

Profiles of CCT Teachers and Advisors

Core faculty, [Science in a Changing World](#) track faculty, [Program Assistants](#), [Part-time](#) faculty, and [Associates](#) from other Departments are important members of the CCT Community. Here are their profiles, contact info, office hours, and links to syllabi.

Core faculty

Lawrence Blum (Professor of Philosophy and Distinguished Professor of Liberal Arts and Education) has written two books in moral philosophy ([Friendship, Altruism, and Morality](#); and [Moral Perception and Particularity](#)), dealing with issues of compassion, friendship, moral motivation, moral development, community, and morality during the Holocaust. Currently he works in race studies and multicultural education, especially the moral dimension of those areas, and is the author of the prize-winning 2002 book, ["I'm Not a Racist, But...": The Moral Quandary of Race](#). Larry teaches "Issues and Controversies in Antiracist and Multicultural Education" (CCT 627) and has given workshops on antiracist education to K-12 teachers in a variety of settings.

[CV](#)

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Office hours:

CCT courses (with links to syllabi): [CCT 627](#)



Nina Greenwald (Senior Lecturer, CCT Program) is an educational consultant, national teacher trainer and keynote speaker with specializations in critical and creative thinking, problem-based learning, multiple intelligences, and gifted education. An elected member of the Danforth Associates of New England, an organization of selected higher education faculty distinguished for excellence in teaching, she has taught courses in creative thinking, critical thinking, and humor for the program for over a decade. Her publications include articles on teaching thinking and problem-based learning (PBL), teaching gifted children, and teaching thinking through multiple intelligences. She is former director of K-8 programs to develop critical and creative thinking for a Massachusetts educational collaborative, and an advisor to the exhibits department of the Museum of Science, Boston, on the development of innovative exhibits that engage visitors in thinking and problem solving. Nina is a founding member and past president of The Massachusetts Association for Advancement of Individual Potential (MA/AIP), an advocacy organization in behalf of gifted education.

Her published articles include instructional models for teaching thinking and curriculum for gifted students. Curriculum publications include those which promote thinking and problem solving in science for the Massachusetts Society for Medical Research, The National Institute of Health, The American Medical Association, The New England Aquarium, and NOVA. She is co-author of a chapter on cultural impediments to creative development in Fostering Creativity in Children, Allyn and Bacon, 2001. Her book, Science in Progress, containing authentic issues and dilemmas in biomedical science, and a PBL model for guiding students in the use of this material, has been adopted by the Pennsylvania State Department of Education as a basis for promoting instructional reforms in science education. Currently, she is collaborating on a new book focused on concept-based teaching of biology with two colleagues from the University of

Wisconsin, Madison.

[CV](#)

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CCT courses (with links to syllabi): [CCT602](#)



Arthur Millman (Associate Professor of Philosophy) teaches in the Philosophy Department as well as in the CCT Program. For CCT, he regularly teaches "Critical Thinking" (CCT 601) as well as "Foundations of Philosophical Thought" (Phil 501). He is in the process of developing a new course that explores recent developments and controversies and relates critical and creative thinking to applied and professional ethics. Arthur's research is in both the philosophy of science and applied ethics, and he has worked to help students with the integration and application of critical and creative thinking in a wide range of areas including elementary and secondary education and business.

[CV](#)

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Office hours

CCT courses (with links to syllabi): [Phil 501](#), | [CCT601](#), | [CCT694](#)



Carol Smith (Professor of Psychology)

I joined the Critical and Creative Thinking Program in 1980, when I was hired as an assistant professor in Psychology who would participate in the CCT program. Over the years, I have taught several courses in CCT: Advanced Cognitive Psychology (Psych 550/CCT651) a required course in the CCT Program; Children and Science course (CCT 652) a specialty course in the science track of CCT, and the Seminar on Scientific thinking (another specialty course in the science track of CCT co-taught in the past with Prof. Arthur Millman in the Philosophy Department.)

My research focuses on characterizing student intuitive theories (in particular, student matter theories and epistemologies of science) and understanding the dynamics of conceptual change both in children and adults. My research with children has examined the role of models, analogies, and metaconceptual understanding in facilitating the process of conceptual change within schooling contexts as well as the general impact of schooling on metacognitive development. I have also collaborated with Arthur Millman in the Philosophy Department in doing a case study of the reasoning processes used by Darwin in the development of his theory of natural selection, based on an analysis of his scientific notebooks.

Most recently, I have worked on several teams (sponsored by the National Research Council of the National Academy of Science) that are developing and exploring the idea of organizing K-12 science standards, instruction and assessments around long-term learning progressions in particular domains-most specifically a long-term learning progression for understanding matter and the atomic molecular theory. I view learning progressions as hypotheses about how knowledge can evolve, given key instructional experiences, from the initial ideas students have in preschool (lower anchor) to the ideas of modern science that are the target of instruction (upper anchor). These hypotheses are constrained by prior cognitive developmental research on children's initial conceptions and our understanding of processes of conceptual change; they are also actively tested through long-term teaching studies, such as the one I am currently working on with researchers and developers from TERC who are working with students in grade 3-5. I also served on the NRC's Committee on Science Learning, K-8, which authored Taking Science to School-a book synthesizing current developmental, learning, and instructional research that informs K-8 science education. A central argument of that book is

that enhancing students' understanding of science involves weaving together four "strands" of development: developing students' knowledge, use, and interpretation of scientific explanations, developing students' abilities to generate and evaluate scientific evidence and explanations, developing students' understanding of the nature of scientific knowledge and how it develops, and developing students' ability to participate productively in scientific practices and discourse. Further, promoting these developments requires careful attention to critical and creative thinking, reflection, and student, voice, motivation and identity. In my work with CCT and M.Ed. students, I have taught them how to devise and analyze clinical interviews in order to assess student thinking and conceptual understanding. I have also worked with them in creating curriculum interventions that would enhance both students' domain specific knowledge and their metacognitive understandings of how knowledge is created and justified in science.

[CV](#)

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Office Hours:

CCT courses (with links to syllabi): [Psych550/CCT 651](#) | [CCT 652](#) | [CCT694](#)



Peter Taylor (Professor, CCT Program) I joined the Critical and Creative Thinking (CCT) Program in the Graduate College of Education (now College of Ed & Human Development) at UMass Boston in the fall of 1998 and continue to enjoy new challenges teaching experienced educators, other mid-career professionals, and prospective K-12 teachers (see [blog](#)). Working in the CCT Program also provides opportunities to promote reflective practice in ways that extend my contributions to ecology and environmental studies (ES) and social studies of science and technology (STS). In those fields I focus on the complexity of, respectively, ecological or environmental situations and the social situations in which the environmental research is undertaken. Both kinds of situation, I argue, can be characterized in terms of "intersecting processes" that cut across scales, involve heterogeneous components, and develop over time. These cannot be understood from an outside view; instead positions of engagement must be taken within the complexity. Knowledge production needs to be linked with planning for action and action itself in an ongoing process so that knowledge, plans, and action can be continually reassessed in response to developments -- predicted and surprising alike. In this spirit, ES, STS, and critical pedagogy/reflective practice have come together for me in a project of stimulating researchers to self-consciously examine the complexity of their social situatedness so as to change the ways they address the complexity of ecological and socio-environmental situations. (See my book [Unruly Complexity: Ecology, Interpretation, Engagement](#), U. Chicago Press, 2005, and [Intersecting Processes blog](#).) Recently, I have begun to take these interests in a new direction through historical and sociological analysis of social epidemiological approaches that address the intersections of environment, health, and development. Through collaborations in and beyond the College of Ed.* I also seek to promote

a vision of critical science and environmental education that extends from improving the teaching of scientific concepts and methods to involving citizens in community-based research. (* See [Program in Science, Technology & Values](#), [Intercollege faculty Seminar in Science and Humanities](#), [New England Workshop on Science and Social Change](#), [Science Changes twitter](#), [Intersecting Processes blog](#))

This project had its beginnings in environmental and social activism in Australia which led to studies and research in ecology and agriculture. I moved to the United States to undertake doctoral studies in ecology (Harvard 1985), with a minor focus in STS. Subsequently I combined scientific investigations with interpretive inquiries from the different disciplines that make up STS (working, among other places, at U. C. Berkeley and Cornell), my goal being to make STS perspectives relevant to life and environmental students and scientists. (This is evident in my contributions to a book I co-edited, [Changing Life: Genomes, Ecologies, Bodies, Commodities](#), U. Minnesota Press, 1997.) Critical thinking and critical pedagogy became central to my intellectual and professional project as I encouraged students and researchers to contrast the paths taken in science, society, education with other paths that might be taken, and to foster their acting upon the insights gained. (In 2009, I received the [Chancellor's Award for Distinguished teaching](#).) Bringing critical analysis of science to bear on the practice and applications of science has not been well developed or supported institutionally, and so I continue to contribute actively, to new collaborations, programs, and other activities, new directions for existing programs, and collegial interactions across disciplines ([see review](#)).

[CV](#)

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Office hours: [by signup](#), or by arrangement

CCT courses (with links to syllabi): [CCT649 \(PPol 749\)](#) [CCT692](#) | [CCT694](#) | [CCT693](#) | [CCT640](#) | [CCT645](#)

Website: www.faculty.umb.edu/peter_taylor/



Science in a Changing World faculty

CCT core faculty:

Nina Greenwald

Arthur Millman

Carol Smith

Peter Taylor(track coordinator)

plus:

Arthur Eisenkraft, PhD, New York University (Center for Math & Science in Context; science education, especially active physics)

Dr. Eisenkraft's research interests include development and evaluation of curriculum, assessing technological literacy, new models of distance learning, transfer of learning, problem based learning models, pedagogical content knowledge, integrating science and sports, and how to bring quality science instruction to all students including those from traditionally under-represented minorities. He is Director of the Center of Science and Mathematics in Context (COSMIC). (www.cosmic.umb.edu)

Website

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Fadia Harik (Teacher Ed. program /Math Department; mathematics education; instructor of CCT650)

She has spent years teaching mathematics to a wide variety of students from engineering students, to prospective elementary teachers. She has also spent a lifetime teaching and developing teacher education programs for prospective and in-service teachers. Among the projects/grants she has led and/or participated in are: Seeing Mathematics project at the Concord Consortium; Telementoring Teachers in Math and Science project at Boston College; Mathematical Inquiry Through Video Cases at Bolt Beranek & Newmann. Harik has authored articles and book chapters on constructivist practice, fostering inquiry in mathematics classrooms, and dynamic explorations of geometry and algebra. Her interests have continually been on ways to unravel the processes of inquiry as well as the obstacles to inquiry in the mathematics classroom at the middle, secondary and college

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CCT courses: [CRCRTH 650](#)

Rachel Skvirsky (Biology Department; biology in a social context, especially genetics and molecular biology). At the undergraduate level, she teaches Genetics, a course that covers classical, bacterial, and molecular genetics and Biology of Human Disease for non-science majors. At the graduate level, she teaches Molecular Genetics of Bacteria and direct graduate research. In the summer, she teaches Cell Biology and Genetics—A Human Approach to middle and high school teachers through the NSF-sponsored Boston Science Partnership. This course emphasizes science content, while modeling hands-on, inquiry-based teaching strategies. In addition to teaching genetics and cell biology at various levels, she is interested in providing research experiences for undergraduates, maximizing student diversity in the sciences, and pursuing aspects of science education and pedagogy.

[Website](#)

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Rob Stevenson (Biology Department; citizen science; technological change, values & institutions)

Research in his laboratory focuses on physiological ecology applied to conservation biology and on biodiversity informatics for citizen science. The physiological work is centered on biomechanics and energetics in butterflies and hawkmoths. Studies currently underway range from behavioral observations on feeding and time budgets to developing instrumentation to

record flight patterns in the field. This conservation physiology framework is specifically being applied to migratory butterflies. The informatics work, in conjunction with Robert Morris in Computer Science, focuses on the construction of Electronic Field Guides (see <http://efg.cs.umb.edu/>). They are producing prototype guides, constructing and testing keys, and making field observations using new GPS and PDA tools.

Website

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Bala Sundaram (Physics Department) has research interests that include Quantum and Classical Chaos, the Quantum-to-Classical Transition and Applications of Nonlinear Dynamics in Biology and Cognitive Science.

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Brian White (Biology Department) has interests in Biology Education, and in Educational Software and Multimedia.

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Program Assistants

Jeremy Szteiter (CCT Assistant Coordinator and instructor CCT 601 (summer), CCT688, online CCT670, CCT692, and CCT693) is a 2009 graduate of the CCT program. His work has centered around community-based and adult education and has involved managing, developing, and teaching programs to lifelong learners, with an emphasis on a learning process that involves the teaching of others what has been learned and supporting the growth of individuals to become teachers of what they know. He currently serves as the Assistant Coordinator in the Critical and Creative Thinking graduate program at UMass Boston, where he is the instructor for multiple online courses and helps to organize the CCT Network events. These events support the lifelong learning of the Critical and Creative Thinking community by joining alumni with current students and faculty for shared experiences that push learning beyond the formal studies.

Other recent projects include developing, teaching, and managing technology education programs for community-based organizations, and consulting on instructional design and curricula for continuing education programs in healthcare and university leadership. Stemming from an undergraduate study in Cognitive Science (Carnegie Mellon University) and his graduate CCT work at UMass Boston, Jeremy has further developed a strong focus on issues connecting learning to the contemporary digital age, through experiences ranging from Internet entrepreneurship and culture to applications of artificial intelligence. Other interests include applied theater, philosophy of film, hiking, and music.

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CCT courses (with links to syllabi): [CCT670 \(online\)](#) | [CCT688](#) | [CCT692 \(online\)](#) | [CCT693 \(online\)](#)



Felicia M. Sullivan (SICW Assistant Coordinator)

is a community media and technology advocate, educator and researcher. With an MA in Media Studies, a MS in Public Policy, and over 20 years of community-based practice, she works with community media & technology centers as well as social justice and arts organizations to bring the power of communication, media and information technologies to communities. She is currently working towards her PhD in Public Policy at the John W. McCormack Graduate School at the University of Massachusetts Boston and teaches regularly in the University's College of Public and Community Service's Community Studies program. She is currently working methods to integrate inquiry-based learning into the online learning environment.

Felicia is the first graduate of the SICW graduate certificate program where she was able to combine her interests in information and communication technologies with methods for community engagement in scientific education and policy development. She hopes to bring her emerging interests in self-organizing systems and networked systems to the SICW program.

Other Current Research Interests:

- * The social impact of science and technology development
- * Institutional design and the links to political participation
- * Human development and organizational learning
- * Organizational development in nonprofit settings

Website

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Part-time faculty

Allyn Bradford (part-time instructor of CCT616 and 618 online, CCT Program) regularly teaches CCT616, Dialogue Processes, through Continuing Education and the Teamwork part of CCT618, Creative Thinking, Collaboration, and Organizational Change (plus the whole course on-line).

Allyn has a strong background in organizational and human resource development. A Congregational Minister for 12 years, he worked at Synectics Inc. for 6, and then became an Independent Consultant and Trainer. In addition, he is currently teaching at both the college and graduate levels, using a highly innovative approach which makes extensive use of group process and action learning.

Among the education centers where he has designed and conducted training are the American Management Association, the American Society of Training Directors, the Association of Field Service Managers, the Mecuri Institute in Sweden and the Accelerated Management Institute in England.

In the private sector he has designed and conducted training for such companies as Block Drug, General Foods, Avon Products, Honeywell, Digital, Stop & Shop, Johnson & Johnson, Warner Lambert, Monsanto, New England Electric, Telex, Fidelity Trust, Kodak, New England Nuclear, Burger King, FW Faxon, Becton Dickenson, Semicon, The First Years and Matritech.

In the public sector he has designed and conducted training for the Personnel Commission of the State of Idaho, the Massachusetts Rehabilitation Commission, the Office of Personnel Services of the United Nations, the Boston Neighborhood Development and Employment Agency, and Massachusetts Half-Way Houses, Inc.

Publications: He is the author of "Freedom of Information Changes the Rules" published in the Journal of Management Consulting, "Team Communications" in the Honeywell USMG Mgr. "Suspending Judgement: How to Build Teams Through Critical and Creative Thinking" in The

New England Non-Profit Quarterly Journal, "Modern Art and Modern Organizations" in Context, an on-line publication and co-author of Transactional Awareness, a book published by Addison-Wesley.

Allyn teaches Leadership and Management and Effective Team Building at Wentworth Institute of Technology and Dialogue at U-Mass, Boston and the Cambridge Center for Adult Education.

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CCT courses (with links to syllabi): [CCT616](#) | [CCT618 \(online\)](#)



Suzanne Clark Associate Professor, Berklee College of Music

* B.M., Berklee College of Music

* M.A., University of Massachusetts

* Acoustic bass player

* Coleader of the jazz duo Trillium with guitarist Pat Drain

* Member, Stambandet

* Performances with Corey Eisenberg, Mickey Julian, Suzanna Sifter, Klaus Suonsaari, and Frank Texiera

* Recordings include "All the Nights Magic" with Pat Drain, and "Nordic Voices" and "Red Wine and Strawberries" with Stambandet, conducted by Allen LeVines

From her [Berklee faculty bio](#): "I'm teaching a course called the Creative Flame. I developed it because I felt a class like this would have been helpful for me as an undergraduate-to learn what it means to be a creative artist and how to work at a creative process. These issues go hand in hand with technical skill. There are external components to your craft and there are internal components. You need a mixture of both, in my opinion, not just to be successful, but to sustain that success."

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CCT courses (with links to syllabi): [CCT612 \(online\)](#)



Wally Clausen (part-time online instructor of CCT618)

has been an Independent Facilitative Consultant, Clausen Associates, Weston, Massachusetts, since 1967

Practices include assessment, research and planning (including surveys, culture studies, needs analyses, and interim reviews or evaluations of change projects); strategic planning and team building, including process design and the facilitation of planning meetings; programs for self-assessment, feedback and training; and systems work in organizational and community planning, management and related areas. Public and nonprofit clients have included Federal agencies (US Fish and Wildlife Service, Customs Service, Departments of Education and Commerce, military agencies, and others), state and local agencies (Massachusetts State Departments of Education, Public Welfare and Public Health; Quincy Public Schools; and others), and associations such as American Baptist Churches and the Massachusetts Municipal Wholesale Electric Company. Corporate work has included pharmaceutical, high technology, utility, financial services and franchise organizations.

Illustrative projects:

- * Design, promotion and leadership of an arts-based event that gathered citizens and representatives of civil society to deliberate on global challenges and explore responses, including new forms of collaboration.
- * Evaluation of a Massachusetts Department of Public Health Federally-funded project to support development of a strategic plan for improving integration of HIV/AIDS and substance abuse services aimed at vulnerable populations in the African American and Latino communities.
- * Evaluation of an electrical utility cooperative that provides power and services to 25 - 30 towns. Initiated as a traditional utility "management audit" under circumstances of dissension and bad feeling among the towns and the 200 staff members, the project was transformed into a future-oriented planning project. "Evaluation" was reframed as a step on the path toward positive change.

