



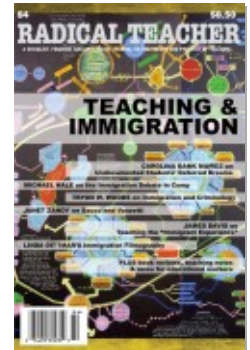
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Contributors' Notes

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company by tutoring tiny numbers of students and helping them learn how to take tests.

City Kids, City Schools: More Reports from the Front Row (The New Press, August 2008) is a collection of inspiring essays from educators trying to revive urban school systems (*In These Times*, September 2008).

Is there a news item, call for papers, upcoming conference, resource, teaching tool, or other information related to progressive education that you would like to share with other Radical Teacher readers? Conference announcements and calls for papers should be at least six months ahead of date. Items, which will be used as found appropriate by Radical Teacher, cannot be returned. Send hard copy to Leonard Vogt, Department of English, LaGuardia Community College (CUNY), 31-10 Thomson Avenue, Long Island City, New York 11101—or email items to vogtle@lagcc.cuny.edu.

Contributors' Notes

Carolina Bank Muñoz teaches Sociology at Brooklyn College. Her teaching and research focus on immigration, globalization, labor and work, and race, class, and gender. Her first book, *Transnational Tortillas: Race, Gender and Shop Floor Politics in Mexico and the United States*, was published by Cornell University Press in July 2008.

Philip Cartelli is a freelance writer and teacher currently living and working in Marseilles, France.

James Davis teaches in the English department and American Studies program at Brooklyn College.

Linda Dittmar (now Emerita) taught literature, film, and gender studies at the University of Massachusetts-Boston for many years. Winner of the Chancellor's teaching award, she taught a range of courses in modern and contemporary fiction and film history and theory with a special focus on subaltern studies. In addition to many articles and book chapters she is editor of *From Hanoi to Hollywood: The Vietnam War in American Film* and *Multiple Voices in Feminist Film Criticism*. She is a long-time member of *Radical Teacher's* editorial board.

Joseph Entin teaches English and American Studies at Brooklyn College, CUNY, and is on the *Radical Teacher* editorial board. He is co-editor, with Leonard Vogt and Bob Rosen, of *Controversies in the Classroom: A Radical Teacher Reader* (2008), and author of *Sensational Modernism: Experimental Fiction and Photography in Thirties America* (2007).

Michael Hale was raised and educated in Los Angeles, California, where he participated in student, community, and labor organizing with a particular focus on anti-war, anti-racism, and immigrant rights. He has taught freshmen composition since 2004 at various community colleges. In 2006, he became the Director of Communications for the Farm Labor Organizing Committee (FLOC, AFL-

CIO) and the Campaign for Migrant Worker Justice in Ohio. He currently teaches freshmen composition at Owens Community College in Toledo, Ohio.

Marissa López is an Assistant Professor of English at UCLA. She is affiliated faculty with Chicana/o Studies and sits on the Faculty Advisory Committee of the Chicana/o Studies Research Center. López is also a member of the MLA's Committee on the Literature of the People of Color of the United States and Canada, which is charged with promoting research on literature by people of color and developing institutional guidelines concerning faculty, graduate students, and curricula. She is currently working on a book about Chicana/o literature and globalization that reads race in Chicana/o literature as a product of hemispheric economic tension beginning in the nineteenth-century. She can be reached at mklopez@ucla.edu.

Kathleen F. Malu, associate professor at William Paterson University of New Jersey, teaches in the graduate reading program. Previously she taught in K-12 settings in Congo, Rwanda, and at the United Nations International School in New York City. Her research interests include literacy and English as a Second Language learning, multicultural education, and teacher preparation.

Susan O'Malley is one of the founding members of *Radical Teacher* and is on the RT editorial board. She is a Professor of English at Kingsborough Community College where she recently taught a composition course focused on immigration. She is a representative of the NGO IBPW to the UN where she works on issues of women, girls, and immigrants.

Kim Socha is a dissertation-phase doctoral candidate and Teaching Associate in the Department of English at Indiana University of Pennsylvania.

Tryon P. Woods teaches criminology at Sonoma State University in northern California. He has worked with community-based organizations in New York City, Seattle, and Oakland on HIV/AIDS prevention, peer education, supportive housing for drug users, and police accountability. His work deals with the intersection of social death, racialized punishment, and the limits of social reproduction. He is currently working on a series of articles about the Jena 6 case in Louisiana.

Janet Zandy is Professor of English at Rochester Institute of Technology. She is the author of *Hands: Physical Labor, Class, and Cultural Work* (2004), and editor of *Calling Home: Working-Class Women's Writings* (1990), *Liberating Memory: Our Work and Our Working-Class Consciousness* (1995), *What We Hold in Common: An Introduction to Working-Class Studies* (2001), *American Working-Class Literature*, co-edited with Nicholas Coles, (2007). Her current research is on the vernacular of labor photography and representations of workers in photography.

Artists:

Ashley Hunt

ashleyhuntwork.net

Kristina Lesnanska

k-illustration.com

Anastasia Mouyis

anamouyis.com

Erik Ruin

justseeds.org/artists/erik_ruin/