

About the Contributors

Dr. Mary Breunig is an Associate Professor of Outdoor Recreation at Brock University in Ontario, Canada. Her research explores the intersection(s) between critical pedagogy and experiential education as well as environmental education in the K-12 Ontario classroom. She is the President of the Association for Experiential Education.

Joyce H. Burstein is an associate professor of social studies education at California State University, Northridge. Her teaching and research interests are in elementary social studies, multicultural education, and the visual-performing arts.

Robin DiAngelo is an assistant professor in the Faculty of Education at Westfield State University. Her research interests include: Whiteness studies, anti-racist education, critical discourse analysis, and the challenges of an increasingly white teacher education population and an increasingly racially diverse public school population. Her articles have appeared in *Journal of Understanding and Dismantling Privilege*, *InterActions*, and *Equity & Excellence in Education*. She is currently working on two books, one addressing critical social justice literacy (*Teachers College Press*) and one addressing white racial literacy (*Peter Lang*). She has provided anti-racism training for a wide range of organizations. Robin may be reached at rdiangelo@wsc.ma.edu

Maria Pontes Ferreira is an NIH IRACDA postdoctoral teaching fellow at Haskell Indian Nations University and research fellow for the Native Medicinal Plant Re-

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search Program at the University of Kansas. Her teaching and research interests are in ethnobiology; specifically the application of exercise and nutrition science to address health disparities in underrepresented groups and to address health and performance issues among athletes.

Fidji Gendron is an Assistant Professor at the First Nations University of Canada in Regina, Saskatchewan. She is interested in traditional uses of native plants. She works in partnership with Elders and has developed several booklets on plant medicines. Her latest project is to look at how plants are used to treat skin infection using bioassays and chemical analyses.

Rodney Handelsman is a PhD student in the Department of Integrated Studies in Education from McGill University (Montreal, Canada), teacher educator, and high school teacher working with students placed “at-risk”. His research interests include student experiences in schools, inclusive education, alternative schools, service learning, social justice education, and teacher education.

Chelsey Hauge is a doctoral student in Education at the University of British Columbia, and holds an MA in Media Studies from The New School. Chelsey’s interests are in new media practices and networks, youth cultures, video production, feminist theory and the politics of difference.

Awad Ibrahim is a Professor of Curriculum Theory and interested and published widely in the areas of curriculum theory, philosophy, Hip-Hop/pop culture studies, race and cultural identity, and socio-and-applied linguistics. He is the author (with Samy Alim & Alastair Pennycook) of *Global Linguistic Flows: Hip-Hop Cultures, Youth Identities, and the Politics of Language* (Routledge, 2009) and the upcoming book: “*Hey, ain’t I Black too?*” *Becoming Black: Hip-Hop Culture and Language, Race Performativity and the Politics of Identity in High School* (University of Toronto Press).

sj Miller is Associate Professor of Secondary English Education and Director of the Master of Arts in Teaching English at Indiana University of Pennsylvania. sj won the 2005 Article of the Year Award from the English Journal for “Shattering Images of Violence in Young Adult Literature: Strategies for the Classroom.” sj co-authored *Unpacking the Loaded Teacher Matrix: Negotiating Space and Time Between University and Secondary English Classrooms* which received the Richard A. Meade award from NCTE and co-authored *Narratives of Social Justice Teaching: How English Teachers Negotiate Theory and Practice Between Preservice and Inservice Spaces*. Current research interests are in unpacking how social justice manifests in preservice English teacher identity as teachers experience the larger matrix of the teaching world. A co-authored book entitled *Change Matters:*

Critical Essays on Moving Social Justice Research from Theory to Policy is hot off of the presses.

Theresa Montaño is an associate professor in Chicano/a Studies Department at California State University, Northridge. Her teaching and research interests are in activist studies, critical pedagogy, and teacher union issues.

Cara Rautins (B.A., M.Ed.) is an elementary school teacher. She is a graduate of Queen's University and the University of Ottawa where she took a graduate course with Dr. Ibrahim (Democratic Communities and Education), and where the article in this issue was first conceptualized.

Özlem Sensoy is assistant professor in Faculty of Education at Simon Fraser University. Her research has been published in journals including *Gender & Education*, *Rethinking Schools*, and *Equity & Excellence in Education*. She, along with Christopher Stonebanks, edited *Muslim Voices in School: Narratives of Identity and Pluralism*, which was the winner of the 2010 Philip Chinn multicultural book award.

Christopher Darius Stonebanks is associate professor in the School of Education at Bishop's University. His research has been published in journals including *Studies of Symbolic Interaction* and *Cultural Studies* ↔ *Critical Methodologies* and chapters within *The Handbook of Critical and Indigenous Methodologies* and *The Miseducation of the West*. He, along with Özlem Sensoy, edited *Muslim Voices in School: Narratives of Identity and Pluralism* and edited *Teaching against Islamophobia* with Joe Kincheloe and Shirley Steinberg.

About Selected Members of the Editorial Board

A special thanks to three invited members of the editorial board for this issue of *IJCP* whose work in editing was invaluable:

Rae Ann Meriwether is a Ph.D. candidate in the Department of English at the University of North Carolina-Greensboro. She specializes in postcolonial literatures and theory (and more specifically Caribbean literature and theory), as well as composition studies and pedagogy theory.

Karen Summers earned a BA *cum laude* from Salem College, double majoring in English and History, an MA in English and a post-graduate certificate in Technical Writing from the University of North Carolina at Charlotte, and will take the PhD in English in 2011 from the University of North Carolina at Greensboro. She has been on the faculty of Guilford College and Forsyth Technical Community College, and joined the High Point University faculty in 2009. Her area of specialization is Medieval British Literature, with a particular interest in the works of John Gower, medieval mystery plays, Arthurian legend, and medieval and early modern religious culture.

Cara Williams is a doctoral student in the English department at the University of North Carolina at Greensboro where she studies literary theory, 20th century American literature, and feminist pedagogy.