduate student in creative writing in [Western Washington University's](#) English Department. Prior to his graduate studies, he worked as a private tutor in the Seattle area. He is currently the Managing Editor for WWU's literary journal, the [Bellingham Review](#).

Tricia M. Kress is an Assistant Professor of Leadership in Education at the [University of Massachusetts Boston](#), in the Leadership in Urban Schools doctoral program. Her areas of expertise include urban education, critical pedagogy, social contexts of education, practitioner research, and auto/ethnography. Her research focuses around using critical pedagogy and cultural sociology to break down knowledge production hierarchies in K-12 and higher education.

Daniel Lerner is a playwright and theatre scholar. He took his A.B. from Harvard College, and his M.S. (in the History of Science) and Ph.D. (in Speech/Theatre) from the University of Wisconsin, Madison. He has taught at [Western Washington University](#) since 1968, in the English, Speech, and Theatre Departments, and is currently Professor of Theatre at WWU's [Fairhaven College of Interdisciplinary Studies](#), where he served as Dean, 1982-89. He was one of the founders of the College of Fine and Performing Arts at WWU in 1976. He has served as Director of Graduate Study (1975-82) and Acting Chair (1981-82) of the Department of Theatre and Dance. He is a life-long civil liberties activist, a 35-year member of the board of directors of the [American Civil Liberties Union of Washington](#), and teaches civil liberties in the Law, Diversity and Justice Program at Fairhaven College. His scholarly work has been published in theatre, literature and law journals, including series of papers on metaphor, on tragedy, comedy and tragicomedy, on justice in drama, on tragic and comic form in O'Neill's plays, and on the life and work of American playwright Barrie Stavis. He has published two plays, and currently he has two plays commissioned, one in Nicosia, Cyprus by actor/director Photos Fotiadis, and one by the Floyd and Delores Jones Foundation, Seattle. His one-act play, *The Death of Christopher Marlowe*, was produced by Fotiadis in Greek on Cyprus Radio in 1997.

Kathryn LaFever, Ph.D., M.Ed, M.Hum, has taught in colleges and universities in the U.S. and Japan. She is a Visiting Assistant Professor in the International Studies Program at [Miami University](#) in Oxford, Ohio. Her research areas include interdisciplinary teacher education, international studies curriculum, multicultural education, international urban planning, and aesthetic literacy. She has previously published in the *Journal of Curriculum and Pedagogy* and *No child left behind: Critical essays by educators* (2006). She and Dennis A. Carlson co-authored a chapter on the "myth" of Mrs. Rosa Parks during his term as President of AESA. She may be reached at lafevk@muohio.edu.

Rose Malone is a Lecturer in the Education Department of the [National University of Ireland, Maynooth](#). She is joint course leader for an Education Doctorate which has been developed in co-operation with the Department of Adult and Community Education. She also contributes to teacher pre-service programmes and to a number of Masters' programmes, mainly in the areas of curriculum and sociology. She has previously been a classroom teacher in disadvantaged areas of Dublin city and has worked in curriculum development.

Ray McDermott is a cultural anthropologist and a Professor of Education at [Stanford University](#). For 10 years he was on the faculty with Maxine Greene at Teachers College, Columbia University. For 40 years, he has been trying to use cultural

analysis to critique how children learn, how schools work, and why Americans have invested so heavily in having a misfit between the two. He is the author (with Hervé Varenne) of *Successful Failure: The Schools America Builds* (1998). Most recently, he has been working on the intellectual history of American ideas about learning, genius, and intelligence.

Meghan McDermott is the Executive Director of the [Global Action Project](#) in New York City. She has worked on young people's development through media arts for over a decade and, since 2003, has implemented G.A.P.'s social change mission to represent and build the field of youth media. Charged with ensuring the strength and sustainability of G.A.P., Meghan directs fundraising, communication, and organizational development, and she has written extensively about G.A.P.'s innovative approach. Much in the spirit of Maxine Greene, she was a founding member of the Urban Visionaries Youth Film Festival and the NYC Critical Literacy Study Group for youth media practitioners and currently serves as an advisor for the Youth Media Learning Network, the Youth Media Reporter, and the New York State Council on the Arts' Electronic Media Grant Review Board.