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CCT courses (with links to syllabi): [CCT618 \(online\)](#)

Delores Gallo (Professor Emerita, CCT Program and co-instructor of CCT602 online) one of the three original founders of the CCT graduate program, was a central member of the Program since its inception. Her interests include Creativity and Learning, Professional Development, Curriculum Design, Elementary and English Education, and Invention. She led a six year staff and curriculum development process and an Invention Convention involving over 1000 students at the Quincy Public Schools. She has been widely sought after as a speaker or as a consultant on Professional Development workshops in educational and corporate settings. Email: [delores.gallo at umb.edu](mailto:delores.gallo@umb.edu)

CCT courses (with links to syllabi): [CCT602 \(online\)](#)

Renaë Gray

is executive director of the Boston Women's Fund. A founding member, she has been involved with the fund for more than 20 years. She has more than 30 years of nonprofit experience, having worked with the Haymarket Peoples Fund, the Women's Theological Center, and the Cambridge Algebra Project; for the past several years she has been a consultant with Visions Inc., a nonprofit consulting organization that deals with issues of race and multiculturalism. Renaë has served on the boards of many groups in the Boston area. She was also involved in creation of the Funding Exchange, a national funding organization in New York.

CCT courses (with links to syllabi): [CCT618](#)

Olen Gunnlaugson, Ph.D. (part-time online instructor of CCT616)

is an Assistant Professor in leadership and organizational development within the Department of Management at Université Laval, in Quebec City, Canada. Among other projects, he is co-developing an MBA micro program in *Complexity Studies, Consciousness and Leadership* with colleagues. Olen brings a multidisciplinary background to leadership studies. His work has been published across peer-reviewed academic publications and presented at numerous international conferences. His main research interests focus on dialogue and collective intelligence approaches to collective leadership, integral theory, transformative learning processes in groups and teams and contemplative approaches to inquiry.

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CCT courses (with links to syllabi): [CCT616 \(online\)](#)

David Martin (part-time instructor of CCT601 & CCT655)

has served as a teacher, school administrator, director of curriculum and instruction, professor of education, and dean of education (at Gallaudet University in Washington, D.C.) before joining the UMass/Boston faculty in 2001. He holds the title of Professor/Dean Emeritus from Gallaudet University. He has carried out teacher education in critical thinking since 1978, and is a proponent of the Mediated Learning model used by the followers of psychologist Reuven Feuerstein. He has published articles, books, and chapters in the areas of social studies education, educational leadership, teacher education, deaf education, and critical thinking. His published research in the field of critical thinking (which includes three chapters in the most recent edition of *DEVELOPING MINDS*, ed. by Costa) has focused on the effects of critical thinking strategies on the learner, and he has investigated those effects with special populations in the USA and several other countries.

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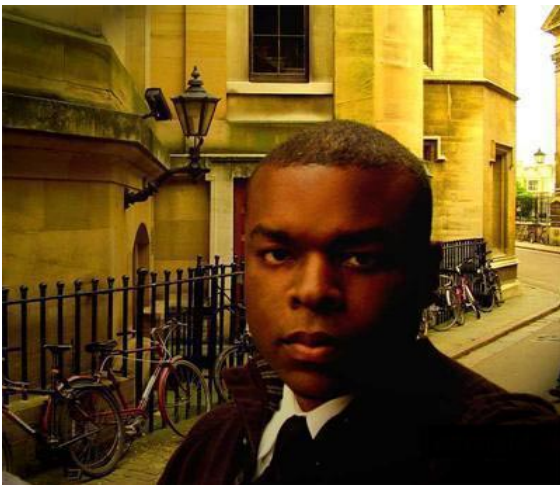
CCT courses (with links to syllabi): [CCT601 \(summer\)](#) | [CCT655](#)



Mark D. Robinson (part-time instructor of CCT619) is a visiting scholar at the Science Technology and Society Center at University of California, Berkeley and is completing doctoral research in anthropology at Princeton University. His general interests include medical anthropology, bioethics, the social study of science (STS). His research explores issues in psychopharmaceuticalization, contemporary biomedicine and neuroethics. His specific research

questions focus on emerging innovations in neuroscience and biomedicine (especially relating to pharmaceuticals and technologies) and the attendant, emerging ethical implications. His additional research interests pertain to theories of human morality generally, the role of the social sciences in ethics, and the problem of language in the biosciences. Under a fellowship from Princeton's Center for the Study of Religion, Mark conducted research regarding metaphor-use in neuroscience research. Mark is active with Princeton's Program in American Studies and is a member of the Technology and Ethics Working Group at Yale University's Interdisciplinary Center on Ethics. His work has received acknowledgments from the Institute for Humane Studies, The Committee on Institutional Cooperation, the National Science Foundation, the National Academies of Science and Princeton's Institute for International and Regional Studies.

Mark also brings clinical and professional experience including work with the Black Coalition on AIDS, the Centers for Disease Control and Prevention, the Public Health Foundation Enterprise, the San Francisco Department of Public Health, The Heartland Alliance for Health and Human Rights, the HIV Center for Clinical Behavioral Studies at Columbia University, the Department of Behavioral and Social Science at the University of California, San Francisco, Northwestern University's Weinberg School of Medicine. Mark's publications address topics spanning neuroscience, the history of antipsychotics and new developments in stem-cell research, genetics and prosthetics. Mark is a member of the Society for Medical Anthropology, the New York Academy of Science and the American Society for Bioethics and Humanities. CCT courses (with links to syllabi): [CCT619 \(online\)](#)



Bob Schoenberg (part-time online instructor of CCT601)

is a graduate of the Critical & Creative Thinking Program at UMASS, Boston (MA, '92). He created and has taught the online course in Critical Thinking since 2003. Prior to teaching at UMASS, Boston, he taught Critical Thinking at MassBay Community College in Newton, MA. He has also served as a consultant and trainer to the Massachusetts Teachers Association (MTA), where he has given workshops in Critical Thinking and has taught at Regis College. Prior to teaching Critical Thinking, Mr. Schoenberg served as a software trainer and stress management consultant. He incorporates stress management into his course in Critical Thinking based on the premise that one can't think critically if one is stressed.

Bob has an extensive background in training and curriculum development. Combining his background as a software trainer, educator and curriculum developer, he provides a comprehensive and highly effective online experience for his students. He brings practical business experience to the online classroom as well. Believing that all professions can benefit from critical thinking skills he is especially interested in promoting those skills in the business world. An entrepreneur and trainer, himself, Mr. Schoenberg has written a book entitled, Critical Thinking in Business (Science Humanities Press, 2007).

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CCT courses (with links to syllabi): [CCT601 \(online\)](#) (follow links)

Pianist **Ben Schwendener** sustains a unique voice in contemporary creative music and natural pedagogy, and is a leading authority on George Russell's Lydian Chromatic Concept of Tonal Organization. As a critically acclaimed pianist/composer, he has created music for dance companies, film, commercials and art installations. He has also written many volumes of children's piano music, and toured extensively throughout the U.S., Europe and Japan with his ensembles and on solo piano. His music can be heard on Label Bleu, Gravity Records and Alabaster.

Ben was an Editorial Assistant to the late George Russell. Schwendener is a certified teacher (and while George was alive, of teachers) of the Lydian Chromatic Concept. He is often invited to speak at national and international seminars. A lifelong student of jazz, Ben has learned and played with jazz legends George Russell, Ran Blake, Jimmy Guiffre, Miroslav Vitous, Andrew Hill and Joe Maneri.

Schwendener lives and creates in Boston, and teaches at the New England Conservatory, the Longy School of Music and the Rivers School Conservatory in Weston, MA. He has also taught classes in Creative and Critical Thinking through the Graduate College of Education at UMass Boston. Ben is founder and director of Gravity Arts, Inc., a nonprofit organization providing customized educational services and products for individuals, groups and corporations.

Ben has taught Creativity courses as an adjunct since Spring 2000. His website is www.benschwendener.com. Email: ben at gravityarts.org

CCT courses (with links to syllabi): [CCT 630](#)



Gregg Turpin (part-time instructor CCT618)

has taught at Boston Latin since 1985, where he is a Mentor Teacher, and an Instructor of Foreign Policy and World History. He also teaches Communications technology at Framingham State and has served as a Lead Teacher for the Center for Leadership Development in the Boston Schools Department.

CCT courses (with links to syllabi): [CCT618 \(summer\)](#)

Luanne Witkowski (part-time instructor CCT602 online)

Studio artist in Boston & Wellfleet with works in collections throughout the United States. She represented by: Kingston Gallery, Creiger-Dane Gallery, & J.P. Art Market Gallery, Boston, MA; Hutson Gallery, & Provincetown Art Association & Museum, Provincetown, MA. Luanne is Communication Design Studio Manager and instructor at Massachusetts College of Art and Design, Faculty at UMass/Boston, and an independent curator/art consultant (www.lewstudio.com).

Other credits include:

- ´ Founder/Director, Efka Project: artists pursuing further experience, exposure & education.
- ´ Basic Training: courses & workshops in the (w)holistic approach to the studio experience.
- ´ Studio Management Development: Fine Art and Communication & Environmental Design Studios, Massachusetts College of Art
- ´ Creativity 602 Online: Co-Faculty with Delores Gallo

Memberships include:

Kingston Gallery, United South End Artists, Provincetown Art Association, Mission Hill Artists Collective, Boston Open Studios Coalition, Community Alliance of Mission Hill

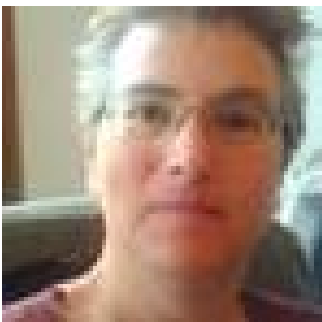
M.A. Critical & Creative Thinking, University of Massachusetts/Boston(UMB)
B.F.A. Art History & Fine Arts/Printmaking, Massachusetts College of Art (MassArt)/Boston
Special & Art Education, Lesley College/Cambridge
Workshops: Provincetown Art Association; Fine Arts Work Center, Provincetown; Art New England, Bennington,VT; Haystack Mountain School, Deer Isle, ME; Harvard University Museums.

Luanne's work will be shown in a solo exhibition at Kingston Gallery, Boston in October 2009. A summer 2009 exhibition at Hutson Gallery in Provincetown is also planned. She shows regularly with the Provincetown Art Association, United South End Artists, Mission Hill Artists Collective, and other groups.

CCT courses (with links to syllabi): [CCT602 \(online\)](#)



Abby Yanow Facilitator, Trainer, Consultant
Boston Facilitators Roundtable (BFR), President, 2001-Present
Trainer - Design and deliver paid workshops: Current
Jewish Vocational Service (JVS), Trainer 1999-Present
Dept. of Public Health / AIDS Bureau 1995-2001
[Facilitator](#), Skillful Facilitation
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[CCT618 \(summer\)](#)



Associates from other Departments

Janet Farrell Smith (Philosophy Department, deceased)

Ted Klein

a Professor of Theology and Philosophy at the Swedenborg School of Religion, teaches Moral Education (CCT620) for CCT as well as courses in ethics and philosophy of education for the UMass Boston Philosophy Department. Among his accomplishments, Ted has: taught a variety of adult learners, including prison inmates, adults returning to school, and adults involved in career changes; developed ways to relate abstract concepts to life decisions, career concerns, and social issues; and authored a wide variety of accessible publications relating abstract concepts to practical concerns.

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CCT courses (with links to syllabi): [CCT620](#)

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Last update 8 Jan. '11

Lawrence Blum

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University of Massachusetts, Boston
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Boston, MA 02125
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Education

Harvard University, PhD in Philosophy, 1974
Linacre College, Oxford University, 1968-1969, as Knox Fellow
Princeton University, B.A. in Philosophy, 1964

Teaching

1996: (Professor of Philosophy and) Distinguished Professor of Liberal Arts and Education,
University of Massachusetts, Boston

1988: Professor of Philosophy

1980: Associate Professor

1973 - 1980: Part-time Instructor; Visiting Instructor; Assistant Professor (of Philosophy)

spring-fall 1997: Visiting Professor of Philosophy and Education, Teachers College, Columbia
University

spring 1990: Visiting Professor, School of Education, Stanford University

spring 1984: Visiting Associate Professor, Dept. of Philosophy, UCLA

spring 1999, spring 2000, fall 2002, fall 2004: course on Race and Racism at Cambridge Rindge
and Latin High School, Cambridge, MA

Areas of Specialization

Ethical Theory

Social and Political Philosophy

Race Studies

Multicultural Education

Moral Development

Moral Psychology

The Philosophy of Simone Weil

Honors, Awards, Grants

Spencer Foundation award (\$40,000) for project "Racial Integration, Equality of Opportunity, and
the Ethics of Teaching about Racism in the Course of a High School Class on Racism," in
Jan 1-May 31, 2010

"I'm Not a Racist, But..." chosen for an "author meets critics" session by the Pacific Division of
the American Philosophical Association, March, 2005

North American Society for Social Philosophy "social philosophy book of the year" (for "I'm Not
a Racist, But..."), 2002

National Endowment for the Humanities (NEH) Fellowship for College Teachers, 1995-1996

Chancellor's Distinguished Scholarship Award, Univ. of Mass., Boston, 1994, 1981

Fellow in Harvard Program in Ethics and the Professions, 1992-1993

ACLS Travel Grant, spring 1989 (for Warsaw conference on altruism)

National Endowment for the Humanities (NEH) Fellowship for College Teachers, 1986-1987

Faculty Development Grants, Univ. of Mass., Boston: 1988, 1985, 1976

Summa cum laude in Philosophy, Princeton, 1964

1879 Prize in Ethics (for best undergraduate thesis in ethics), Princeton, 1964

BOOKS:

"I'm Not a Racist, But...": The Moral Quandary of Race (Cornell University Press, 2002)

Moral Perception and Particularity (collection of mostly previously published essays on social and
moral philosophy and moral psychology), (New York: Cambridge University Press, 1994)

A Truer Liberty: Simone Weil and Marxism, (co-author: Victor J. Seidler), New York: Routledge, 1989 (reissued in "Routledge Revivals," 2010)

Friendship, Altruism, and Morality, London: Routledge and Kegan Paul, 1980 (reissued in "Routledge Revivals," 2010)

-----chapter 3 reprinted in Thomas Carroll, Jr., Social Ethics: Classical and Applied (Kendall/Hunt, 2006)

-----chapter 8 reprinted (in Polish) in Joanna Gornicka (ed.), Philosophy of Personal Identity (Warsaw: Aletheia Foundation, 2001)

-----chapter 4 reprinted (in German), in *Deutsche Zeitschrift fur Philosophie* 2/1997

-----chapter 4 reprinted in Clifford Williams (ed.), On Love and Friendship, Boston: Jones and Bartlett, 1995

----- (portion of) chapter 3 reprinted in James Sterba (ed.), Morality in Practice, 4th ed., Belmont, CA: Wadsworth, 1994 (through 7th edition, 2004)

-----chapter 4 reprinted in Neera Badhwar (ed.), The Philosophical Dimensions of Friendship: An Anthology, Ithaca: Cornell Univ. Press, 1993

-----chapter 4 reprinted in Joshua Halberstam, Virtues and Values: An Introduction to Ethics, New Jersey: Prentice Hall, 1988

Edited Books:

L. Baron, L. Blum, D. Krebs, P. Oliner, S. Oliner, and M.Z. Smolenska, Embracing the Other: Philosophical, Psychological, and Historical Perspectives on Altruism, New York: NYU Press, 1992

ARTICLES:

"A *Crash* Course in Personal Racism," Ward Jones and Samantha Vice (eds.), Ethics in Film (Oxford University Press, 2011)

"Secularism, multiculturalism, and same sex marriage: A comment on Brenda Almond," *Journal of Moral Education*, vol 39, #2, June 2010: 145-160

"Racialized Groups: The Socio-historical Consensus," *MONIST*, issue on Race, April, 2010, vol. 93, #2: 298-320

"Multiculturalism and Moral Education," in Elizabeth Kiss and J. Peter Euben (eds.), Debating Moral Education: Rethinking the Role of the Modern University (Duke University Press, 2010): 140-160

"Latinos on Race and Ethnicity: Alcoff, Corlett, and Gracia," for *Blackwell Companion to Latin American Philosophy* (ed. S. Nuccetelli, O. Schutte, O. Bueno) (Wiley-Blackwell, 2009): 269-282

"Some Reservations about White Privilege Analysis," Yearbook of Philosophy of Education Society, 2008 [published in 2009; a version has been published as "'White Privilege': A Mild Critique," in *Theory and Research in Education*]: 107-116

"Confusions about 'Culture' in Explaining the Racial Achievement Gap, in John Arthur's Race, Equality, and the Burdens of History," *APA Newsletter on Philosophy and Law*, vol. 9, #1, fall '09: 1-5. http://www.apaonline.org/documents/publications/v09n1_Law.pdf

"Prejudice," for Oxford Handbook of Philosophy of Education, ed. Harvey Siegel (Oxford University Press, 2009): 451-468

"'White Privilege': A Mild Critique," in *Theory and Research in Education*, vol. 6, #3, November 2008: 309-322

- "A High School Class on Race and Racism," in J. Entin, R. Rosen, and L. Vogt (eds.), Controversies in the Classroom: A Radical Teacher Reader (New York: Teachers College Press, 2008): 83-96 (originally published in *Radical Teacher*, #70 (fall '04): 4-10)
- "Racial Incidents as Teachable Moments," in Mica Pollock (ed.), Everyday Antiracism (New Press, 2008)
- "Ethnicity, Disunity, and Equality," in Laurence Thomas (ed.), Contemporary Debates in Social Philosophy (Blackwell's, 2008): 193-211
- "Race, National Ideals, and Civic Virtue," in *Social Theory and Practice*, vol. 33, #4, October 2007: 533-556
 -----(forthcoming) in Joseph DeVitis (ed.), Citizenship Education and Critical Civic Literacy: A Reader (Peter Lang)
- "Three Types of Race-Related Solidarity," *Journal of Social Philosophy*, vol. XXXVIII, #1, Spring 2007 (Special issue on Solidarity): 53-72
- "Racial Virtues" in R. Walker and P.J. Ivanhoe (eds.), Working Virtue (Clarendon Press: Oxford, 2007)
- "Best Traditions Patriotism: A Comment on Ben-Porath, Miller, and Wingo," *Theory and Research in Education*, March 2007: 61-68
- "Race, Virtue, and Moral Education," (from plenary session), Yearbook of the Philosophy of Education Society for 2004 (Chris Higgins, editor) [published March, 2005]: 51-59
- "Stereotypes and Stereotyping: A Moral Analysis," *Philosophical Papers* (ed. Ward Jones), vol. 33, #3 (November 2004): 251-289
- "Reply to Byrne and Silliman re 'I'm Not a Racist, But...'" *Social Philosophy Today* (yearbook of North American Society for Social Philosophy), vol. 19 for 2002 [published in 2004]
- "The Poles, the Jews, and the Holocaust: Reflections on an AME Trip to Auschwitz," in *Journal of Moral Education*, vol. 33, #2 (June, 2004): 131-148
<http://web.ebscohost.com/temp8.cc.umb.edu/ehost/detail?vid=3&hid=113&sid=88bf5bd6-3273-4b61-8e1c-b16877462503%40sessionmgr106>
- "Systemic and Individual Racism, Racialization, and Antiracist Education: A Reply to Garcia, Silliman, and Levinson," *Theory and Research in Education*, vol. 2, #1, 2004: 49-74
- "What do accounts of 'racism' do?," Michael Levine and Thomas Pataki (eds.), Racism in Mind (Ithaca: Cornell UP, 2004): 56-77
- "Global Inequalities and Race," in *Philosophical Topics* (Chad Flanders and Martha Nussbaum (eds.)), vol. 30, #2, fall 2002 [actually published in March 2004]: 291-324
- "Personal Relationships," in Blackwell's Companion to Applied Ethics (ed. Christopher Heath Wellman and R. G. Frey) (Oxford: Blackwell's, 2003): 512-524
- "The Holocaust in American Life as a Moral Text," in Eve Garrard and Geoffrey Scarre (eds.), Moral Philosophy and the Holocaust (Aldershot, UK: Ashgate, 2003): 257-274
- "Racism: What it is and what it isn't," in *Studies in Philosophy and Education*, vol. 21, 2002: 203-218
<http://dx.doi.org/temp8.cc.umb.edu/10.1023/A:1015503031960>
 -----reprinted in M. Katz, S. Verducci, G. Biesta (eds.), Democracy, Education, and the Moral Life (Springer, 2009) [essays from Villemain Lecture Series]

