

RADICAL TEACHER

A SOCIALIST, FEMINIST, AND ANTI-RACIST JOURNAL ON THE THEORY AND PRACTICE OF TEACHING

Contributors' Notes



MILWAUKEE PUBLIC SCHOOLS TEACHER DEMONSTRATION APRIL 24, 2018. PHOTO BY CHARLES EDWARD MILLER

Hannah Ashley earned her Ph.D. from Temple University in Interdisciplinary Urban Education; she has published in numerous collections and journals, including the *Journal of Basic Writing*, *Pedagogy*, *Research in the Teaching of English*, and *Reflections on Community-Based Writing Instruction* and is a past co-chair for the National Conference on Basic Writing. In addition to teaching courses focusing on urban community change, critical pedagogy, community-engaged writing, and literacy, she cofounded and is currently the director for the Youth Empowerment and Urban Studies (YES) program at WCU, which is housed in the Rustin Urban Community Change Axis. She likes to make a ruckus with her partner, four children and other work- and playmates in Philadelphia and Wilmington.

Andy Beutel has been teaching middle school social studies for over ten years. He has presented and written about the challenges and possibilities of critical pedagogy and teaching for social justice in an affluent, suburban public school setting.

Travis Boyce is an Associate Professor of Africana Studies at the University of Northern Colorado. His research interests are in African-American history and popular culture. He is the co-editor of *Historicizing Fear* (in press with the University Press of Colorado).

Ann J. Cahill is Professor of Philosophy at Elon University, Elon, North Carolina. Her scholarship is often situated at the intersection of feminist philosophy and philosophy of the body, where she develops new analyses of common concepts, such as sexual violence or objectification.

DJ Cashmere is a descendant of working-class Catholic and Jewish immigrants from across Europe. He taught in public and public charter schools in Chicago from 2009-2017. He is currently a freelance print and audio journalist and a John K. Martin Fellow at NYU's Carter Journalism Institute.

Sarah Chinn teaches in and is chair of the English department at Hunter College, CUNY. She has published widely on a variety of issues from transgender Title VII cases to food justice to the U.S./Mexico war. Her most recent book is *Spectacular Men: Race, Gender, and Nation on the Early American Stage* (2017).

Joseph Entin teaches at Brooklyn College, CUNY. He has been on the *Radical Teacher* editorial board since 1997. His most recent book, co-edited with Sara Blair and Franny Nudelman, is *Remaking Reality: U.S. Documentary Culture after 1945* (2018).

Audrey Fisch is Professor of English at New Jersey City University, where she has taught in both the English and Elementary and Secondary Education Departments for more than twenty years. Her books include *American Slaves in Victorian England*, *The African American Slave Narrative*, and *The Other Mary Shelley*. She has also written extensively about pedagogy, including the series, *Using Informational Text* (Rowman), co-authored with Susan Chenelle. Audrey currently serves as president of the New Jersey Council of Teachers of English.

Jennifer Hernandez lives in Minnesota where she teaches middle school EL and writes poetry, flash, and creative non-fiction. Much of her recent writing has been colored by her distress at the dangerous nonsense that appears in her daily news feed. She is marching with her pen. Recent work appears in *New Verse News*, *Rise Up Review* and *Writers Resist*.

Tristan Josephson is an assistant professor in the Department of Women's Studies at California State University, Sacramento. His research interests include trans studies and politics, critical legal studies, and queer theory. He is currently working on a project that maps the incorporation of the category of 'transgender' in U.S. immigration law and policy.

Alexandra Juhasz is Chair of the Film Department, Brooklyn College. She makes and studies committed media practices that contribute to political change and individual and community growth.

A. Susan Jurow is an Associate Professor of Education at University of Colorado Boulder. She studies and designs for equity- oriented learning with and for community partners.

