

## Contributors

**Professor Paul Anders** obtained his BS in Psychological Biology from UCLA and his PhD in Philosophy from the University of Wisconsin-Madison. His areas of specialty are the philosophy of science and the philosophy of religion. He has taught at the University of Wisconsin-Madison, and Edgewood College. He is currently Assistant Professor of Philosophy, and Chair of the Religious Studies and Philosophy Department at Mount Marty College. His research focuses on the intersection of religion and science. He is a recent recipient of a National Endowment for the Humanities Enduring Questions teaching grant for which he developed a course entitled, “What is Authority?” Other areas of his research at the interface of science and religion include: scientific and theological method; natural and philosophical theology; the nature of the human person; and the nature of normativity. His broader interests include teaching methods in philosophy, and the conducting of business as a field of study within the humanities.

**Brett Bertucio** is a doctoral student in Educational Policy Studies at the University of Madison-Wisconsin and a former secondary school teacher. His research involves topics in the history and philosophy of education, in particular how inherited theological concepts affect the intersection of religion and public schooling in the United States.

**Adam J. Greteman, Ph.D.** is an Adjunct Assistant Professor of Art Education at the School of the Art Institute of Chicago. His publications appear in *QED: A Journal in GLBTQ Worldmaking*, *Discourse: Studies in the Cultural Politics of Education*, *Educational Philosophy and Theory*, and *The Journal of Social Theory in Art Education*. His interests include philosophy of education, ethics, sexuality studies, and teacher education.

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**Susan B. Harden** is an Assistant Professor of Education at University of North Charlotte at Charlotte and the Director for the Civic Minor in Urban Youth and Communities. Dr. Harden’s scholarship focuses on community and student engagement. She received her Ph.D. in Curriculum and Teaching from the University of North Carolina at Greensboro and her Masters in Economics from UNC Charlotte. Dr. Harden was recognized as the 2009 Civic Engagement Professional of the Year by the North Carolina Campus Compact.

**Richard Hartsell** is an Associate Professor of Educational Foundations at the University of South Carolina Upstate. He received his PhD in Cultural Foundations of Education from the University of North Carolina at Greensboro and previously taught writing and communication for twenty years in the North Carolina Community College System. His research interests focus on the relationship between cultures and their educational institutions and on the moral dimensions of education.

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**John Petrovic** is Professor and Program Coordinator for Social and Cultural Studies in the College of Education at The University of Alabama. He is Co-Editor (w/ Eric Sheffield and Kerry Burch) of *Thresholds in Education*. He has served on the Editorial Board of the *American Educational Research Journal* and is currently on the Board of the *International Multilingual Research Journal*. He is Series Editor for *Studies in the Philosophy of Education with Information Age Publishing*. His recent work has focused on critical pedagogy and language policy and his articles have appeared in a variety of philosophical and policy oriented journals including *Educational Theory*, *Educational Philosophy and Theory*, *Educational Studies*, *The Oxford Review of Education*, and *Language Policy*. His most recent book, *A Post-Liberal Approach to Language Policy in Education*, (Multilingual Matters) came out in 2015.

**Professor Nicholas Shudak** earned his PhD from the University of North Carolina at Chapel Hill. He is an Associate Professor and Division Chair of Curriculum and Instruction at the University of South Dakota. His scholarly interests in schools and schooling, teacher effectiveness, action research in teacher education, and the philosophy for children (p4c) movement keep him in touch with teachers at all levels and subject areas. He is currently the project lead on a \$3.9 million Bush Foundation grant to investigate teacher education redesign efforts. Recent scholarly accomplishments include the edited volume titled *Philosophy in Schools: An Introduction for Philosophers and Teachers*; the monograph titled *Diversity's Double Helix*; recent book chapters include "The Need for Philosophical Frameworks in Teacher Education;" and, "Resonance-based Inquiry: An Epistemological Approach to Indian Studies." Shudak was the co-recipient of \$25,000 National Endowment for the Humanities' "Enduring Questions" grant.

**Mychelle Hadley Smith** is currently an Assistant Professor of Teacher Education at Weber State University in Ogden, Utah. She has a Ph.D. in Curriculum and Instruction from Texas A&M University. Dr. Smith is beginning her eighth year as an educator. She has experience teaching middle school, high school, college, and university courses. Her research interests include educational philosophy, profanity, curriculum theory, narrative research, literacy, and secondary education.

**Ronald Lee Zigler** is an Associate Professor of Educational Psychology at Penn State Abington. He earned a doctorate in educational foundations from the University of Cincinnati in 1977. Zigler taught social studies for six years at Eleanor Roosevelt High School in Greenbelt, Maryland, before joining the faculty at Penn State Abington where he has been since 1996. His primary research interests are interdisciplinary, but have focused primarily on the philosophy of moral education and the legacies of John Dewey and Aldous Huxley. He is the author of *The Educational Prophecies of Aldous Huxley: The Visionary Legacy of Brave New World, Ape and Essence, and Island* (New York: Routledge, 2015).