- "Racial Integration in a Multicultural Age," in S. Macedo and Y. Tamir (eds.), Moral and Political Education: NOMOS XLIII (NYU 2002): 383-424
 -----(large portion reprinted) in Randall Curren (ed.), Philosophy of Education: An Anthology (Blackwell, 2007)
- "Recognition and Multiculturalism in Education," in *Journal of the Philosophy of Education*, vol. 35, issue 4, November 2001: 539-559
<http://temp8.cc.umb.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=tfh&AN=13488281&site=ehost-live>
- Review-essay of Walter Feinberg, Common Schools/Uncommon Identities: National Unity and Cultural Difference (New Haven: Yale University Press, 1998), in *Teachers College Record*, vol. 103, #1, February 2001: 99-111
- "Against Deflating Particularity," Margaret Little and Brad Hooker (eds.), Moral Particularism, Oxford University Press, 2000
- "Value Underpinnings of Antiracist and Multicultural Education," in Mal Leicester, Sohan Modgil, and Celia Modgil (eds.), Education, Culture, and Values (Systems of Education: Theories, Policies, and Implicit Values) (London: Falmer Press, 2000), 3-14
- "Universal Values and Particular Identities in Anti-Racist Education," Philosophy of Education (1999 year book of the Philosophy of Education Society) (Urbana: Univ. of Illinois at Urbana-Champaign): 70-77
- "Social Justice Within and Against Multiculturalism," *Transformations: A Resource for Curriculum Transformation and Scholarship*, vol. 10, #2, fall 1999: 52-59
- "Race, Community, and Moral Education: Kohlberg and Spielberg as Moral Educators," *Journal of Moral Education*, vol. 28, #2, 1999:125-143
<http://web.ebscohost.com/temp8.cc.umb.edu/ehost/detail?vid=3&hid=113&sid=88bf5bd6-3273-4b61-8e1c-b16877462503%40sessionmgr106>
- Essay review of Beverly Daniel Tatum, Why Are All the Black Students Sitting Together in the Cafeteria?; Louise Derman-Sparks and Carol Phillips, Teaching/Learning Anti-Racism; Benjamin DeMott, The Trouble With Friendship; Harlon Dalton, Racial Healing; Nathan Glazer, We Are All Multiculturalists Now; Dinesh D'Souza, The End of Racism. For *Teachers College Record*, vol. 10, #4, June 1999: 860-880
- "Ethnicity, Identity, and Community," in Michael Katz, Nel Noddings, and Kenneth Strike (eds.), Justice and Caring: The Search for Common Ground in Education, Teachers College Press (1999)
- "Moral Asymmetries in Racism," in S. Babbitt and S. Campbell, Racism and Philosophy, (Ithaca, NY: Cornell Univ. Press, 1999)
- "Can We Talk? Interracial Dialogue in the University Classroom," *Change: The Magazine of Higher Learning*[Nov/Dec '98]: 26-37
- "'Racial Integration' Revisited," in Joram Graf Haber and Mark Halfon (eds.), Norms and Values: Essays In Honor of Virginia Held, Rowman and Littlefield, 1998
- "Recognition, Value, and Equality: A Critique of Charles Taylor's and Nancy Fraser's Accounts of Multiculturalism," in Cynthia Willett (ed.), Theorizing Multiculturalism: A Guide to the Current Debate, Blackwell's, 1998: 73-99
- "-----," (shorter version) in *Constellations: An International Journal of Critical and Democratic Theory*, vol 5:1, March 1998

- "Schindler's Motives", *Psychoculture: Review of Psychology and Cultural Studies*, vol. 1, #2, spring, 1997
- "Altruism and Benevolence," *Encyclopedic Dictionary of Business Ethics* (Patricia Werhane and R. Edward Freeman, eds.), Blackwell, 1997
- "Multicultural Education as Values Education," Harvard Project on Schooling and Children (as of 1999: Harvard Children's Initiative), Working Paper, 1997
- "Race, Racism, and Pan-African Identity: Thoughts on K. Anthony Appiah's In My Father's House," for *New Political Science*, double issue 38/39, winter 1997: 183-202
- "Community," in J. J. Chambliss (ed.), *Philosophy of Education: An Encyclopedia*, Garland Publishing, 1996
- "Altruism and Egoism," *Dictionnaire de philosophie morale*, (Paris: Presses Universitaires de France, 1996)
- "Community and Virtue," in Roger Crisp (ed.), How Should One Live? (Oxford University Press, 1996)
- "Antiracist Civic Education and the California History-Social Science Framework," in R. Fullinwider (ed.), Public Education in a Multicultural Society: Policy, Theory, Critique, (Cambridge University Press, 1996)
- "The Holocaust and Moral Education," *Report from the Institute for Philosophy and Public Policy* (School of Public Affairs, Univ. of Maryland), Spring / summer 1995
 ----reprinted in Verna Gerhing (ed.), Philosophical Dimensions of Public Policy (Policy Studies Review Annual, volume 13) (New Brunswick, NJ: Transaction Publishers, 2002)
- "Multiculturalism, Racial Justice, and Community: Reflections on Charles Taylor's 'The Politics of Recognition'," in L. Foster and P. Herzog (eds.), Defending Diversity: Contemporary Philosophical Perspectives on Pluralism and Multiculturalism, Amherst: University of Massachusetts Press, 1994
- "Altruism and the Moral Value of Rescue: Resisting Persecution, Racism, and Genocide," in L. Baron, L. Blum, D. Krebs, P. Oliner, S. Oliner, and M.Z. Smolenska, Embracing the Other: Philosophical, Psychological, and Historical Perspectives on Altruism, New York: NYU Press, 1992
- Articles on "Altruism," "Morality of Care," "Personal Relations," and "Simone Weil," in *Encyclopedia of Ethics*, ed. by Lawrence and Charlotte Becker, New York: Garland Publishing Co., 1992
- "Antiracism, Multiculturalism, and Interracial Community: Three Educational Values for a Multicultural Society," Office of Graduate Studies and Research, Univ. of Mass., Boston, 1992
 -----reprinted in *Equinox: Writing for a New Culture*, vol. 1, #1, fall 1992: 20-45
 -----(portion) reprinted in Instructor's manual for Larry May and Shari Collins Sharratt, *Applied Ethics: A Multicultural Approach*, New York: Prentice-Hall, 1993, 2001
 ----reprinted in Rita Manning and Rene Trujillo (eds.), *Social Justice in a Diverse Society*, Mountain View, CA: Mayfield Pub. Co., 1996
 ----reprinted in Gary Kessler (ed.), Voices of Wisdom: A Multicultural Philosophy Reader (Belmont, CA: Wadsworth/Thompson Learning, 2000)
 ----reprinted in Lisa Heldke and Peg O'Connor (ed.), Oppression, Privilege, and Resistance: Theoretical Perspectives on Racism, Sexism, and Heterosexism (McGraw-Hill, 2004)

- (forthcoming) reprinted in Larry May, Kai Wong, and Jill Delston (eds.), *Applied Ethics*, 5th edition (Pearson, 2011)
- "Moral Perception and Particularity," *Ethics* 101 (July 1991): 701-725
- "Philosophy and the Values of a Multicultural Community," *Teaching Philosophy*, June 1991: 127-134
- reprinted (in Polish) in *Edukacja Filozoficzna*, 1993
- reprinted in Lawrence Hinman (ed.), Contemporary Moral Issues: Diversity and Consensus, 1996
- reprinted in Barbara MacKinnon (ed.), Ethics: Theory and Contemporary Issues, 2nd edition, (Belmont, California: Wadsworth Publishing, 1998)
- "Vocation, Friendship, and Community: Limitations of the Personal-Impersonal Framework," in O. Flanagan and A. Rorty (eds.), Identity, Character, and Morality: Essays in Moral Psychology, Cambridge: MIT Press, 1990
- "Universality and Particularity," in D. Schrader (ed.), *The Legacy of Lawrence Kohlberg*, (New directions for Child Development Series, #47, spring 1990), San Francisco: Jossey-Bass, 1990: 59-70
- "Moral Exemplars: Reflections on Schindler, the Trocmés, and Others," *Midwest Studies in Philosophy* vol XIII: "Ethical Theory: Character and Virtue," (ed. P. French, T. Uehling, Jr., H. Wettstein), Univ. of Notre Dame Press, 1988
- "Opportunity and Equality of Opportunity," in *Public Policy Review*, vol 2, #4 (October 1988): 1-18
- reprinted (in shortened version) in T. Mappes and J. Zembaty, Social Ethics: Morality and Social Policy, 4th edition, New York: McGraw-Hill, 1992
- "Kohlberg and Gilligan: Implications for Moral Theory," *Ethics*, vol. 98, no. 3 (April 1988): 472-491
- reprinted in Mary Jeanne Larrabee (ed.), An Ethic of Care, New York: Routledge, 1993
- reprinted in Howard Curzer (ed.), Ethical Theory and Moral Problems, Belmont CA: Wadsworth, 1998
- "Particularity and Responsiveness," in Jerome Kagan and Sharon Lamb (eds.), *The Emergence of Morality in Young Children*, Chicago: University of Chicago Press, 1987
- "Iris Murdoch and the Domain of the Moral," *Philosophical Studies*, vol 50, #3 (November 1986), 343-367
- "Kant's and Hegel's Moral Rationalism: A Feminist Perspective," *Canadian Journal of Philosophy*, vol XII, #2, June 1982
- "Compassion," in Explaining Emotions, A. Rorty (ed.), Berkeley: University of California Press, 1980
- reprinted in R. Kruschwitz and R. Roberts, The Virtues: Contemporary Essays on Moral Character, Belmont Calif.: Wadsworth, 1986
- reprinted in Joseph Grcic, Moral Choices: Ethical Theories and Problems, St. Paul, MN: West Publishing, 1988
- reprinted in Clifford Williams (ed.), On Love and Friendship, Boston: Jones and Bartlett, 1995
- "Altruism and Women's Oppression," (with J. Housman, M. Homiak, N. Scheman) in *Philosophical Forum*, vol V, nos. 1-2, winter 1974-5
- reprinted in C. Gould and M. Wartofsky (eds.), Women and Philosophy, New York: G.P. Putnam's Sons, 1976
- reprinted (in abridged form) in S. Bishop and M. Weinzwieg (eds.), Philosophy and Women, California: Wadsworth, 1979

-----reprinted in Blocker and Garner (eds.), Approaches to Ethics, New York: Haven Publications, 1992

Forthcoming [in order of expected publication]:

"Visual Metaphors in Iris Murdoch's Moral Philosophy," in Justin Broackes (ed.), Iris Murdoch, Philosopher: A Collection of Essays (Oxford University Press, August 2011)

"Empathy and Empirical Psychology: A Critique of Shaun Nichols," Morality and the Emotions (ed. Carla Bagnoli) (Oxford University Press, scheduled for 2011 publication)

"Caring and Moral Philosophy," for Robert Lake (ed.), Letters to Nel Noddings: Mother, Teacher, Scholar, Friend (Teachers College Press)

"Solidarity, Equality, and Diversity as Educational Values in Western Multi-ethnic Societies," Eva Johansson and Donna Berthelsen (eds.), Solidarity and Individualism in Education and Educational Research (to be published in Sweden)

"Human Morality, Naturalism, and Accommodation: Reflections on David Wong's Natural Moralities," Dao: A Journal of Comparative Philosophy

"False Symmetries in *Far From Heaven*," in Susan Wolf and Christopher Grau (eds.), Understanding Love Through Philosophy, Film, and Fiction (Oxford University Press)

Solicited and Completed:

"B5—it got all the dinks': Schools and Education on *The Wire*, for Fran Bartkowski and Sherri-Ann Butterfield (eds.), 24/7 Believe: Watching The Wire

Solicited:

"Benevolence," International Encyclopedia of Ethics (ed. Hugh LaFollette) (Wiley-Blackwell)

Selected Reviews and Comments:

Review of Michael Slote, The Ethics of Care and Sympathy (New York: Routledge, 2007), *Notre Dame Philosophical Reviews*, posted March '08

Review of Amy Gutmann, Identity in Democracy (Princeton, 2003), for *Theory and Research in Education*, vol. 2, #2, July 2004: 196-198

Review of John M. Doris, Lack of Character: Personality and Moral Behavior (Cambridge Univ. Press, 2002), *Notre Dame Philosophical Review*, 8/2/ 2003
(<http://ndpr.icaap.org/content/archives/2003/8/blum-doris.html>)

Review of Joe R. Feagin and Debra Van Ausdale, The First "R": How Children Learn About Race and Racism (Rowman and Littlefield, 2001), *Teachers College Record*, vol. 105, #1, February, 2003: 43-45

-----reprinted in MnAEYC: Minnesota Assoc. for the Education of Young Children, vol. 37, issue 3, May/June, 2003: 9, 12

Review of Michele Moody-Adams, Fieldwork in Familiar Places: Morality, Culture, and Philosophy (Cambridge: Harvard Univ. Press, 1997), *Mind*, vol. 109, #433, April 2000: 1-5

Review of Nathan Glazer, We Are All Multiculturalists Now, *Ethics*, July, 1998

Review of Sharon Lamb, The Trouble With Blame: Victims, Perpetrators, and Responsibility, *Ethics*, January 1997

Comment on Martha Nussbaum, "Patriotism and Cosmopolitanism," *Boston Review*,
October/November 1994

"Liberalism and Multiculturalism" (review of A. Gutmann, C. Taylor, S. Rockefeller, S. Wolf, and
M. Walzer, *Multiculturalism and the 'Politics of Recognition'*), in *Boston Review*, fall 1992

Review of *Between the Human and the Divine: The Political Thought of Simone Weil* by Mary
Dietz and *Simone Weil: "The Just Balance"* by Peter Winch, in *Philosophy and
Phenomenological Research*, vol LII, #1, March, 1992

PRESENTATIONS

1. Named, Distinguished, Keynote, and Honorary Lectures

"Race, Class, Immigration, Ethnicity, and Culture: A Normative Framework for Assessing Group
Disparities," keynote address, California Roundtable on Philosophy and Race,
Northwestern University, October 2010

"Equality, Diversity, and Solidarity as Educational Values in Western Multi-ethnic Societies,"
keynote address, Workshop on Solidarity and Individualism in Education, Department
of Education, University of Göteborg, Sweden, August 2008

"How to Talk, and Not to Talk, About Racism," keynote address, Center for Pedagogy, Montclair
State University, April, 2003

"Racism: What it is and what it isn't," Keynote address inaugurating Key Bank Cultural Diversity
Lecture Series, Westminster College, Salt Lake City, Utah, March 2001

"Can We Talk About Race," The Rosel Schewel Lecture in Education and Human Diversity,
Lynchburg College, Lynchburg, VA, April 2000

"Racism as a Moral Concept," Francis Villemain Memorial Lecture, San Jose State University,
February 2000

"Race, Community, and Moral Education" the Lawrence Kohlberg Memorial Lecture, keynote
address for Association for Moral Education, Dartmouth College, November 1998

1996-1997 Visiting Scholar, Department of Philosophy, University of Maine: "Defending
Particularity in Ethics", April 1997

1997 Larkin Lecturer, Mt. St. Mary's College (Los Angeles): 2 lectures: "Ethnicity, Identity, and
Community" and "Racial Integration Revisited", April 1997

Guest Lecturer (3 lectures: "Moral Particularity", "Gilligan's Ethics and Group Identity",
"Antiracism and Multiculturalism"), Center for Medical Ethics, University of Oslo,
Norway, March 1993

2. Philosophy/Political Theory Presentations

"What is false and what is true in the idea of 'race'?", presentation to IDASA (democracy-
promoting NGO in South Africa), Cape Town, South Africa, as part of "Historians
Delegation" trip to SA, November 2010

"Racial Inequality and Immigration: a Normative Framework," Department of Philosophy,
University of the Witwatersrand, Johannesburg, South Africa, October 2010

"Tolerance and the civic responsibilities of teachers," symposium on "Culture, Religion, and
Identity: the new toleration debate," conference on Ways of Living: Culture, Identity, and

- Difference in today's world," Philosophical Society of England, at City University of London, May 2010
- "Arthur's use of 'Cultural' Explanations of the Racial Achievement Gap," session on John Arthur's Race, Equality, and the Burdens of History," Pacific APA, Vancouver, May, 2009
- "Race, Class, and Immigration: A Normative Framework for Equality," presentation to Society for the Study of Africana Philosophy, New York, May 2008
- Paper on David Wong's Natural Moralities, author-meets-critics session, Pacific Division of APA, Pasadena, CA, March '08
- "Racial Inequality," Philosophy Department Colloquium, Middlebury College, Vermont, November 2007
- "Race and Class: A Normative Framework," sponsored by Department of Philosophy, Syracuse University, November, 2007
- "Race and Class: A Normative Framework," California Roundtable on Philosophy and Race, California State University at Northridge, October '07
- "'What are you, anyway': Race, Ethnicity, and Panethnicity as Social Identities," Oberlin College Philosophy Department, Sept. '07
- "False Symmetries in *Far From Heaven*," for Working Group on Philosophy, Film, and Love, La Cadiere D'Azur, June '07
- "Race, National Ideals, and Civic Virtue," at "Social Diversity and Civic Virtue" conference, Florida State University, March '07
- "Racial Inequality in the Context of Ethnicity and Class," invited colloquium on "Gender and Race", APA, Eastern Division, December '06
- "Race and Class: A Normative Framework," presentation in panel on "Katrina: Lessons on Race, Class, and Ethics in America," at Association for Practical and Professional Ethics, Jacksonville, FL, March '06
- "Best Traditions Patriotism: A Comment on Ben-Porath, Miller, and Wingo," Association for Philosophy of Education session at APA, Dec. 2005
- "Why is Racial Inequality Wrong?" Presentation to Philosophy Department, University of North Carolina at Chapel Hill, September 2005
- "Race, Ethnicity, and Pan-Ethnicity," University of San Francisco Philosophy Department Colloquium, April 2005
- "Reply to Critics," "Author Meets Critics" session on "I'm Not a Racist, But...," sponsored by Pacific Division of APA, San Francisco, March 2005 [critics: Tommie Shelby, Harvard; Eamonn Callan, Stanford; Ronald Sundstrom, Univ. of San Francisco]
- "Racial Discrimination and Racial Inequality," University of Chicago Law School Colloquium on Law and Philosophy, February, 2005
- "Race, Virtue, and Moral Education," presentation to Philosophy of Education society of Great Britain, Oxford, UK, April 2004
- "Race, Virtue, and Moral Education," presentation to Philosophy of Education Society (of North America), Toronto, April 2004

"Virtue and Race," presentation to Philosophy Department, Duke University, December, 2003

"Racial Discrimination and Color Blindness," Centenary College of Louisiana, sponsored by Philosophy Department, November 2003

"Can African-Americans Be Racist?" College of Charleston (SC) Philosophy Dept (co-sponsored by African-American Studies, Political Science, and Sociology), October, 2003

"Visual Metaphors in Iris Murdoch's Moral Philosophy," WOGAP (Feminist Philosophers' Network in Boston area), October '03

Senior Commentator on presentation "Kurt Cobain v. Master P: A Critical Taxonomy of Multicultural Education," by Meira Levinson, at Young Scholar Conference, Program on Ethics and Public Life, Cornell University, March 2003

"Visual Metaphors in Iris Murdoch's Moral Philosophy," Philosophy Department Colloquium, Brandeis University, March 2003

"What Do Theories of 'Racism' Tell Us?," Philosophy and Racism conference, Baruch College, NYC, March 2003

"Virtue and Race," lecture to Philosophy Department, University of Michigan, February, 2003

" 'I'm Not a Racist, But...'," Philosophy Department Colloquium, University of Louisville, October, 2002

" 'I'm Not a Racist, But...'," Philosophy Department Colloquium, Bryn Mawr College, October, 2002

" 'I'm Not a Racist, But...'," Philosophy Department Colloquium, Guilford College (North Carolina), October, 2002

"Reply to Silliman and Byrne," in Author Meets Critics session, at North American Society for Social Philosophy (NASSP), University of Oregon, July 2002

"Racism: What it is, What it isn't, Why it matters," presentation to Institution on Race and Social Division (Boston University), September, 2001.