Matthew Miller is an Assistant Professor of Elementary Education in the [Woodring College of Education](#) at [Western Washington University](#). He teaches courses in literacy education, the arts in education, and early childhood education. His research focuses on investigating the role of problem-based conversations as a mechanism for teachers' professional development, clinical supervision of preservice teachers, and different uses of video to improve teaching practice, supervision, and p-12 students' learning. Outside interests include singing and acting whenever he's not working on the art of wrangling his 2-year old daughter, Claire.

William F. Pinar teaches at the [University of British Columbia](#), where he holds a Canada Research Chair. He is the author, most recently, of *The Worldliness of a Cosmopolitan Education* (2009).

James Palermo is a Professor of Philosophy of Education Emeritus at [Buffalo State College, State University of New York](#) whose works include *Poststructuralist Readings of the Pedagogical Encounter*, Peter Lang, 2002.

Rosalie M Romano, Ph.D., is a faculty member of the Secondary Education Department at [Woodring College of Education, Western Washington University](#). Her research centers around equity and social justice in education, with particular focus on the preparation of teachers for critical literacy, democratic education, and sustainability as education. In addition to journal articles and book chapters, she has authored *Perspectives of Social Justice: Examination of Educational Foundations* (NSS Press, 2009), *Hungry Minds in Hard Times: Educating for Complexity* (Peter Lang Press, 2003), and *Forging an Educative Community* (Peter Lang Press, 2001).

Patrick A. Ryan is an assistant professor of education at [Mount St. Mary's University](#) in Emmitsburg, Maryland. His research interests include literacy and the arts, historical foundations of American education, and the media image of the teacher in the postwar United States.

Barbara J. Thayer-Bacon, Ph.D. ([Indiana University, Bloomington, IN](#)) teaches graduate courses on philosophy and history of education, social philosophy, and cultural diversity. Her primary research areas are: philosophy of education, pragmatism, feminist theory and pedagogy, and cultural studies in education. She is an active member in numerous professional organizations, such as American Educational Research Association, American Educational Studies Association, and Philosophy of Education Society, and presents papers regularly at their annual conferences. She is past president for the Ohio Valley Philosophy of Education Society and past president for Philosophical Studies in Education and the Research on Women and Education, two Special Interest Groups for AERA. She is the author of over a dozen chapters in essay collections and over ninety journal articles, published in professional journals such as *The Journal of Thought*, *Educational Theory*, *Studies in Philosophy and Education*, *Inquiry*, *Educational Foundations*, and *Educational Studies*. She has written four books, *Philosophy Applied to Education: Nurturing a Democratic Community in the Classroom*, with Dr. Charles S. Bacon as contributing author (Upper Saddle River, NJ and Columbus, OH: Merrill Publishing, Prentice-Hall, Inc., 1998); *Transforming Critical Thinking: Thinking Constructively* (New York, NY: Teachers College Press, 2000); *Relational "(e)pistemologies"* (New York, NY: Peter Lang, 2003); and *Beyond Liberal Democracy in Schools: The Power of Pluralism* (New York, NY: Teachers College Press, 2008).

P. L. Thomas, Associate Professor of Education at [Furman University](#) (Greenville, SC), writes often about literacy, poverty, and the pursuit of empowerment and social justice through education. He has written books on Barbara Kingsolver, Kurt Vonnegut, Margaret Atwood, and Ralph Ellison. He has recently completed a critical consideration of school choice, *Parental Choice?* (Information Age Publishing). He is a column editor for *English Journal* and has work in recent issues of *Teaching Children of Poverty* and *Power and Education*.

Jane S. Townsend is an Associate Professor in English Education at the [University of Florida](#) in Gainesville. Her research

includes work on linguistic and cultural diversity, classroom discourse, and literacy and the arts. She teaches graduate courses on language acquisition and education, language and inquiry, and methods of teaching language and composition.

Ed Wall is an Assistant Professor in the School of Education at [The City College of New York](#). He writes: I began my early high school years passionately involved with mathematics. This translated into college and beyond. At a point I dipped, ten or so years, into the teaching of K-12 mathematics and acquired yet another passion, that of teaching mathematics. Time passed and I purposively became a teacher of elementary school teacher candidates at City College of New York where, besides teaching mathematics methods courses for graduates and undergraduates, I can be found teaching child development and occasional mathematics and philosophy of education courses.