Erika Kitzmiller is a lecturer in the Program in Social Studies at Teachers College, Columbia University. Her research examines the historical processes and current reform efforts that have contributed to and challenged inequality. Her book manuscript, *The Roots of Educational Inequality*, traces the transformation of public secondary education in urban America over the course of the twentieth century

George Lakey: First arrested in a civil rights sit-in, George Lakey co-authored a handbook for the civil rights movement, "A Manual for Direct Action." He led over 1500 workshops on five continents and taught at the Martin Luther King School of Social Change, as well as initiated direct action campaigns. A sociologist, he recently retired from Swarthmore College where he founded the Global Nonviolent Action Database, an accessible web-based searchable database of over 1100 direct action campaigns in almost 200 countries. His latest book is, "Viking Economics: How the Scandinavians got it right and how we

can, too," (Melville House, 2016). He is currently working on a new manual for direct action for the current context.

Fred Marchant's new collection of poetry, *Said Not Said*, was published by Graywolf Press in May 2017. He is also the author of *Tipping Point*, *Full Moon Boat*, *House on Water*, *House in Air*, and *The Looking House*. He has co-translated, with Nguyen Ba Chung, *From a Corner of My Yard*, by Tran Dang Khoa, and *Con Dau Prison Songs*, by Vo Que, both books published in Hanoi. He is the editor of *Another World Instead: The Early Poems of William Stafford*, and an Emeritus Professor of English and founding director of the Suffolk University Poetry Center in Boston.

Tom Mould is Professor of Folklore and Anthropology at Elon University. He is the author of two books on Choctaw Indian oral traditions and another on Latter-day Saint stories of personal revelation. His current project examines the impact legends and personal experience narratives about welfare have on shaping public opinion and policy.

Jack Murphy is a high school English teacher in Chicago.

Emily Claire Price is a Ph.D. candidate, instructor, and research assistant in the School of Education at the University of Colorado. Her work focuses on the role of emotion in equity-oriented teaching and learning.

Clelia O. Rodríguez is an educator, born and raised in El Salvador, Central America. She earned her MA and PhD from the University of Toronto. Professor Rodríguez has taught undergraduate and graduate courses in Spanish language, literature and culture at the University of Toronto, Washington College, the University of Ghana, the University of Michigan, and Western University most recently. She was a Human Rights Professor in the United States, Nepal, Jordan, and Chile. She is committed to critical pedagogical approaches in learning utilizing an intersectional framework. She has published in *RaceBaitR*, *Postcolonial Studies*, *Revista Iberoamericana*, *Women & Environments*. Her forthcoming book *Decolonizing Academia: Poverty, Oppression and Pain* will be published by Fernwood Publishing.

Heath Schultz is a research-based artist and writer. His work addresses questions of institutional critique, activism, contemporary politics, and the political efficacy of art. His

writing has been published in the *Journal of Artistic Research*, *Parallax*, and the *Journal of Aesthetics and Protest*, in addition to various DIY publications. His work has been shown at venues including New Zealand Film Archive, Auckland, New Zealand; Visual Arts Center, Austin; Experimental Response Cinema, Austin; and Plains Art Museum, Fargo, ND. He is an assistant professor of art at the University of Tennessee at Chattanooga. You can view his work at heathschultz.com.

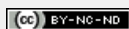
Jesse W. Schwartz is an assistant professor of English at LaGuardia Community College, CUNY, and his interests include radical American literature, periodical studies, Marxian theory, critical race and ethnic studies, and Russian-American cultural relations. His current project traces the literary and political responses to American socialism in the late nineteenth and early twentieth centuries, with a particular focus on representations of the Russian Revolution in US print cultures.

Katie Solic earned her Ph.D. from the University of Tennessee-Knoxville in Teacher Education with a concentration in Literacy Studies. She co-founded and currently co-directs the WCU Undergraduate Urban Education Fellowship, which is a member program in the Rustin Urban Community Change Axis. Her research focuses on supporting the needs and interests of diverse literacy learners and preparing the professionals who teach them; her recent work has appeared in the *Journal of Teacher Education*.

Chris Steele: MA in History & Politics. Frequent contributor to *Truthout*. Research interests involve social movements, surveillance, education, and music. Steele has published chapters and articles with Noam Chomsky and is also known as the hip-hop artist Time who has worked and performed with Common, Talib Kweli, Kool Keith, and Ron Miles.

Adam Szetela is an Assistant Professor in the Liberal Arts Department at the Berklee College of Music in Boston, MA.

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