Panel discussion on Iris Murdoch, conference on "Iris Murdoch, Philosopher," (with Martha Nussbaum, Maria Antonaccio, Stanley Rosen), Brown University, April, 2001

"Racism: What it is and what it isn't," St. John's Seminary, Chestnut Hill, Mass, October, 2000

"Racism and the Discourse of 'Culture'," Department of Philosophy, University of Minnesota, November, 1999

"Universal Values and Particular Identities," General (non-concurrent) session at Philosophy of Education Society Meeting, New Orleans, March 1999

"Moral Asymmetries in Racism," Department of Philosophy, University of Maryland, College Park, March 1999

"The Promise of Racial Integration in a Multicultural Age," Committee on Philosophy, Politics, and Public Policy, University of Maryland, College Park, March 1999

"Is Racial Integration Worth Defending?," lead paper to American Society of Political and Legal Philosophy (at American Philosophical Association, Washington, DC), December 1998

- "Relativism, Morality, and Culture: Comments on Michele Moody-Adams's Fieldwork in Familiar Places," American Philosophical Association (Central Division) "Author Meets Critics" session, May 1998
- "Can Black People Be Racist?," University of Maryland at Baltimore County: Department of Philosophy, Graduate Program in Applied and Professional Ethics, April 1998
- "Recognition, Value, and Equality: A Critique of Charles Taylor's and Nancy Fraser's Accounts of Multiculturalism," Yale University Political Theory Workshop, November 1997
- "-----" New School for Social Research Political Theory Colloquium, October, 1997
- "Defending Particularity," 2nd Annual Utah Philosophy Colloquium: *Ethics and Impartiality*, Dept. of Philosophy, University of Utah, May 1996
- "Is White Racism Worse Than Black Racism?" Department of Philosophy and Office of the Vice President for Diversity and Faculty Development, University of Utah, May 1996
- "Race, Community, and 'Racial Integration'" Department of Philosophy, University of Richmond, April 1996
- "-----," Department of Philosophy, and Ethnic Studies Program, University of Colorado at Boulder, May 1996
- "Latinos, Racism, and the Black/White Framework," presentation to American Philosophical Association Committee on Hispanics, New York, December, 1995
- "Racial and Ethnic Stereotypes: A New Approach to an Old Problem," Annual Lecture on Ethics, *Hoffberger Center for Professional Ethics*, Baltimore, October 1995
- "Can Blacks Be Racist?," Bryn Mawr College Philosophy Department Colloquium, September, 1995
- "Race, Ethnicity, Community, Communitarianism," Washington University Philosophy Department Colloquium," September 1995
- Invited presentation on K. Anthony Appiah's In My Father's House: Africa in the Philosophy of Culture ("Author Meets Critics" session), American Philosophical Association, April 1995
- "Racial Identity as a Moral Identity," Oberlin Colloquium in Philosophy (annual conference): "Moral Psychology and Moral Identity", April 1995
- "Racial Identity as a Moral Identity," Suffolk University Philosophy Department, February 1995
- "Deflating Particularity," Conference on "Virtue Ethics", University of Santa Clara, March 1994
- "Racism: Moral Asymmetries," Philosophy Department, College of William and Mary, March 1994
- "Can Blacks Be Racist?," lecture sponsored by Philosophy Department, African-American Studies, Women's Studies; Northwestern University, October 1993
- "Individual and Institutional Racism," sponsored by Smith College Philosophy Department, Feb. 1993

"Racism and Multicultural Education," Oberlin College, sponsored by Department of Philosophy, Women's Studies Program, and Department of Black Studies, April 1991

"Philosophy and the Values of a Multicultural Community," American Philosophical Association (Central Division), sponsored by Central Conference on Teaching Philosophy, April 1991

"Communitarianism and Virtue," First Annual Riverside Philosophy Colloquium, Univ. of Calif. at Riverside, May 1991

"Particularity and Moral Perception," Conference on Impartiality (sponsored by *Ethics*), June 1990

"Gilligan and Kohlberg: The Stakes for Moral Philosophy," 20th Annual Chapel Hill Colloquium, University of North Carolina at Chapel Hill, October 1986

1984-1991: Philosophy Department Colloquia presentations: Sonoma State Univ. (Calif.); Dartmouth; Arizona State Univ.; Univ. of Maryland; College of William and Mary; Wesleyan; Wellesley; Brandeis; University of Kent (England); Univ. of Oregon; Univ. of California at Irvine; Stanford; California State University at Los Angeles

3. Education

"Philosophy's Role in the Study of Morality," symposium on "The Contributions of Psychology, Sociology, and Philosophy to the Study of Morality and Moral Development," Association for Moral Development, St. Louis, November 2010

"False Racial Symmetries in Far From Heaven and other Hollywood Films," symposium on "Film, Social Inequality, and Education," Association for Moral Development, St. Louis, November 2010

"High School Students Discuss Racial Insult and Racial Asymmetries," symposium on "Racism, Multiculturalism, and Education," Association for Moral Development, St. Louis, November 2010

"Tariq Modood's Defense of a Muslim-friendly Multiculturalism," Association for Moral Education, Utrecht, Netherlands, July 2009

"A Racially Mixed High School Class Reflects on Exclusion and Racial Asymmetries," Association for Moral Education, Univ. of Notre Dame, November 2008

"Morality and Religious Pluralism," Association for Moral Education, Univ. of Notre Dame, November 2008

"Reservations about white privilege analysis," Philosophy of Education Society, April '08

Comment on Nel Noddings, "Care and Empathy," Moral Development and Education SIG, American Education Research Association, New York city, March '08

"Some Reservations about White Privilege Analysis," School of Education "brown bag," Syracuse University, Nov. 2007

"Morality and Religious Pluralism," presentation to annual meeting of Association of Moral Education (session on morality and religion), NYU, Nov. 2007

"Mel Gibson's *Passion*: Stereotype Confusion," presentation at annual meeting of Association of Moral Education (AME), Dana Pt., CA, Nov. 2004

Participant in panel on discussion of A.M.E. trip to Auschwitz, annual meeting of Association of Moral Education, Dana Pt., CA, Nov. 2004

- "High School Students Talk About Morality, Community, Equity, and Cultural Contact," panel presentation, Association for Moral Education, Cracow (Poland), July, 2003
- "How to Talk, and Not to Talk, About Racism," keynote lecture, Middle Atlantic Society for Philosophy of Education (MASPES), Teachers College, March 2003
- "Will They Talk? A Race Theorist's Reflections on Teaching a Racially Mixed High School Class on Racism," Department of Humanities and Social Sciences in the Professions, Steinhardt School of Education, New York University, February, 2003
- Panel presentation on Civic Responsibility, Association for Moral Education, Chicago, November, 2002
- "Philosophical Underpinnings of Education for Cultural Pluralism," presentation to conference on "Minority Education in the Middle East," Institute for Advanced Studies, Hebrew University, Jerusalem, December 2001
- "Colorblindness as a Moral Ideal," Association for Moral Education, Vancouver, October, 2001
- "Recognition and Multiculturalism in Education," Featured Speaker at Philosophy of Education Society and Great Britain, New College, Oxford University, April 2001
- "Civic Standing in Light of Race, Ethnicity, Culture, Religion, National Origin, and Immigrant Status," presentation to Association of Moral Education, Univ. of Glasgow, July 2000
- "Perceptions of Teaching About Race," *Teaching and Writing About What You're Not, or the Nappy Hair Controversy Revisited: An Interactive Symposium*, American Educational Research Association, New Orleans, April 2000
- "Affirmative Action: Recent Developments and Their Moral Implications," roundtable presentation, Association of Moral Education, Univ. of Minnesota, November 1999
- panel participant, "Interracial dialogue as moral education," conference: "Moral Education in a Diverse Society," Duke University (Kenan Ethics Program), April 1999
- "Social Justice Within and Against Multicultural Education," The New Jersey Project conference on "Social Justice Issues in the Inclusive Curriculum," Brookdale Community College, April 1999
- "Moral Psychology": Address to Union of American Hebrew Congregations, as part of UAHC initiative to improve ethics instruction in instructional settings in the Reform Jewish movement, New York City, January 1999
- "Universal and Particular Identities in Anti-Racist Education: The *Amistad* Case," panel presentation ("Moral Education in the Face of Intolerance"), Kenan Ethics Program Conference: *Moral Education in a Diverse Society*, Duke University, February 1998
- "Antiracist Education: A Framework," Columbia University Moral Education Seminar, December 1997
- "Ethnicity, Identity, Community," panel presentation at Association for Moral Education, (Emory University), November 1997
- "The Civic Dimension of Multicultural Education," Association for Moral Education, Ottawa, Canada, November 1996
- "Character and Moral Education," Murray Research Center, Radcliffe College, March 1996

- "Community, Race, and Education," presentation at Association of Moral Education, New York, November 1995
- "Philosophical Reflections on Racism, Moral Education, and the 'Facing History and Ourselves' Curriculum," *2nd International Conference on Moral Education: 'In Search of Moral Education for the 21st Century'*, Reitaku University, Kashiwa, Japan, August 1995
- "Some Reflections on Multicultural Education," Dept. of Philosophy and Social Sciences, Teachers College (Columbia University), March 1994
- "Antiracism, Multiculturalism, and a Sense of Community: Pluralistic Value Education," Association for Moral Education, Toronto, November 1992
- "Flanagan on Communitarianism," panel on Owen Flanagan, *Varieties of Moral Personality*, Association for Moral Education, Athens, GA, November 1991
- "Values in a Multiracial Community," Harvard Graduate School of Education, February 1991
- "Antiracism and Multiculturalism Revisited," Faculty Colloquium, Stanford School of Education, May 1991
- "Universality and Particularity," Symposium on "The Legacy of Lawrence Kohlberg," Harvard Graduate School of Education, April 1988

4. Professional Ethics, Public Lectures, Other Venues

- "Races and Racialized Groups," "What's the Use of Race" conference, MIT, April 2008
- "Racial Wrongs Beyond Racism," to Parr Center for Ethics, University of North Carolina at Chapel Hill, September, 2005
- Panel presentation on *Bamboozled* [Spike Lee film], University of Louisville, October, 2002
- "Racism: What it is and what it isn't," Common Ground/Common Hour Colloquium Series, Connecticut College, February 2001
- Panel presentation on the Ethics of Docudramas, CinEthics conference, North Carolina School for the Arts, November 2000.
- "Four Values in the Domain of Race and Culture," Conference on "The Ethics of Transracial Adoption," University of Massachusetts, Boston, March 2000
- "Can We Talk? Interracial Dialogue in the Classroom," public lecture, Goucher College, April, 1999
- "Hostility to Immigrants, Ethnic Prejudice, Cultural Arrogance: Forms of Racism?" Institute for Race and Social Division, Boston University, January 1999
- "Civic Virtue," NEH Summer project: "Civic Virtue and the Future of Democracy," Connecticut College, June 1994
- "Multiculturalism in Education," Faculty Seminar Luncheon Series, Division of Medical Ethics, Harvard Medical School, October 1993
- "Communitarianism and Race" (comment on Philip Selznick, *The Moral Commonwealth: Social Theory and the Promise of Community*), Law and Society Conference, Chicago, June 1993
- Comments on Elisabeth Young-Bruehl, "Kinds and Types of Prejudice," Massachusetts Psychological Association, April 1993

"Individual and Institutional Racism," presentation to W.E.B. du Bois Institute Fellows, Harvard University, March 1993

"Multicultural Value Education," presented in absentia to symposium on "Pluralism of Cultures or Culture of Pluralism," 2nd European Congress of Psychology, Budapest, July 1991

"Carol Gilligan's View of Morality: A Defense and Critique," Women's Studies Program, Johns Hopkins University, January 1991

"Antiracism and Multiculturalism as Moral Education," Ethics and Society Lecture Series, Stanford University, April 1990

"The Moral Limits of Altruism in the Holocaust Context," presentation to conference on "Theoretical and Social Implications of Rescuing People in Extreme Situations: Another Look at Altruism," Warsaw, Poland, June 1989

5. Workshops/Consultation/Professional Development/community lectures

Led a discussion, "Talking About Race," in Primary Source summer Institute on "The Civil Rights Movement and 20th Century America," Hudson MA

"I'm Not a Racist, But": Blacks, Jews, and Racism. Talk to Eitz Chayim Congregation, Cambridge, MA, January 2003

"Talking about Race," talk to upper school of Newton Country Day School of the Sacred Heart, for Martin Luther King Day, January 2003

"Teaching About Race and Racism," presentation to school-wide parent meeting, Advent School (Boston), September, 2002

Lead speaker (on racism) to workshop on "Race and Membership in the United States" at Facing History and Ourselves, April 2002

Presentation to diversity trainers at Anti-Defamation League on "I'm Not a Racist, But...," winter 2002.

Instructor in "Teachers as Scholars" Program (for K-12 teachers and other educational personnel): mini-course ("seminar") on race and racial identity, January 2002 (10 hours); January 2003 (10 hours); January 2004 (10 hours)

Workshop on Racism to Needham, MA, high school teachers, November 2002

Workshops on Teaching about Race, and Issues in the Boston Busing Controversy (7-12 grade teachers), for Workable Peace, July, 2001

"Racial Identity," "Race, Racism and Racial Identity," "Race and Racism": mini-courses for Cambridge public school teachers (May 2000, Feb-March 2000, July 1999), connected with teaching at Cambridge and Latin High School during that period

Co-led workshop on racial issues in the teaching of *The Adventures of Huckleberry Finn*, under the auspices of WGBH (local affiliate of Public Television) and UMass/Boston, related to showing of "*Born To Trouble: The Adventures of Huckleberry Finn*" in PBS "CultureShock" series, April 2000

"Antiracist Education: A Framework for Teaching": 2 workshops for K-12 teachers under auspices of Facing History and Ourselves, one for 2-day institute (January 1995), other for 5-day institute (July 1995)

Five educational sessions for senior staff of Facing History and Ourselves: 3 for Boston staff (Racism [fall 2002], Holocaust education [fall 1995], moral education [fall 1996]), 2 for New York staff (antiracist education [fall 1997], moral education [fall 1997])

Testimony to Massachusetts Board of Education, concerning draft of "State History and Social Sciences Curriculum Framework," February, 1997

"Multicultural Education" and "Multicultural Education and Racism": co-led 2 mandated workshops for all instructional staff of Graham & Parks school (Cambridge public school), fall '96 and spring '97.

Consultant to Facing History and Ourselves for preparation of curricular materials to accompany film *Schindler's List*, and for revision of 1994 version of main resource book

"Antiracist and Multiculturalism as Moral Education," New England American Studies Association (workshop for secondary school teachers), University of Mass., Boston, April 1992

"Antiracist and Multiculturalism as Moral Education," Adult Resources Roundtable of 3rd Annual conference of Massachusetts Student Alliance Against Racism and Violence (a program of the Civil Rights Unit of the Norfolk County [Mass.] District Attorney's Office, Univ. of Mass., January 1992

6. Comments

"Best Traditions Patriotism: Comment on Ben-Porath, Miller, and Wingo," session on Patriotism and Civic Education sponsored by Association for Philosophy of Education, at American Philosophical Association (Eastern Division), December 2005

Comment on Jorge Garcia, "Racism," conference on "Race: Its Meaning and Significance," Rutgers University, November 1994

Comment on K. Anthony Appiah, Tanner Lecture: "Race, Culture, and Identity", University of California at San Diego, October 1994

Comment on Linda Nicholson, "The Arrogance of Theory," 30th Oberlin Colloquium in Philosophy, April 1991

Comment on Nancy Snow, "Compassion," American Philosophical Association (Central Division), April 1991

OTHER PROFESSIONAL SERVICE

Visiting Committee member, reviewing Wesleyan University's Philosophy Department, spring 2008

President, Association for Philosophy of Education, 2006-2008 [organization that organizes sessions on philosophy of education at the Eastern Division Meetings of the APA]

Member, Advisory Board of Kenan Institute for Ethics (formerly Kenan Ethics Program), Duke University, 1996-2008

Editorial Board, *Theory and Research in Education*, 2002-

Member, Program Advisory Committee for Eastern Division of APA, 1996-1999, 2006-2009

Mentor in AERA/IES Post-Doctoral Program on minority achievement, 2001-2005 [Mentee, Dr. Mary Casey, working on issues of race and morality]

“Which Box Should I Check?”: workshop on racial and ethnic identity on the federal census, for students and teachers at Cambridge Rindge and Latin High School, sponsored by STARs (students teaching and advocating respect) program, March, 2004

Resource Consultant (occasional) for Facing History and Ourselves (professional development organization for K-12 teachers: critical thinking, antiracist curriculum)

Member, Governing Board of Association for Moral Education, 1998-2002

Member: American Philosophical Association; Association for Moral Education; Philosophy of Education Society; American Society for Political and Legal Philosophy

Member, American Philosophical Association Inclusiveness Committee, 2002-2005

Reviewer for *Ethics, Philosophy and Phenomenological Research, Dialogue, Hypatia: A Journal of Feminist Philosophy, Political Theory*, Cambridge University Press, Cornell University Press, Yale Univ. Press, Univ. Press of Kansas, other journals and presses

Member, Cambridge Diversity Committee (monitoring diversity initiatives in Cambridge Public Schools), 1995-1996

Member (1991-1992) Ethics Committee of Elder Care Program of East Boston Neighborhood Health Center

Nina L. Greenwald, Ph.D.
45 Kehtean Drive
Barnstable Village, Massachusetts 02630
508-362-0218 (nlgreenwald@comcast.net)

Synopsis

Nina is an educational consultant, national teacher trainer and keynote speaker with specializations in critical and creative thinking, problem-based learning, multiple intelligences, and gifted education. A faculty member in the Graduate Program of Critical and Creative Thinking at the University of Massachusetts, Boston, she teaches courses in creative thinking, critical thinking, invention, problem-based learning, humor, and gifted education. She is elected to the Danforth Associates of New England, an organization of selected higher education faculty distinguished for excellence in teaching.

She is former director of K-8 critical and creative thinking programs for a Massachusetts educational collaborative, was advisor to the exhibits department of the Museum of Science, Boston and is founding member and past president of MAGE (Massachusetts Association for Gifted Education). Sample publications include curriculum and instructional models for teaching critical and creative thinking in general and gifted education for the Massachusetts Society for Medical Research, The National Institute of Health, The American Medical Association, The New England Aquarium, NOVA and leading periodicals in teacher education. A book on guiding students in problem-based learning (PBL) was published by the Pennsylvania State Dept. of Education and Pennsylvania Society for Biomedical Research as a model for curricular and instructional reform in science education.

Specializations

educational and developmental psychology; innovative curricula and instruction that promote creative and critical thinking and problem solving; problem-based learning; gifted education; learning through multiple intelligences; humor; invention; consultation and training programs for educators, health/ science, business and management (application of thinking and problem solving strategies to catalyze needed change)

Education

1981 Ph.D. Educational and Developmental Psychology, Boston College (specializations: creative thinking and problem solving: gifted education)
1974 M.Ed. Special Education, Bridgewater State College (specialization, gifted education)
1975-6 21 graduate credits in school psychology, counseling, intelligence testing, Bridgewater State College
1961 B.S. Elementary Education, SUNY New Paltz

Certifications

Approved Professional Development Provider, MA. Dept. of Ed.
School Psychologist, Commonwealth of Mass. (#167954)
WISC-R, WAIS and WPPSI Intelligence testing
Elementary Teacher, Comm. of MA. (K-8 permanent #167954)
Common Branch Teacher, State of New York (K-6: permanent)

Sample Professional Experience

2009 present: State Advisory Council, Gifted Education

2009: Creative Education Foundation (CEF) conference presentation: Problem-Based Learning

2009: staff development, Roxbury Community College: *CCT instructional strategies for low-performing students*

2008: half-day workshop for 50 non-profit organization Metro West executives: *Creative Problem Solving Approaches to Challenging Problems*

2008: consultant /trainer, Barnstable Public Schools: teaching critical and creative thinking

2007 reviewer, journal: Thinking Skills and Creativity, University of Exeter, England

2007 Keynote presenter: Gardner Museum (Boston) to 100 museum educators: *Excursions in Critical Thinking*

2007 Allied Health Providers Conference: Cape Cod Community College *Gifted Students' Multiple Intelligences*

2007 Beyond IQ Conference, Manchester, NH. *High Creatives: Learning /Behavioral needs*

2006 Beyond IQ Conference, Manchester, NH. *Problem-Based Learning for Highly Gifted Students*

2003-05 Director, Critical and Creative Thinking Graduate Program
UMass Boston

2001-2003 consultant/trainer, Department of Mental Retardation Service Coordinators; trainer, State Police Crime Lab staff, for **Donahue Institute, University of Massachusetts**

2001-02 presentation, National Collegiate Innovators and Inventors Alliance; Washington DC; Boston, MA.

1999-2001 faculty development, Biology Department and Center for Biology Education, University of Wisconsin, Madison

1999-2000 principal evaluator, arts in education grant program: University of Massachusetts, Dartmouth

1997-98 chief consultant, **Project EXCEL**, South Coast Collaborative summer program, gifted students grades 3-8

1994 Workshop leader, 6th International Conference on Thinking, MIT

1993- Consultant/speaker, critical/creative thinking in science: **Wright Center for Innovation in Science Education, Tufts University**

1993 Workshop leader, NESDEC: "Teaching Thinking K-12"

1993 Consultant/writer: American Medical Association

1993- Consultant/writer: WGBH educational television

1992 – 93 Consultant/writer Massachusetts Society for Medical Research

1992 - Exhibits Advisor, **featured speaker, Museum of Science/Boston,**

1991 member, accreditation team (Lesley College)

1988 accreditation team, Mass. Dept. of Education

1977-83 **Co-founder, president, MAGE (Massachusetts Association for Gifted Education)**

1982- 95 **Director, Talents Unlimited Programs:** The Education Cooperative (13 town educational collaborative: K-12 innovative curricula and problem solving programs, collaborative programs with global education center, colleges, museums, cultural groups; coordinator, staff development and job-a-like coordinator for 20 elementary principals

1986 - 2009 **Faculty,** Graduate Program of Critical and Creative Thinking, University of Massachusetts, Boston

1983 -92 Adjunct Assistant Professor of Education, Boston College (Developmental and Educational psychology; master's program, gifted education)

1973-75 Instructor, Special and Gifted Education, Bridgewater College

1961-64 Teacher, gifted students: New York; North Carolina

Publications/Papers

2000 *Learning From Problems: Guiding Students in Problem-Based Learning;* The Science Teacher, April 2000.

2000 *Science in Progress: Science in Progress: Challenges in Problem-Based Learning Secondary Students from Interviews with Six Leading Biomedical Scientists. The Problem Log,* Newsletter of PBLNet, (ASCD member network) Spring 2001 edition.

- 2000 *Science in Progress: Challenges in Problem-Based Learning for Secondary Students from Interviews with Six Leading Biomedical Scientists*; Pennsylvania Society for Biomedical Research and PA State Dept. of Education
- 2000 “*Swimming Against the Tide: The Creative Child as a Late Bloomer*”, in Lynch, M. and Harris, C. Fostering Creativity in Children, K-8, Allyn and Bacon,
- 1999 Thinking More About Casey (teaching young students about biomedical research) Massachusetts Society for Medical Research
- 1998 “*Songs the Dinosaurs Sang: Teaching Thinking and Understanding Through Multiple Intelligences*” Gifted Child Today, December, 1998.
- 1997 featured educator in Science, Journal of the AAAS Winter edition (development of interactive thinking exhibits Museum of Science, Boston)
- 1995 Heads On for Healthy Living! teacher's guide, critical and creative thinking lessons to accompany a health/science calendar, for **The National Institute of Health and the Massachusetts Society for Medical Research**
- 1994 Communicating Science and Medicine to Children (compendium of classroom-based thinking activities for **The American Medical Association**)
- 1993 Thinking Critically and Creatively About Biomedical Research (compendium of science-based activities for secondary students) Massachusetts Society for Medical Research, Waltham, MA.
- 1994 Earth (teacher's guide, NOVA public TV science program)
- 1981-95 TEC CHALLENGES (K-12 innovative problem solving challenges) The Education Cooperative, Wellesley, MA.
- 1981 Beyond Purely Divergent Thinking: Another Facet of Creativity (unpublished Ph.D. thesis, Boston College, 1981)
- 1981 CPSA: A Measure of Creative Problem Solving Ability (unpub. research)
- 1982 Learning Environments for Talent Development : A Three Stage Teacher Training Model (unpub. monograph)
- 1980 “*Not Enough Encounters of the Right Kind*” G/C/T Magazine
- 1973 “*Factor Analytic Study of Attitudes Toward Teaching the Talented*” (research study for Sharon Public Schools)

Recognitions/Awards

Massachusetts State Advisory Council, Gifted Education

Elected member, Danforth Foundation Associate (higher education faculty recognized for excellence in teaching; May 1981)

Elected member, Phi Delta Kappa (Zeta Zeta Chapter, Boston College) Advisory Board, Exhibits Department, Museum of Science, Boston

Outstanding teaching evaluations, Boston College; Bridgewater State College; U/Mass Boston

Featured Educator, Boston Globe Learning Section (1988)

Featured Educator, *Science*, 1997

Summa Cum Laude, Ph.D and Master's programs

Who's Who in American Education, 1989-90

Goldin Foundation Award for Excellence in Education (2001)

American Legion Award: Nassau County, N.Y. Outstanding Student, 1951

Memberships

Association for Supervision and Curriculum Development

Center for Problem-Based Learning (CPBL)

Creativity Division, National Association for the Gifted (NAGC)

Creative Education Foundation

Danforth Foundation Associate: elected member, excellence in teaching, higher education

Massachusetts Association for Gifted Education

National Association for the Gifted (NAGC)

Phi Delta Kappa (elected, Zeta Zeta Chapter, Boston College, 1993)

PBLNet (problem-based learning educator network)

Arthur B. Millman

Department of Philosophy

Associate Professor 1988-; Assistant Professor 1981-1988

Affiliate of Program in Critical and Creative Thinking, 1981-

Professional Preparation and Previous Appointments

A.B. cum laude, Physics, Columbia University, 1961

M.A., Philosophy, University of Chicago, 1963

Ph.D., Philosophy, University of Chicago, 1974

Assistant Professor, University of Southern California, 1974-76

Visiting Assistant Professor, University of British Columbia, 1976-78

Visiting Assistant Professor, University of Colorado at Boulder, 1978-81

Biographical Sketch

My research is primarily in the philosophy of science and related issues in ethics and public policy (environmental ethics, research ethics). I have developed an extended case study of Darwin's work in relation to problems of scientific discovery, theory construction, and conceptual change. This continues work going back to an NSF Grant for "A Case Study of Reasoning in Theory Construction (with Prof. Carol Smith). We recently published a paper on an aspect of this work as "Darwin's Use of Analogical Reasoning in Theory Construction." This paper shows that the familiar picture of Darwin's use in the Origin of the analogy between artificial and natural selection to provide support for his theory of natural selection needs to be supplemented by attending to his subtle use of analogical reasoning, as documented in his Notebooks. Darwin compared two domains and reshaped the comparison in the process of reasoning his way to finding the analogy in the first place. The case study suggests a pattern of analogical reasoning that has not been characterized before. I am currently working on several other aspects of the project, including the development of his non-essentialist species concept. Other projects of mine deal with broader philosophical themes such as the nature of conceptual recombination and what I call "abductio ad absurdum." The latter paper explores whether criteria can be given for distinguishing between problematic novel ideas that are worth further development and other problematic novel ideas that are not.

I joined UMass Boston's Philosophy Department in 1981 at the same time that I began teaching in the CCT Program. My first task in the Program was to help develop the Science specialty area in connection with an NEH grant to the Program to work with a cohort of science teachers. In the first years I mainly taught CCT 640 (Critical and Creative Thinking in Science and Technology) and CCT 645 (Seminar in Scientific Thinking). I co-taught with several faculty members including Carol Smith (Psychology), John Murray (CCT), Hilary Hopkins (CCT), and T.N. Margolis (Chemistry). The co-teaching with Carol Smith led to the research project focusing on Darwin's thinking in the construction of his theory of evolution by natural selection. This has resulted in a number of conference presentations and published papers. After resource constraints ruled out co-teaching in these courses I offered each of them myself several times. In recent years the scheduling needs of the Program have required me to

teach the core courses CCT 601 (Critical Thinking) and Philosophy 501/601 (Foundations of Philosophical Thought) for the Program almost exclusively. In addition, I have been actively involved with the undergraduate program in Science, Technology, and Values, and co-directed it from its inception in 1993 until 2002.

Teaching and Advising

Courses for CCT

Critical Thinking

Foundations of Philosophical Thought

Critical and Creative Thinking in Science and Technology

Seminar in Scientific Thinking

Practicum in Critical and Creative Thinking

Critical Thinking Attitudes

Recent Courses for the Philosophy Department

Philosophy of Science

Technology and Values

Environmental Ethics

Philosophical Foundations of Public Policy

Inquiry and Investigation

Moral and Social Problems

First Year Seminar in Contemporary Moral and Social Issues

Advisees

Completed Masters, as major advisor

David Prentiss

Thomas Vendetti

Robert Tocci

MaryAnne Miller

Lisa Hayes

Neuza de Figueredo

Leor Alcalay

Jonathan Mahoney

Rossen Roussev

Setsuko Inoue

Alan Goldman

Ryan Mott

Christina Fasciana

Eileen Koestenbaum

Basye Hendrix

Paul Groff

Lyonel Prime

Service

CCT Program

CCT Administrative Committee, 1981-

CCT Program Admissions Committee
CCT Ph.D. program development, 1985
CCT Faculty Seminar, Summers 1985, 1986

Related University Service

CAS Collegiate Personnel Committee, 1992-93, 2002-03
IRB, Human Subjects Committee, 1994-99, co-chair 1997-98
Philosophy and Public Policy program development, 1984-88
Co-Director Science, Technology and Values Program, 1993-2002
CAS Academic Affairs Committee, 1987-90, 91-92, co-chair Fall 1988
CAS Graduate Review Committee, 1990-91
Philosophy Department Personnel Committee, 1981-5, 86-
Philosophy Department Coordinator of Advising, 1989-97
Philosophy Department Graduate Planning Committee, 1993-5
Philosophy Department Self-Study Committee, 1993
Ad Hoc Committee on the Writing Proficiency Exam, 1989
Faculty Council Academic Affairs Committee, 1989-91, 1992-96, chair, 1994-96
Committee on Undergraduate Teacher Preparation, 1990
Provost's Summer/Fall Faculty Research Grant Committee, 1993
Provost's Junior Faculty Grant Committee, 1993
Accreditation Task Force on Planning and Evaluation, 1993-95
Chancellor's Planning Council, 1994-99
Search Committees, Graduate College of Education
Faculty Council Intercollegiate Programs Committee, co-chair, 1998-2000
CAS Budget and Long Range Planning Committee, 2000- , chair 2000-2002
Provost's Implementation Committee on the new colleges, 2003

Service to the Community and Profession

Referee for Philosophy of Science
Referee for NSF Program in History and Philosophy of Science
Reviewer for Wadsworth Publishing Co.
Reviewer for Broadview Press
Beaverbrook Step Board of Directors, 1985-

Grants, Fellowships & Awards

Grant from McCormack Institute Faculty Research Program in Applied Public Policy for project on "Conflict of Interest in University/Industry Research Partnerships," 1992-93
NSF Grant for project on "A Case Study of Reasoning in Theory Construction" with C.L. Smith, 1987-88
GTE Foundation Lectureship Grant to fund lecture series on "Biology, Philosophy, and Public Policy," 1986-87
NEH summer stipend for project on "Ethical Issues in Risk-Benefit Analysis of Technologies," 1982

Grant awarded by the Colorado Humanities Program to be Humanist-in-Residence at the Colorado Front Range Project and liaison between the Project and the Center for the Study of Values and Social Policy at the University of Colorado
Associate Project Director for NEH Pilot Project on "Human Values and Social Policy" at the University of Colorado Boulder, awarded Spring 1981

Publications

- "Darwin's Use of Analogical Reasoning in Theory Construction" (with C.L. Smith), Metaphor and Symbol 12 (1997): 159-187.
- "Falsification and Grunbaum's Duhemian Theses," Synthese 82 (1990): 23-52.
- "Critical Thinking Attitudes: A Framework for the Issues," Informal Logic 10 (1988): 45-50.
- Review of David Kohn, ed., The Darwinian Heritage, Journal of the History of the Behavioral Sciences 24 (1988): 413-415.
- "Understanding Conceptual Structures: A Case Study of Darwin's Early Thinking (with C.L. Smith), in David N. Perkins, Jack Lochhead, and John C. Bishop (eds.), Thinking (Hillsdale, N.J.: Lawrence Erlbaum, 1987), 197-211.
- "Reichenbach on Scientific Discovery," in Peter Caws (ed.), Philosophy in the Life of a Nation (New York: Bicentennial Symposium of Philosophy, 1976), 447-451.
- "The Plausibility of Research Programs," in Frederick Suppe and Peter D. Asquith (eds.), PSA 1976, vol. 1 (East Lansing: Philosophy of Science Association, 1976), 140-148.

Works in Progress

- "Conflicts of Interest and Scientific Objectivity"
- "Abductio ad Absurdum: On the Introduction of New Hypotheses"
- "Scientific Freedom: Proliferation in Practice"
- "The Origin of Darwin's Species Concept"
- "Issues in Environmental Ethics"

Presentations and Workshops

- "Scientific Freedom: Proliferation in Practice," UMB Philosophy Department series, Fall 2002.
- "New Directions in Fostering Critical Thinking" (with Peter Taylor), UMB Center for the Improvement of Teaching, April 2002.
- "Abductio ad Absurdum," UMB Philosophy Department Series, May 2001.
- "Conflict of Interest and Scientific Objectivity," Research on Research Integrity Conference November 2000 (Office of Research Integrity, Department of Health and Human Services).
- "Environmental Justice," Science-in-Society, Society-in-Science Conference sponsored by the CCT Program, July 1999.
- Panel on "What is Education for – A Living or for Life?" UMB Center for the Improvement of Teaching, October 1998.
- "Thinking Strategies, Ethics, and New Reproductive Technologies," Sixth International Conference on Thinking, MIT, July 1994

Carol Lynne Smith

Professor, Department of Psychology

Professional Preparation and Previous Appointments

B.A. (Summa Cum Laude), Psychology, Brown University, 1970.

Ph.D. Personality & Developmental Studies, Harvard University, 1976.

Postdoctoral Fellow, Department of Psychology, MIT., 1976-77.

Research Associate, Department of Psychology, MIT., 1977-78.

Lecturer, Department of Psychology, Psychology, University of Massachusetts at Boston, 1978-1980.

Assistant Professor, Department of Psychology, University of Massachusetts at Boston, 1980-1986.

Associate Professor, Department of Psychology, University of Massachusetts at Boston, 1986-2008

Professor, Department of Psychology, University of Massachusetts at Boston 2008--

Biographical sketch

I joined the Critical and Creative Thinking Program in 1980, when I was hired as an assistant professor in Psychology who would participate in the CCT program. Over the years, I have taught several courses in CCT: Advanced Cognitive Psychology (Psych 650) a required course in the CCT Program; Children and Science course (CCT 652) a specialty course in the science track of CCT, and the Seminar on Scientific thinking (another specialty course in the science track of CCT co-taught in the past with Prof. Arthur Millman in the Philosophy Department.)

My research focuses on characterizing student intuitive theories (in particular, student matter theories and epistemologies of science) and understanding the dynamics of conceptual change both in children and adults. My research with children has examined the role of models, analogies, and metaconceptual understanding in facilitating the process of conceptual change within schooling contexts as well as the general impact of schooling on metacognitive development. I have also collaborated with Arthur Millman in the Philosophy Department in doing a case study of the reasoning processes used by Darwin in the development of his theory of natural selection, based on an analysis of his scientific notebooks.

Most recently, I have worked on several teams (sponsored by the National Research Council of the National Academy of Science) that are developing and exploring the idea of organizing K-12 science standards, instruction and assessments around *long-term learning progressions* in particular domains—most specifically a long-term learning progression for understanding matter and the atomic molecular theory. I view learning progressions as hypotheses about how knowledge can evolve, given key instructional experiences, from the initial ideas students have in preschool (lower anchor) to the ideas of modern science that are the target of instruction (upper anchor). These hypotheses are constrained by prior cognitive developmental research on children's initial conceptions and our understanding of processes of conceptual change; they are also actively tested through long-term teaching studies, such as the one I am currently working on with researchers and developers from TERC who are working with students in grade 3-5. I also served on the NRC's Committee on Science Learning, K-8, which authored *Taking Science to School*—a book synthesizing current developmental, learning, and instructional research that informs K-8 science education. A central argument of that book is that enhancing students' understanding of science involves weaving together four "strands" of development: developing students' knowledge, use, and interpretation of scientific explanations, developing students' abilities to generate and evaluate scientific evidence and explanations, developing students' understanding of the nature of scientific knowledge and how it develops, and developing students' ability to participate productively in scientific practices and discourse. Further, promoting these developments requires careful attention to critical and creative thinking, reflection, and student, voice, motivation and identity.

In my work with CCT and M.Ed. students, I have taught them how to devise and analyze clinical interviews in order to assess student thinking and conceptual understanding. I have also worked with

them in creating curriculum interventions that would enhance both students' domain specific knowledge and their metacognitive understandings of how knowledge is created and justified in science.

Teaching and Advising

Courses for CCT and GCOE: Graduate

Advanced Cognitive Psychology (CCT 651L and Psych 550L)

Children and Science (CCT 652)

Synthesis (CCT 694)

Understanding Science and Mathematics Seminar (EDC 697 E) (once every year 1996-1999)

Recent courses in Psychology: Undergraduate

Introduction to Psychology (Psych 101)

Infancy and Child Development (Psych 341)

Cognitive Development (Psych 447)

Cognitive Psychology (Psych 450)

Advisees in CCT:

Completed Masters in CCT, as major advisor for:

Judy Donovan

Barbara Waters

Terry Caffelle

Lauren Foley

Shari Sprong

Rache Yoffe

Linda Cromwell Clark

Halima Madden

David Zwicker

Karen Cavanaugh

Bob Blackler

Pin Yu Chen

Jenne Todd

Matt Jans

Kit Irwin

Julie Barrett

Kristin Capezio

Marie Levy-Pabst

Diana Truong

Also reader on 21 CCT Masters or Syntheses

Other Mentoring:

Directed 4 undergraduate Honors projects; co-directed the dissertation work of 3 Ed.D students at Harvard Graduate School of Education. Reader for 4 Psychology Masters and 3 Psychology Ph.D.(Clinical Program), 3 Biology Masters and 1 Biology Ph.D. (Science Education)

Service

CCT Program

Member, Administrative Committee, 1994-present

Co-chair of Personnel Committee, 1994-1995, 1995-96

Member, Admissions Committee, 2006-2007

Member, Search Committee for CCT Program, 1996-97, 97-98

Other GCOE:

Member Science Education Faculty Search Committee (2010-2011)

Member, Tenure and Promotion Committee for Robin Coddling (Fall 2009)

TEAMS/BC Grant, 1994-1995, 1995-1996, 1996-1997

Member, Campus Coordinating Council for Teacher Education Committee, 1994-1995

Member, Review committee on Undergraduate Teacher Preparation Program, 1995-96

Member of GCOE Faculty Search Committee, 1996-97

Psychology Department (selected recent)

Associate Chair, 2009—

Executive Committee, 2009-

Personnel, 1994-2008 (Chair, 1994-1999, 2000-2001; 2003-2004; 2006-2007)

Curriculum, 1995-1997, 2006-2007, 2009- (Chair, Fall 1995-Spring 1996)

Chair, Periodic Multi-year Review Committee, spring 2009

Chair 4th year Review Committee for Zsuzsa Kaldy, 2006-2007

Chair, 4th year Review Committee for Karla Klein Murdock, 2000-2001

Member, Tenure & Promotions Committee (for all cases between 1994-present)

Developmental Search Committee, 2001; 2002 (Chair 2002)

Member, Human Subjects Committee, 1994-1995, 1995-1996

Member, Biopsych Content Committee, 1998-99

Chair, Foundational Skills Committee, 1998-99

Related University Service (selected, recent)

Member Collegiate Personnel Committee (2010-2011)

Member Dean's Search Committee for CLA Majors Advisor (2009-2010)

Member 4th year review committee for Hispanic Studies (2009-2010)

Member, Developmental Sciences Workgroup, 2007-2008

Periodic Multi-Year Review Committee Hispanic Studies (Member, of 1 review, chair of other)

Member, 4th year Review Committee Hispanic Studies (2 cases)

Member, Collegiate Personnel Committee, 1997-98

Member, Science Education Discussion Group, 1995-96, 1996-97

Member, Science Teaching Workshop Committee, 1997-98

Member, Library Committee, 2002

Service to Profession (selected recent)

Reviewed the new National Research Council Science Frameworks in July 2010 (read draft document of over 200 pages and submitted detailed comments on framework in July 2010)

Reviewer for many journals (e.g., *Cognition and Instruction*, *Topics in Cognitive Science*, *Early Childhood Research Quarterly*, *Journal of Applied Developmental Psychology*, *Journal of Research in Science Education*, *Science Education*) and grants (e.g., NSF)

Served on Advisory Boards for NSF Grants (e.g., Brian White, Varelas & Pappas, Goldberg & Hammer)

Member of Design team charged with writing a report for the National Research Council's Committee on K-12 Test Design for Science Achievement. The report synthesized research to propose a learning progression for matter and the atomic-molecular theory and discussed ways this research could be used to elaborate on science standards and guide the development of relevant large-scale assessment items. Completed both Interim and Final Report (Fall 2003-August 2004)

Member of the Committee on Science Learning, K-8, sponsored by The National Academies and charged with writing a book summarizing current research on science teaching and learning, grades K-8. (September 2004-June 2006) This led to the publication of a book.

Community:

Workshops for teachers (Sharon Public Schools, Fulcrum Institute, TERC) on children's ideas in science, Developed activities for Tiffany Cunningham's Summer Science Camp for elementary school children (held at UMB, July 1998), advised on curriculum development issues Wellesley public schools; Gave presentations to Dorchester High School Students on early social and moral development; Served on panel for the Mass State Department of Education to advise on performance tests for elementary and middle school studies; member of Cambridge Partnership (organization of researchers and Cambridge schools to consider ways to improve science education); as part of TEAMS grant served on Elementary Science Working Group (collaborative with Wheelock, UMB, and the Russell School in Boston and the Graham and Parks School in Cambridge)

Grants, Fellowships & Awards (selected)

Co-Investigator on 3-1/2 year National Science Foundation Grant entitled "The Development of Scientific Thinking and Conceptions of Science in College Science Students" (Dr. Neil Stillings, Hampshire College, Principal Investigator, and Dr. Mary Anne Ramirez, Hampshire College, Co-Investigator), 2000—2004 (Award amount: \$997,613 for 3 and 1/2 years)

Principal Investigator on 3-year McDonnell Foundation Grant entitled "Explanatory Model Construction: The Case of the Theory of Matter" , 1995-1998 (Award amount: \$411, 668 for 3 years)

Principal Investigator on 3-1/2 year National Science Foundation Grant entitled "Using conceptual models to facilitate conceptual change: The case of a theory of matter.", 1991-1995. (Award amount: \$656,768 for 3 and 1/2 years)

Publications (selected)

Wiser, M., Smith, C., & Doubler, S. (in press). Learning Progressions as tool for curriculum development: Lessons from the Inquiry Project. In A. Alonzo & A. Gotwals (Eds.), Learning Progressions in Sciences. Sense Publishing.

Smith, C. (2009) Conceptual change. In E. Anderman (Ed.) Psychology of classroom learning: An encyclopedia. Detroit: MacMillan Reference.

Wiser, M. and Smith, C. (2008) Teaching about matter in grades K-8: When should the atomic-molecular theory be introduced? In S. Vosniadou (Ed.) International handbook of research on conceptual change. (pp.205-239). Mahwah, NJ.: Lawrence Erlbaum Associates, Inc.

Smith, C. (2007) Bootstrapping processes in the development of students' commonsense matter theories: Using analogical mappings, thought experiments, and learning to measure to promote conceptual restructuring. Cognition and Instruction, 25(4), 337-398.

National Research Council (2007) Taking Science to School: Learning and Teaching Science in Grades K-8. Washington, D.C.: The National Academies Press. (R. Duschl, H. Schweingruber, and A. Shouse were co-editors of the book; I was member of the NRC Committee that wrote the book.)

Smith, C., Wiser, M., Anderson, C., and Krajcik, J. (2006) (Focus Article of combined double issue of journal): Implications of Research on Children's Learning for Standards and Assessment: A Proposed Learning Progression for Matter and Atomic-Molecular Theory. Measurement, 14 (1&2), 1-98. (Focus Article in a combined double issue of journal, that included critical commentaries on our article.)

Smith, C. and Wenk, L. (2006) The Relation Among Three Aspects of College Freshmen's Epistemology of Science. Journal of Research in Science Teaching, 43 (8), 747-85.

- Smith, C., Solomon, G., and Carey, S. (2005). Never getting to zero: Elementary school students' understanding of the infinite divisibility of matter and number. Cognitive Psychology 51, 101-140.
- Snir, J., Smith, C., and Raz, G. (2003) Linking Phenomena with Competing Underlying Models: A Software Tool for Introducing Students to the Particulate Model of Matter. Science Education, 87, 794-830.
- Smith, C. (2003). Conceptual change. In J. Guthrie (Ed.), Encyclopedia of Education, 2nd Edition. New York: MacMillan Reference.
- Smith, C., Maclin, D., Houghton, C. and Hennessey, M.G. (2000) Sixth graders' epistemologies of science: The impact of school science experiences on epistemological development. Cognition and Instruction, 18(3), 349-422.
- Millman, A. & Smith, C.L. (1997) Darwin's use of analogical reasoning in theory construction. Metaphor and Symbol, 12, 159-187.
- Smith, C., Maclin, D., Grosslight, L. and Davis, H. (1997) Teaching for understanding: A comparison of two approaches to teaching students about matter and density. Cognition and Instruction, 15 (3), 317-393.
- Smith, C. and Unger, C. (1997) What's in dots-per-box? Conceptual bootstrapping with stripped down visual analogs. Journal of the Learning Sciences, vol 6 (2), 143-181.
- Snir, J. and Smith, C. (1995) Constructing understanding in the science classroom: Integrating laboratory experiments, student and computer models, and class discussion in learning scientific concepts. In D. Perkins, J. Schwartz, M. West, and S. Wiske (Eds.), Software Goes to School (pp. 233-254), Oxford: Oxford University Press.
- Snir, J., Smith, C. L., & Grosslight, L. (1993). Conceptually enhanced simulations: A computer tool for science teaching. Journal of Science Education and Technology, 2 (2), 373-388. (Also reprinted as Chapter 7 in the book Software Goes to School, 1995, Oxford University Press, pp. 116-129.)
- Carey, S. & Smith, C. (1993). On understanding the nature of scientific knowledge. Educational Psychologist. 28 (3), 235-251. (Also reprinted as Chapter 3 in the book Software Goes to School, 1995, Oxford University Press, pp. 39-55.)
- Smith, C., Snir, J., & Grosslight, L. (1992) Using conceptual models to facilitate conceptual change: The case of weight/density differentiation. Cognition and Instruction, 9 (3), 221-83.
- Grosslight, L., Unger, C., Jay, E. & Smith, C. (1991) Understanding models and their use in science: conceptions of middle and high school students and experts. Journal of Research in Science Teaching, 28, 9, 799-822.
- Smith, C.L. & Millman, A. (1986). Understanding conceptual structures: A case study of Darwin's early thinking. In D. Perkins, J. Bishop, and J. Lochhead (Eds.) Thinking: Progress in Research & Teaching. Hillsdale, NJ: Lawrence Erlbaum Associates, 322-331.
- Smith, C.L., Carey, S. & Wiser, M. (1985). On differentiation: A case study of the development of the concepts of size, weight, and density. Cognition, 21, 177-237.

Recent Commissioned Papers

Wiser, M. and Smith, C. (2009) How Does Cognitive Development Inform the Choice of Core Ideas in Physical Science? Paper Commissioned by the National Research Council for presentation and distribution at their Expert Meeting on Core Ideas in Science, Washington, D.C. August 17th; both the commissioned paper (manuscript 29 single spaced pages) and the Powerpoint presentation are currently posted on their Conference website.

Smith, C., Wiser, M., Anderson, A. Krajcik, J. and Coppola, B. (2004) Implications of Research on Children's Learning for Assessment: Matter and Atomic Molecular Theory (Final Report). (Paper was commissioned by the National Research Council's Committee on K-12 Test Design for Science Achievement; and presented and distributed at their August, 2004 meeting in Cape Cod. Mark Wilson, chair of the committee, has solicited the paper for publication in a journal that he edits.)

Teaching Materials and Educational Software

I have supervised the development of curriculum materials for over 5 different teaching studies. An early version of these materials were made available for distribution to teachers by the Educational Technology Center (Weight and Density Lesson Plans, September, 1988, printed by the Educational Technology Center, Harvard Graduate School of Education). In 1995, we completed a new version of prototype lesson plans for distribution to interested teachers (along with our prototype software), entitled Archimedes and Beyond (156 pages). In 1996, Deborah Maclin, Dr. Snir, and I developed an educational video entitled "Models of Matter".

Presentations since 1995 (selected)

Smith, C., Wiser, M., & Carraher, D. (2010) Using a comparative longitudinal study to test some assumptions about a learning progression for matter. Paper presented at NARST (National Association for Research in Science Teaching), March 24, 2010, Philadelphia, PA

Wiser, M. and Smith, C. (2009) How Does Cognitive Development Inform the Choice of Core Ideas in Physical Science? Paper Commissioned by the National Research Council for presentation and distribution at their Expert Meeting on Core Ideas in Science, Washington, D.C. August 17th; both the commissioned paper (manuscript 29 single spaced pages) and the Powerpoint presentation are currently posted on their Conference website.

Wiser, M. and Smith, C. (June, 2009) Learning Progressions: What are they? What are they for? Presentation to the Massachusetts Science and Technology/Review Panel (charged with redoing the state K-12 science standards over the next 2 years), at their June 11, 2009 meeting, Holiday Inn, Marlboro.

Wiser, M., Smith, C., and Doubler, S. (June 2009) Learning Progressions as Tools for Curriculum Development: Lessons from the Inquiry Project. Paper presented at a Plenary Session of the Learning Progressions in Science (LeaPS) Conference, June, 2009, Iowa City, IA; full paper distributed on the Conference CD (manuscript 26 single spaced pages.)

Carraher, D., Smith, C., Wiser, M., Schleiman, A. & Cayton-Hodges, G. (June 2009) Assessing Students Evolving Understandings of Matter. Paper presented at a Plenary Session of the Learning Progressions in Science (LeaPS) conference, June, 2009, Iowa City, IA; full paper distributed on the LeaPS Conference CD (manuscript 28 single spaced pages.)

Wiser, M., Smith, C., Asbell-Clarke, J. & Doubler, S. (2009) Developing and refining a learning progression for matter: The Inquiry Project grades 3-5. Paper written and presented at a symposium for a

Learning Progression for Matter, American Educational Research Association meeting, April 14, 2009, San Diego, CA.

Smith, C. (December, 2008) Developing and assessing a learning progression for matter in the elementary school years. Colloquium presented at the Graduate College of Education, Rutgers University, December 10, 2008, New Brunswick, NJ.

Smith, C. L. (June 24, 2008) Introduction to Research on Children's Ideas in Science. Presentation at Teacher Workshop, Dana Hall School, June 24, 2008.

Smith, C. L. (February, 2008) Bootstrapping processes and conceptual change. Presentation at TERC, Cambridge, MA. February 26, 2008.

Smith, C. (July 9, 2007) Introduction to research on children's ideas in science. Fulcrum Summer Institute for Teachers. Tufts University, Medford, MA

Smith, C. (June 27, 2007) Children's ideas About Matter, Inquiry Project Professional Development Conference for Teachers, TERC, Cambridge, MA.

Smith, C. L. (Dec. 5, 2006) Learning Progressions: State of the State. Presentation at the BOSE Meeting (Board on Science Education, National Research Council), December 5, 2006. (videoconference), Beckman Center, Irvine, California.

Smith, C. (Dec 7, 2006) Thoughts on Designing Learning Progressions for the Particulate Theory of Matter. Fulcrum Institute Talk (talk was videotaped for later dissemination), Tufts University, Medford MA.

Wenk, L. and Smith, C. (2004) The Impact of First-Year College Science Courses on Epistemological Thinking: A Comparative Study. Paper presented at the National Association for Research in Science Teaching, Vancouver, British Columbia, April 2, 2004.

Smith, C. and Wenk, L. (2003) The Relation Among Three Aspects of College Freshmen's Epistemology of Science. Paper presented at the National Association for Research in Science Teaching meeting, Philadelphia, PA, March 26, 2003.

Smith, C. and Solomon, G. (2003) Getting to Zero: Elementary school students' understanding of the infinite divisibility of number and matter. Paper presented at the Society for Research in Child Development meetings, Tampa, Florida, April 26, 2003.

Smith, C., Snir, J., and Raz, G. (April, 2002). Can middle schoolers understand the particulate theory of matter as an explanatory model? An exploratory study. Poster presented at a symposium on Epistemology and Learning at the American Education Research Association meetings, New Orleans, LA.

Smith, C. (April, 2001). Conceptual bootstrapping in childhood: Theories of Matter and Weight and Density Differentiation. Paper presented at Symposium on Conceptual Bootstrapping at the Society for Research in Child Development meetings, Minneapolis, MN.

Smith, C., Maclin, D., Houghton, C., & Hennessey, M.G. (1999). Can 6th Graders Develop a Coherent Constructivist Epistemology of Science? A Comparative Study. Paper presented at NARST, March 30, 1999.

Snir, J. and Smith, C. (1997) Designing software to teach students about the particulate model of matter. International Conference on Science, Mathematics & Technology Education, Hanoi, Vietnam, January 7, 1997.

Smith, C., Houghton, C. Maclin, D., and Hennessey, M.G. (1997) Understanding sixth graders' epistemologies of science: Teasing apart the effects of schooling and development. Paper presented at a symposium at the American Educational Research Association Meetings, Chicago, IL, March 28, 1997.

Smith, C. and Snir, J. (1997) Initial Case studies of explanatory model construction: Understanding the particulate theory of matter. Cognitive Studies and Educational Practice Conference, McDonnell Foundation, Seattle, WA, October 25, 1997.

Smith, C. (1996) Do middle school students have common-sense theories of matter? Poster Presented at the Jean Piaget Society Meetings, Philadelphia, PA., June 7, 1996.

Smith, C. (1996) Conceptual coherence in the elementary school years: Student epistemology and commonsense matter theories. Cognitive Studies and Educational Practice Conference, McDonnell Foundation, St. Louis, Mo., Nov. 9, 1996.

Smith, C., Hennessey, G., and Carey, S. (1995) A comparative study of 6th grade students' understanding of the notion of "interpretive framework". Cognitive Studies and Educational Practice Conference, McDonnell Foundation, Vanderbilt, Tennessee, Sept. 28, 1995.

CURRICULUM VITAE

Peter Taylor

Professor
Graduate College of Education
Coordinator, Program in Critical & Creative Thinking
Director, Program on Science, Technology & Values
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WorldWideWeb Site: <http://www.faculty.umb.edu/pjt>

Contents (with [additional older material](#) and other links on the website version): [AREAS OF RESEARCH AND TEACHING / EDUCATION / POSITIONS HELD / TEACHING and ADVISING / GRANTS, FELLOWSHIPS & AWARDS / PROFESSIONAL ACTIVITIES \(1998-\) / PUBLICATIONS](#) (with links on website to some abstracts & full text versions) / [WORKING PAPERS \(available on the WWW\) / WORKS IN PROGRESS / SELECTED PRESENTATIONS \(2004-\)](#)

AREAS OF RESEARCH AND TEACHING

Critical Thinking and Reflective Practice, especially about Social Analysis of Ecological Change and Analyses of Human Life-course Development
Science, Technology and Society

EDUCATION

Ph.D., Organismic & Evolutionary Biology, Harvard University, 1985
Dissertation: "Construction and turnover in multispecies communities: A critique of approaches to ecological complexity"

B.Sc.(Hons.), Monash University, Australia, 1975
Majors in Biomathematics and Zoology

POSITIONS HELD

Visiting Professor, School of Forestry and Environmental Studies, Yale University, 2003

Adjunct Professor, Department of Environmental, Coastal and Ocean Sciences, 2002-4

Program in Critical & Creative Thinking, University of Massachusetts Boston Assistant Professor, 1998-2002;
Associate Professor, 2002-6
Program Director/Coordinator/Faculty Advisor, 1999-2004

Eugene Lang Visiting Professor for Social Change, Swarthmore College, 1997-98

Rockefeller Fellow, Rutgers University, Center for the Critical Analysis of Contemporary Culture, 1996-97

Assistant Professor, Cornell University, Program on Science, Technology & Society 1990-91; Department of Science & Technology Studies, 1991-97

Research Collaborator, Grupo de Estudios sobre Instituciones Agrarias y Recursos Ambientales, Departamento de Economía, Centro de Investigación y Docencia Económicas, Mexico, 1992-97

Visiting Professor, Centro de Investigación y Docencia Económicas and Centro de Ecología, U.N.A.M., Mexico, 1992, 1993

Senior Ecologist, Biosystems Analysis, Tiburon, CA, 1989-90

Wantrup Fellow in Natural Resource Economics, University of California, Berkeley, 1987-89

Guest Lecturer, University of Helsinki & Academy of Finland, 1988

Research Associate, Museum of Comparative Zoology, Harvard University, 1985-87

Faculty, New School for Social Research, Lang College Science, Technology and Power Program, 1986-87

Teaching faculty, Harvard University Summer School, 1986-87

Mellon Fellow, Science, Technology & Society, M.I.T., 1985-86

Teaching fellow and tutor, Harvard University, Biology, History of Science and the Core Curriculum, 1981-85

Summer Research Associate, Environmental Sciences Division, Oak Ridge National Laboratory, Tennessee, 1984

Course development consultant, Royal Melbourne Institute of Technology, Australia, Socio-environmental assessment program, 1982

Marine Ecosystems Research Group, Harvard School of Public Health, 1980-82

Graduate Research Assistant, Institute of Applied Economic and Social Research, University of Melbourne, Australia, 1978-79

Senior Research Assistant, Agriculture Dept., University of Queensland, 1976-77

Tutor, Monash University, Australia, Statistics, 1975

TEACHING and ADVISING

University of Massachusetts, Boston

Thinking, Learning and Computers

Processes of Research and Engagement (formerly, Practicum)

Critical Thinking

Science-in-society [Seminar in Critical Thinking]

Action Research for Educational, Professional, and Personal Change (formerly: Evaluation of Educational Change)

Synthesis of Theory and Practice

Computers, Technology and Education

Environment, Science, and Society [Critical and Creative Thinking in Science and Technology]

Making Sense of Numbers [Seminar in Critical Thinking]

Biology in Society: Critical Thinking

Politics and the Environment

Science, Technology & Public Policy

Epidemiological Thinking and Population health

Reflective Practice

Cornell University

(See also links on website to [statement](#) and [portfolio](#) describing this teaching.)

Biology and Society: The Social Construction of Life

Social Analysis of Ecological Change

Investigative Research on the Social Impact of Science

Statistical Analysis for the Life Sciences

Science and Social Theory (Themes: Structure & agency; Changing ideas of nature)

Ecology and Social Change (Freshman writing seminar)

Visualizing the Dynamics of Science

Recent courses taught at other institutions

Critical Scholarship and Practice in Conservation and Development

GRANTS, FELLOWSHIPS & AWARDS

Visiting Fellowship, Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, 2008 & 2010

Chancellor's Award for Distinguished Teaching, University of Massachusetts, Boston, 2009

NSF Grant, "The Implications of Heterogeneity for the Philosophy, History, Sociology, and Science of Biological Determinism" (PI, \$17755), 2006-9

NSF Grant, "[Ecological Research and the Complexities of Participation in Social and Environmental Change](#)" (PI, \$12,850), 2005-9

NSF Grant, "[New England Workshop on Science and Social Change](#)" (PI, \$6,000), 2004-5

NSF Grant, "[Genes, Gestation, and Life Experiences](#): A Critical Comparison of Concepts and Methods Used in Analyses of Biosocial Development" (PI, \$71,670), 2003-5

Visiting Scholar, Pembroke Center for Teaching and Research on Women, Brown University, 2002-03.

Instructional Technology Center, Senior Fellowship, University of Massachusetts Boston, 2002.

Public Service grant, University of Massachusetts Boston, 2001.

Healy grant for Proposal Development, University of Massachusetts Boston, 2000.

Faculty Seminar, Center for Improvement of Teaching, University of Massachusetts Boston Participant 1999, 2003; leader 2010.

STEMTEC grant for Science in Society workshops, 1999.

Visiting Fellowship, Agrarian Studies Program, Yale University, 1998 (declined)

PROFESSIONAL ACTIVITIES

University of Massachusetts, Boston:

[Critical & Creative Thinking Graduate Program](#), Graduate Program Director/Coordinator, 1999-2004, 2007-

Admissions Committee, 1998-2005, 2009-

Coordinator, "[Science in a Changing World](#)" track, 2009-

Organizer of "Critical and Creative Thinking in the Workplace" Workshops/Course, 2001

Organizer of "Critical and Creative Thinking in Practice" Forum and Workshops, 1999-2004

Co-organizer of "Critical and Creative Thinking Network" monthly events and online social network, 2007-

Curriculum & Instruction Department

Co-cordinator, Non-licensure MEd track

Organizer, Brown bag series, 2008

Departmental Curriculum Committee, Co-chair, 2007-8

Chair 2006-7; Associate Chair 2007

Executive Committee 2005

Personnel Review Committees, 2005- (incl. Chair 2005, 08, 09)

Search Committee for faculty positions, 2001, 2004, 2005-6

Departmental Annual Faculty Review SubCommittee, 1998-2000, Chair 1999-2000, 2007-8

Graduate College of Education

Personnel Committee, 2002-4; Chair 2003; Chair/Co-chair 2008-10.
Academic Affairs & Curriculum Committee, Chair 2000-2, 2005-6
MEET Educational Technology Fellow, 2001-2
Dean's Task Force on Educational Technology, 2000-2

University

Selection Committee, Chancellor's Award for Distinguished Teaching, Chair 2010
[Program in Science, Technology, and Values](#), Advisory Board, 1998-; Assistant to Director, 2002-3;
Director, 2004-
Inter-college faculty Seminar in Humanities and Sciences, Organizer, 2003-
Faculty Council, Budget and Planning Committee, 2009-
Public Policy Ph. D. Program, Associate member, 2004-; Academic Affairs Committee, 2008-
Environmental Studies program, Advisory Board, 2004-8 (co-chair, 2006-7)
Environmental Council, 2002-4
Chancellor's Committee on Sustainability, Chair, [Sub-committee](#) Provost's Task Force on Environmental
Affairs, 2000
Co-chair of site-visit and proposal group that secured Ford Foundation funding for a New England Center
for Inclusive Teaching (NECIT), 2002
Committee to establish General Science Degree, 1999
Committee to establish M.Ed. in Science & Math. Teaching, 1998-99
Organizer/leader of workshops, "Science-in-Society, Society-in-science," "Helping Each Other to Foster
Critical Thinking about Biology and Society," "New Directions in Science Education," "Helping Each Other
to Foster Critical Thinking about Environment, Science, and Society," 1998-2002

Beyond the Campus:

(See also links on website to 2001 [statement](#) describing these activities up to 2001.)

Organizer, [New England Workshop on Science and Social Change](#), 2003-; Workshops on "[Complexities of environment and development in the Age of DNA](#)," 2004, "[How complexities of the social environment shape the ways that society makes use of knowledge about 'genetic' conditions](#)," 2005, "[Ecological restoration as social reconstruction](#)," 2006, "[Collaborative generation of environmental knowledge and inquiry](#)," 2007, "[Science-in-society: Teaching and engaging across boundaries](#)," 2008, "Heterogeneity and Development: Methods and Perspectives from Sciences and Science Studies," 2009; "[Where social theory meets critical engagement with the production of scientific knowledge](#)," and "[Problem- and case-based learning about biology-in-society](#)," 2010.

Workshop Participant to develop a Research Collaborative Network in Undergraduate Biology Education, Emory University, May 2010

Visiting Theorist, Center for Drug Use and HIV Research, National Development and Research Institutes, New York, January 2009

"Democracy and its Critics," short course, American Political Science Association, Boston, August 2008, guest facilitator

Advisory Board, UMass Lowell Center for Sustainable Production, 2006; Invited participant in Faculty seminar on "Responsible Development of Emerging Technologies," 2008.

External Evaluating Committee for "Management of Ecosystems and Human Development" Megaproject of UNAM (National Autonomous University of Mexico), 2005-

Handbook of Ecological Concepts, Invited international workshop participant, 2002, 2006

External doctoral examiner, University of Newcastle, Australia, 2004

Workshop leader & consultant, [Global Perspectives Curriculum Development Project](#), Mt. Mary College, May 2004.

Invited Facilitator/Participant, Middle East Environmental Futures Project, Brown University, July 2003.

Pembroke Center Seminar on Theories of Embodiment, Brown University: Workshop leader, December 2002.

Society for Social Studies of Science: Organizer of sessions "[Heterogeneity and heritability](#): Responses from sociology, philosophy, and history of science" 2006; "Representing and engaging with unruly processes" 2005;

"Interpreting research on the complexity of changing disease patterns," 2004; "Social interactions in the production of epidemiology," 2002; "Ecological politics as cultural discourse," 1998.

External reviewer, Centre for Social Studies at the University of Coimbra, Portugal, 2002

Massachusetts Board of Higher Education and the Dwight D. Eisenhower Professional Development Program in the South River/South Coastal Watershed, Co-PI 2000-1 and Workshop Leader, "Building a Professional Development Learning Community," November 2000 and "Developing Unit Plans for Inquiry- and Problem-based Learning," May 2001.

International Society for History, Philosophy and Social Studies of Biology:

Past-President, 1997-99

[Education Committee](#), Chair, 1997-2001; Member 2001-

Marjorie Grene Prize Committee, Chair, 2005-9

Operations Committee, 2009-

Organizer or co-organizer of sessions "Genes, Gestation, and Life Experiences: Perspectives on the Social Environment in the Age of DNA" in 1999; "Teaching History, Philosophy, and Social Studies of Biology" pre-conference workshop in 2001; "Knowing, Interpreting and Engaging with New and Old Biocomplexities" 2005.

Association for Supervision and Curriculum Development, Panel Member, "Teaching Thinking: Looking Backwards, Looking Forwards," March 2001; [Teaching for Thinking Network](#) Board member 2001-4.

NSF Workshop on a Research Agenda for Linking Ecological and Economic Systems, Tempe, Invited Participant, June 2000.

University of Tampere, Finland, International Collaborator in the "How does nature speak?" project, 1996-; Workshop facilitator, 2000.

Local Knowledge and Global Consequences Workshop, Harvard School of Government, Invited Commentator, April 2000.

National Center for Ecological Analysis and Synthesis, Workshop on "Rethinking the Human-Nature Boundary," Invited participant, March 2000.

BioQuest workshop on Teaching College Biology, Invited Presenter and Participant, June 1999.

Massachusetts Board of Higher Education, Honors Faculty Development Workshop, Invited Workshop Leader, June 1999.

"Changing Life" (working group on fostering critical thinking about life and environmental sciences); Convenor, 1999

Centro Regional de Investigaciones Multidisciplinarias, U.N.A.M., México: Consultant and Commentator on development of doctoral program in "Society, Environment, and Sustainability," November 1998.

Swarthmore College: convenor of study group, "New biology: Old and new questions," 1997-98; organizer, international workshop, "How can we help each other with 'agency'?", April 1998.

Columbia University, member of University Seminar on "Ecology and Culture," 1997-98.

Science as Culture, editorial board, 1997-; guest co-editor for special edition on "Ecological Science and Environmental Politics," 1997-98.

Reviewer:

American Naturalist; Biology & Philosophy; Bioscience; Ecological Economics; Ecological Modelling; Ecology; Environment and History; Genetics & Epigenetics; Geoforum; Global Ecology & Biogeography; Pedagogies: An International Journal; Public Understanding Of Science; Science; Science as Culture; Science in Context; Science Studies; Science, Technology & Human Values; Social Studies of Science; Societies Without Borders; Society and Natural Resources; Subjectivity; Synthese; Theoretical Population Biology
Harvard University Press; Routledge; SUNY Press; MIT Press; University of Colorado Press
International Conference on System Sciences

Membership in Professional Societies:

International Society for History, Philosophy and Social Studies of Biology

Society for Social Studies of Science

PUBLICATIONS

Abstracts can be viewed for many papers; full text versions are linked to abstracts for some.
(* indicates primary author/editor other than PJT; # indicates equal joint authorship/ editorship)

Books

[Unruly Complexity: Ecology, Interpretation, Engagement](#) Chicago: University of Chicago Press, 2005.

[Changing Life: Genomes, Ecologies, Bodies, Commodities](#) Minneapolis: University of Minnesota Press (ed. with S. Halfon & P. Edwards), 1997.

Articles

"Cultivating Collaborators: Concepts and Questions Emerging Interactively From An Evolving, Interdisciplinary Workshop" (with S. Fifeild and C. Young) *Science as Culture*, forthcoming.

"Biology as Politics: The Direct and Indirect Effects of Lewontin and Levins (An essay review of [Biology Under the Influence: Dialectical Essays on Ecology, Agriculture, and Health](#))," *Science as Culture*, 19 (2): 241-253.

"Three puzzles and eight gaps: What heritability studies and critical commentaries have not paid enough attention to," *Biology & Philosophy*, 25:1-31, 2010.

"Why was Galton so concerned about 'regression to the mean'? -A contribution to interpreting and changing science and society" *DataCritica*, 2(2): 3-22, 2008, <http://www.datacritica.info/ojs/index.php/datacritica/article/view/23/29>.

"Nothing Reliable about Genes or Environment: New Perspectives on Analysis of Similarity Among Relatives in Light of the Possibility of Underlying Heterogeneity," *Studies in History and Philosophy of Biological and Biomedical Sciences*, 40(3): 210-220, 2009.

"Infrastructure and Scaffolding: Interpretation and Change of Research Involving Human Genetic Information," *Science as Culture*, 18(4):435-459, 2009. (Revised version of "Infrastructure and Scaffolding: Themes and Questions to Support Diverse Engagements with the Sciences of Changing Life" for [The Reshaping of Human Life](#) [provisional title], Lisbon: Gulbenkian Foundation, forthcoming.)

"The under-recognized implications of heterogeneity: Opportunities for fresh views on scientific, philosophical, and social debates about heritability," *History and Philosophy of the Life Sciences*, 30: 431-456, 2008.

"The Unreliability of High Human Heritability Estimates and Small Shared Effects of Growing Up in the Same Family," *Biological Theory*, 2 (4): 387-397, 2007.

"[Guidelines](#) for ensuring that educational technologies are used only when there is significant pedagogical benefit," *International Journal of Arts and Sciences*, 2 (1): 26-29, 2007

"Heritability and heterogeneity: [The irrelevance of heritability in explaining differences between means for different human groups or generations](#)," *Biological Theory*, 1(4): 392-401, 2006. ([Online appendix](#))

"The analysis of variance is an analysis of causes (of a very circumscribed kind)," *International Journal of Epidemiology*, 35: 527-531, 2006.

"Heritability and heterogeneity: [The limited relevance of heritability in investigation of genetic and environmental factors](#)," *Biological Theory*, 1(2): 150-164, 2006. (Online appendices [1](#), [2](#), [3](#))

" [What can we do?](#) -- Moving debates over genetic determinism and interactionism in new directions," *Science as Culture*, 13 (3): 331-355, 2004.

"[Situatedness and Problematic Boundaries](#): Conceptualizing Life's Complex Ecological Context," *Biology & Philosophy*, 16 (4), 521-532, 2001. (with Y. Haila).

"The Philosophical dullness of classical ecology, and a Levinsian alternative," *Biology & Philosophy*, 16 (1), 93-102, 2001. (with Y. Haila*)

"[Socio-ecological webs and sites of sociality](#) : Levins' strategy of model building revisited," *Biology & Philosophy*, 15 (2): 197-210, 2001.

"[How does the commons become tragic?](#) Simple models as complex socio-political constructions," *Science as Culture*, 7 (4), 449-464, 1998.

"[Natural Selection: A heavy hand](#) in biological and social thought," *Science as Culture*, 7 (1), 5-32, 1998. Reprinted as "La selección natural: Un lastre sobre el pensamiento biológico y social," *Ludus Vitalis*, 7 (12), 27-51, 2000.

"[Building on construction](#): An exploration of heterogeneous constructionism, using an analogy from psychology and a sketch from socio-economic modelling" *Perspectives on Science*, 3(1), 66-98, 1995.

"[The social analysis of ecological change](#): From systems to intersecting processes" *Social Science Information*, 34: 5-30, 1995. (With R. García-Barrios) Also published, slightly modified, as "El análisis social del cambio ecológico, El medio ambiente: Una perspectiva económica social" pp. 67-93 in J. Jardón (ed.). *Recursos, Energía y Cambio Social*. Mexico: Plaza y Valdez Editores, 1995.

"[How do we know we have global environmental problems?](#): Science and the globalization of environmental discourse" *Geoforum*, 23: 405-416, 1992. (With F. Buttel)

"[Environmental sociology and global environmental change](#): A critical assessment" *Society and Natural Resources*, 5:211-230, 1992 (With F. Buttel*) Revised version, pp. 228-255 in M. Redclift & T. Benton (eds.) *Social Theory and the Global Environment*, Routledge, 1994.

"[Ecosystems as circuits](#): Diagrams and the limits of physical analogies" *Biology & Philosophy*, 6:275-294, 1991. (With A. Blum)

"Revising models and generating theory" *Oikos* 54:121-126, 1989.

"[Technocratic optimism](#), H.T. Odum and the partial transformation of ecological metaphor after World War 2" *J. Hist. Biol.* 21:213-244, 1988.

"The construction and turnover of complex community models having Generalized Lotka-Volterra dynamics" *J. Theor. Biol.* 135:569-588, 1988.

"Consistent Scaling and Parameter Choice for Linear and Generalized Lotka-Volterra Models Used in Community Ecology" *J. Theor. Biol.* 135:543-568, 1988.

"Historical versus Selectionist Explanations in Evolutionary Theory" *Cladistics* 3: 1-13, 1987.

"Dialectical Biology as Political Practice. An essay review of R. Levins & R. Lewontin *The Dialectical Biologist*" *Radical Science* 20: 81-111, 1986 (=L. Levidow (eds.) *Science as Politics*, Free Association Books)

Book chapters

"Shifting boundaries: From management to engagement in complexities of ecosystems and social contexts," for A. Belgrano, C. Fowler (eds.) *Ecosystem Based Management for Fisheries: Linking Patterns to Policy*. Cambridge: Cambridge University Press, forthcoming.

"Agency, structuredness, and the production of knowledge within intersecting processes," for M. Turner, M. Goldman, and P. Nadasdy *Knowing Nature: Conversations between Political Ecology and Science Studies*. Chicago: University of Chicago Press, forthcoming.

"Developing Critical Thinking is Like a Journey," pp. 155-169 in *Teachers and Teaching Strategies, Problems and Innovations*. Ed. G. F. Ollington. Hauppauge, NY: Nova Science Publishers, 2008.

"Philosophy of Ecology," in *Encyclopedia of Life Sciences*. Chichester: Wiley, 2008. (Revised version of 2001 entry with Y. Haila, published by Macmillan)

"Conceptualizing the heterogeneity, embeddedness, and ongoing restructuring that make ecological complexity 'unruly'," in *Revisiting ecology. Reflecting concepts, advancing science*, ed. K. Jax and A. Schwarz, Berlin: Springer, in press.

"[Exploring themes about social agency](#) through interpretation of diagrams of nature and society," pp. 235-260 in *How Nature Speaks: The Dynamics of the Human Ecological Condition*, ed. Y. Haila and C. Dyke. Durham, NC, Duke University Press, 2006.

"A reconstrução da complexidade ecológica sem regras: ciência, interpretação e prática reflexiva crítica" [[Reconstructing unruly ecological complexity](#): Science, interpretation, and critical, reflective practice], pp. 529-551 in [Conhecimento Prudente para Uma Vida Decente: Um Discurso sobre as Ciências Revisitado](#), ed. B. de Sousa Santos, Porto: Afrontamento 2003. Revised version pp. 295-314 in [Cognitive Justice in a Global World: Prudent Knowledges for a Decent Life](#), ed. B. de Sousa Santos, Lanham, MD: Lexington Books, 2007.

"Gene-environment complexities: What is interesting to measure and to model?" pp. 233-253 in [The Evolution of Population Biology: Modern Synthesis](#), ed. R. K. Singh and M. Uyenoyama, Cambridge: Cambridge University Press, 2003.

"[Whose trees/interpretations are these?](#) Bridging the divide between subjects and outsider-researchers," pp. 305-312 in R. Eglash, J. Croissant, G. DiChiro, R. Fouche (eds.), [Appropriating Technology: Vernacular Science and Social Power](#). Minneapolis: University of Minnesota Press, forthcoming.

"[Non-standard lessons](#) from the 'tragedy of the commons'," pp. 87-105 in M. Maniates (ed.) [Encountering Global Environmental Politics: Teaching, Learning, and Empowering Knowledge](#). Boulder, CO: Rowman & Littlefield, 2003.

"[Distributed agency within intersecting ecological, social, and scientific processes](#)," pp. 313-332 in S. Oyama, P. Griffiths and R. Gray (Eds.), [Cycles of Contingency: Developmental Systems and Evolution](#). Cambridge, MA: MIT Press, 2001.

"[From natural selection to natural construction to disciplining unruly complexity](#): The challenge of integrating ecology into evolutionary theory," in R. Singh, K. Krimbas, D. Paul & J. Beatty (eds.), [Thinking About Evolution: Historical, Philosophical and Political Perspectives](#), Cambridge: Cambridge University Press, 377-393, 2000.

"[What can agents do?](#): Engaging with complexities of the post-Hardin commons" pp. 125-156 in L. Freese (ed.), [Advances in Human Ecology](#), Vol. 8. Greenwich, CT: JAI Press, 1999.

"[Mapping complex social-natural processes](#): Cases from Mexico and Africa," in F. Fischer and M. Hajer (eds.) [Living with Nature: Environmental Discourse as Cultural Critique](#), Oxford: Oxford University Press, 121-134, 1999.

"Changing life in the New World Dis/Order," Introduction for [Changing Life](#) (with P. Edwards# & S. Halfon), 1-13, 1997.

"[Shifting positions for knowing and intervening](#) in the cultural politics of the life sciences," Afterword for [Changing Life](#), 203-224, 1997.

"How do we know we have global environmental problems? Undifferentiated science-politics and its potential reconstruction," in [Changing Life](#), 149-174, 1997.

"[The dynamics of socio-environmental change](#) and the limits of neo-Malthusian environmentalism," pp. 139-167 in M. Dore and T. Mount (eds.), [Global Environmental Economics: Equity and the Limits to Markets](#). Oxford, Blackwell, 1999. (With R. García-Barrios#) Also published in revised form as "Dynamics and rhetorics of socio-environmental change: Critical perspectives on the limits of neo-Malthusian environmentalism," pp. 257-292 in L. Freese (ed.), [Advances in Human Ecology](#), Vol. 6. Greenwich, CT: JAI Press, 1997.

"[Re/constructing socio-ecologies](#): System dynamics modeling of nomadic pastoralists in sub-Saharan Africa" pp.115-148 in A. Clarke & J. Fujimura (eds.) [The Right Tools for the Job: At Work in Twentieth Century Life Sciences](#), Princeton University Press, 1992.

"[Community](#)" pp. 52-60 in E.F. Keller & E. Lloyd (eds.) [Keywords in Evolutionary Biology](#), Harvard University Press, 1992

Edited special editions of journals

"Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," [Human Ecology](#), 31 (2), 2003 (with M. Turner*)

"Philosophy of Ecology," [Biology & Philosophy](#), 15 (2):155-238 (with Y. Haila#).

"Natural Contradictions: Links between Ecological science and Environmental politics," [Science as Culture](#), 7 (4), 1998 (with Y. Haila#).

"Ecological visionaries and the politics of conservation," [Environment and History](#), 3, 1997 (with R. Rajan#)

"Science studies," section of [Social Text](#), 42, 1994-95.

"Pictorial representation in biology" *Biology & Philosophy*, 6, 1991 (with A. Blum).

Reviews, commentaries, and notes

"Does Study of Genetic Factors Map Physical Traits?" *Science E-Letter*, <http://www.sciencemag.org/cgi/eletters/328/5983/1220>, 2010.

"Well-pressed stories? Review of *The Mangle in Practice: Science, Society, and Becoming*. Edited by Andrew Pickering and Keith Guzik," 2010, *Technology & Culture*, 51(2): 477-479, 2010.

"Perspectives from plant breeding on Tal's argument about the weight of genetic versus environmental causes for individuals," *Biology and Philosophy*, 24 (5): 735-738, 2009.

"Underlying heterogeneity: A problem for biological, philosophical, and other analyses of heritability?," *Biology and Philosophy*, 23 (4), 587-589, 2008.

"Toward socio-scientific participation: changing culture in the science classroom and much more," *Cultural Studies of Science Education*, 1 (4): 645-656, 2006. (with S. Lee & T. Tal)

"Global warming of a global village: It's the inequities of life on this planet that make it hard to work together to save it," *Newsday*, Dec. 11, 2005. (Also available [online](#))

"What can we do?-Commentary on Fred Bookstein, 'My Unexpected Journey in Applied Biomathematics,'" to appear in *Biological Theory*, 1 (2): 180-181, 2006.

Review of *Science and Other Cultures: Issues in Philosophy of Science and Technology*, edited by Robert Figueroa and Sandra Harding, *Notre Dame Philosophical Reviews* (October), ndpr.icaap.org/content/archives/2003/10/taylor-figueroa-harding.html, 2003.

Review of *Eugene Odum: Ecosystem Ecologist & Environmentalist*, by Betty Craige, *History and Philosophy of the Life Sciences*, 25:117-118.

"Critical Reflections on the Use of Remote Sensing and GIS Technologies in Human Ecological Research," *Human Ecology*, 31 (2): 179-182, 2003 (with M. Turner*)

"Assessing biodiversity and ecological stability," *Science*, 290: 51, 2000.

"Teaching 'critical and creative thinking' about science-in-society at the University of Massachusetts," *Bulletin of Science, Technology & Society*, 19 (5): 424-425.

"Natural Contradictions: Links between Ecological Science and Environmental Politics," *Science as Culture*, 7 (4), 445-448, 1998. (with Y. Haila)

"Biology and the agents without history," *Newsletter of the International Society for History, Philosophy, and Social Studies of Biology*, Fall 1997.

"The politics of the conservation of nature," *Environment and History*, 3: 239-243, 1997.

"[Making connections](#) and respecting differences: Reconciling schemas for learning and group process," *Connexions* (Newsletter of the International Society for Exploring Teaching Alternatives), March & July 1997.

"Review of *Social Theory and the Environment* by David Goldblatt," *Urban Studies*, 34 (9), 1525-1527, 1997.

"Appearances notwithstanding, we are all doing something like political ecology" *Social Epistemology*, 11 (1): 111-127, 1997.

"[What's in it for us \(in science studies\)?](#) Notes on 'The economics of science,' by Arthur Diamond," *Knowledge and Policy*, 9 (2/3): 55-57, 1996.

"Review of *Science and Technology in a Multicultural World* by David Hess," *Science, Technology, and Human Values*, 21(3): 358-362, 1996.

"[Co-construction and process](#): a response to Sismondo's classification of constructivisms," *Social Studies of Science*, 25 (2): 348-359, 1995.

"Review of *A History of the Ecosystem Concept in Ecology* by Frank Golley" *Isis*, 86 (3): 523-524, 1995.

"Review of [Foundations of Ecology](#) L. Real & J. Brown (eds.) and [Pioneer Ecologist](#) by R. Croker" *Isis*, **84**: 177-179, 1993.

"Pictorial representation in biology" *Biology & Philosophy*, **6**:125-134, 1991. (With A. Blum)

"Feminist Tales: Review of [The Total Devotion Machine and Other Stories](#) by R. Love and [The Recurring Silent Spring](#) by P. Hynes," *Science, Technology, and Human Values*, **16** (4): 540-543, 1991.

"Unfilled Holes in Conceptual Niche Space?" Book Review of Cherrett, J.M. (ed.). [Ecological concepts: the contribution of ecology to an understanding of the natural world](#), *Ecology* **72**(2), pp. 759-760, 1991

"[Developmental versus morphological approaches](#) to modeling ecological complexity" *Oikos* **55**:434-436, 1989

"[Mapping workshops for teaching ecology](#)" *Bulletin of the Ecological Society of America* **70**:123-125, 1989. (With Y. Haila)

"Glasnost?: Eyes Opening in the USSR" *Science as Culture* **3**:124-132, 1988

Conference Proceedings

"Alternating between teacher and facilitator," *Proceedings of the International Association of Facilitators 2000*, <http://www.iaf-world.org/iaf2000/Taylor.PDF>

"[Shifting frames](#): From divided to distributed psychologies of scientific agents," *Proceedings of the Philosophy of Science Association 1994*, Vol.2, 304-310

"[Mapping ecologists' ecologies](#) of knowledge" *Proceedings of the Philosophy of Science Association 1990*, Vol.2, 95-109

"The Strategy of Model Building in Ecology, Revisited" *8th. Int. Congr. Logic, Meth. & Phil. of Sci.*, Volume 2:308-311, 1987.

"Some computer programs for the analysis of genotype x environment interaction" *Proc Int. Congr. Soc. Advances of Breeding Res. in Asia & Oceania*, 3d(v.1):56-58, 1977. (With R. Eisemann, I.DeLacy and D.Byth).

"A new approach to the analysis of genotypic adaptation and genotype x environment interactions" and "A comparison of methods of analysis of GxE interactions and adaptation responses in a large data set" *Proc Int. Congr. Soc. Advances of Breeding Res. in Asia & Oceania*, 3d(v.1):16-22 and 41-46, 1977. (With R. Eisemann, I. DeLacy and D.Byth*).

Technical Reports

[The Ecology of Bishop Creek Brown Trout; Vol. II: Trout Population Model & Vol. III: Trout Population Model User's Manual](#). Reports by BioSystems Analysis, Inc. to So. California Edison, 1991. (With A. Small)

"A description with some applications of MSNUCY, a computer model combining interspecific interactions with nutrient cycling" *Envir. Sci. Division Publication 2419*, O.R.N.L., 1985. (With W.M.Post.)

"Economic aspects of the use of water resources in the Kerang Region" Technical Paper no. 11 of the Institute of Applied Economic and Social Research (I.A.E.S.R.). (Second report to the Ministry of Water Resources, Victoria), 1979. (With J.Ferguson and A.Smith).

"The Kerang Farm Model" Technical Paper no. 12 of I.A.E.S.R., 1979.

"Economic aspects of the use of water resources in the Kerang Region" First report to the Ministry of Water Resources, Victoria, 1978. (With J. Ferguson and A. Smith).

WORKING PAPERS AVAILABLE ON THE WWW

(See also links on website to [Thought pieces and unpublished contributions](#))

"[Generating environmental knowledge and inquiry through workshop processes](#) (2000)"

"[The hidden complexity of simple models](#), or Why theorists of all kinds should be troubled by unmodeled variables having dynamical lives of their own," for [Complexities Of Life: Ecology, Society And Health](#), ed. T. Awerbach (2001)

"[Notes towards guidelines](#) about specific situations and specific ways in which specific technologies are of significant pedagogical benefit" (2001)

WORKS IN PROGRESS

"What can we do? Four themes to guide the actions and inquiry of non-specialists concerned with the implications of the new genetics"

"Critical assumptions of twin studies that warrant more attention"

[Taking Yourself Seriously: Processes of Research and Engagement](#) (with Jeremy Szteiter)

"Four Fundamental Gaps In Quantitative Genetics"

"Explaining differences among means - What can that mean?"

Farms, families, and fantasies of control: Five puzzles in the history, philosophy, and science of heredity and variation

"Gene-free quantitative genetics: A thought experiment"

"An Introduction to Intraclass Correlation that Resolves Some Common Confusions"

[Nature-Nurture? No... A Short, but Expanding Guide to Variation and Heredity](#)

"The results and interpretation of classical quantitative genetics under alternatives to three standard assumptions" (under review)

SELECTED PRESENTATIONS (2004-)

"[Wiki-ing from here to there](#)," Educational Technology Conference, University of Massachusetts, Boston, May 2010.

"Community-based participatory research on health disparities: An initial exploration of possibilities and problems," University of Coimbra, March 2010

"Start your own writing support group," Teaching for Transformation Conference, January 2010

"From systems to intersecting processes in the analysis of ecological complexity, from WWII to the 90s," Conference on "Biodiversity power/knowledge since Darwin," Muséum National d'Histoire Naturelle, Paris, December 2009.

"Engaging colleagues in a caring university," Chancellor's Award for Distinguished Teaching Lecture, University of Massachusetts, Boston, November 2009

"Cities beyond the Year 2000: Engaging with/in the militant particularism-translocal tension of Raymond Williams," Intercollege faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston; New England American Studies Association, October 2009.

"Social-environmental engagements: From Kerang salinization and agro-forestry participation to the place of trans-local perspectives," University of Melbourne, July 2009.

"Farms, families, and fantasies of control: Puzzles in the history and philosophy of heredity that warrant more attention," Konrad Lorenz Institute for Evolution and Cognition Research, Altenberg, Austria, October 2008; University of Melbourne, July 2009.

"Steps towards an ecoevodevo synthesis-and beyond?," International Society for History, Philosophy, and Social Studies of Biology, July 2009

"Revisiting scientific and social debates about heritability in light of the under-recognized implications of

heterogeneity," Society for Social Studies of Science, November 2006; International Society for History, Philosophy, and Social Studies of Biology, July 2009

"Mapping intersecting biological & social processes, using the case of the routinization of testing for PKU," Workshop on Sociology, History and Philosophy of Science in Science Teaching, June 2009.

"Making evolutionary theory more ecological: An update on Chapter 3 of Darwin's Origin," Brown University, April 2009.

"Three new puzzles about nature-nurture debates and why we should care about them," Intercollege faculty Seminar in Humanities and Sciences, University of Massachusetts, Boston, January 2009.

"Infrastructure and Scaffolding: Thought-pieces on analysis of and engagement in intersecting biosocial processes," "Intersecting processes and research into the bio-social complexities of drugs and health," Center for Drug Use and HIV Research, National Development and Research Institutes, New York, January 2009

"Writers' workshop and qualitative research," Forestry and Environmental Studies, Yale University, November 2008

"Unruly complexity and education," Complexity Studies in Education group, Boston College, July 2008

"Infrastructure and Scaffolding: Themes and Questions to Support Diverse Engagements with the Sciences of Changing Life," Workshop on "The Life Sciences and Society: Challenges of the Post-genome Era," Gulbenkian Foundation, Lisbon and University of Coimbra, May 2008.

"Teaching as Reflective Practice (or Why the most important thing should not be what the tenure review committee thinks)," Graduate College of Education, University of Massachusetts, Boston, February 2008.

"Processes of Research and Engagement," Teaching for Transformation Conference, January 2008

"Author meets critics: session on P. Taylor's Unruly Complexity," Society for Social Studies of Science, Montreal October 2007

"A Hands-On Mapping Workshop for Exploring Different Representational Strategies for Describing Complex Technoscientific Domains," Society for Social Studies of Science, Montreal October 2007

"When is genetic analysis useful and sustainable: Perspectives on some new and old debates about genes and environment," International Society for History, Philosophy, and Social Studies of Biology, July 2007, University of Bristol, July 2007; University of Melbourne and University of New South Wales, March 2007; University of California San Francisco, February 2007; University of Massachusetts, Lowell, October 2006

"Making sustainable science that addresses the unruly complexities of environment, resource use and development," Centre for the Environment, University of Tasmania, March 2007.

"Making sustainable science at the complex intersections of environment, health & development," Energy & Resources Group, University of California Berkeley, February 2007

"Teaching Evolution in These Times," Teaching for Transformation Conference, January 2007; Workshop for the Center for Improvement of Teaching, University of Massachusetts, Boston, October 2006.

"On the tension between unruliness of ecological complexity and attempts to bound and discipline it," Workshop on "Building on Borders: Constructions of Ecological Knowledge" for Handbook of Ecological Concepts, Technical University, Darmstadt, April 2006.

"Political ecological accounts of intersecting processes as a model for addressing the social situatedness of political ecological researchers," Workshops on "Political Ecologies of Knowledge, Science and Technology" at the University of Wisconsin, Madison and American Association of Geographers, March 2006.

"Unruly complexity, or why an ecologist would move into the fields of science-in-society and educational change," Environmental, Earth, and Ocean Sciences Department, University of Massachusetts, Boston, February 2006

"Start your own interdisciplinary faculty seminar," Teaching for Transformation Conference, University of Massachusetts, Boston, January 2006.

"The Nature of Science: Patterns in Heredity," Frontiers of Health Science Series, Museum of Science, Boston, December 2005

"Workshops for participatory restructuring of knowledge-making and social change," Society for Social Studies of Science, October 2005

Commentary on Fred Bookstein, "My Unexpected Journey in Applied Biomathematics: Morphometrics, the Singular-value Decomposition, and Death Row," International Society for History, Philosophy, and Social Studies of Biology,

July 2005

"What Can We Do? Moving Debates Over Genetic Determinism and Interactionism in New Directions," Invited address to the American Civil Liberties Union Conference on "Predicting Behavior: New Frontiers in Genetics and Neuroscience and Their Implications for Civil Liberties," New York Law School, May 2005, International Society for History, Philosophy, and Social Studies of Biology, July 2005.

"Reconstructing unruly ecological complexities: What social and scientific change are historians facilitating with their various interpretations?" History of Science Department, Harvard University, April 2005

"Life course origins of chronic diseases: How to reconcile the contributions of competing epidemiological approaches," The George Institute for International Health, Sydney University, November 2004.

"How Can We Help Each Other to Make Knowledge and Social Change within 'Unruly' (Heterogeneous, distributed, ecological) Complexities?", Workshop on "Heterogeneous Complexity, Representations, and the Ecology of Knowledge," Rensselaer Polytechnic, October 2004; University of Wollongong, November 2004, University of Western Sydney, November 2004.

"Non-standard lessons from the tragedy of the commons: From systems to intersecting processes," School of Geography and Environmental Science and the International Development and Environmental Analysis Program, Monash University, November 2004.

"The complexity of changing disease patterns: Research, Interpretation, Engagement (The case of Southampton vs. Oxford epidemiology)," Society for Social Studies of Science, August 2004; Science & Technology Studies, Rensselaer Polytechnic, October 2004; Harvard School of Public Health, October 2004.

"Globally Responsive Studies," part of panel on "Teaching Globalization" at the Teaching for Transformation Conference, University of Massachusetts, Boston, January 2004.

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