

Curriculum Vita

Denise M. Taliaferro Baszile, Ph.D.

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West Chester, OH 45069

Education

- Ph.D. Louisiana State University, Baton Rouge, LA 1998
Curriculum and Instruction, Curriculum Theory
- M.Ed. Louisiana State University, Baton Rouge, LA 1996
Curriculum and Instruction, Secondary English Education
Masters Project:
The Forked Road: Power, Politics, and Pedagogy in the Practice of Student Voice
- B.A. University of California at Los Angeles, Los Angeles, CA 1990
Communication Studies

Dissertation

Title: *Education for Liberation as (an) African American Folk Theory*

Although there has been considerable research on just what might constitute education for liberation of African American people, rarely have we looked at the idea as an articulation of resistance “against” the imposition of the derogatory representations of African Americans in mainstream educational discourse. In this study, I contemplate the African American struggle for quality education as a struggle for identification in the context of the white racial/cultural hegemony of American education. Specifically, I conceptualize the dialectical tensions between margins/center, resistance/accommodation, faith/reason, and communal/individual as they are negotiated by a group of African American students, attending a predominately White university in the South.

Teaching Experience

- Assistant Professor of Educational Leadership 2002-present
Miami University
Oxford, Ohio
- Assistant Professor of Education 1998-2002
Colgate University
Hamilton, New York
- Graduate Assistant 1997-1998
Teacher-Researcher
College of Education, Louisiana State University
Baton Rouge, LA
- Teacher and Program Coordinator 1994-1995

Adult Literacy project, Louisiana State University
Baton Rouge, LA

Bilingual Paraprofessional 1986-1990
Baldwin Hills Elementary School
Los Angeles, CA

Teaching Recognition

Nominated Phi Beta Kappa Professor of the Year 2000, 2001

Areas of Specialization

Curriculum Theory
Multicultural Education
African American Education
Critical Pedagogy
Qualitative methods
Philosophy of Race

Academic Awards

Recipient, Louisiana State University Dissertation Fellowship 1997-1998
Recipient, Huel D. Perkins Fellowship 1995-1997

Publications

“Deal with it we must: Education, social justice and the curriculum of hip hop culture.” *Equity and Excellence* (Forthcoming, 2008).

“Beyond all reason indeed: The pedagogical promise of critical race testimony.” *Race, Ethnicity, and Education*, (Forthcoming, 2008).

“The oppressor within: A counterstory of race, repression and teacher reflection.” *Urban Review*, (Forthcoming, September, 2008).

“In Ellisonian eyes, What is curriculum theory?” peer-reviewed chapter in E. Malewski (Ed.) *Curriculum studies-the next moments: Exploring post-reconceptualization*. (Forthcoming, 2008). New York: Routledge.

“Linguistic Moments: Counterstories on Race, Language and Education” co-authored with L. Brandon and T. Berry. *Educational Foundations*, (Forthcoming, 2008).

“The Fire Inside: A critical meditation on the importance of freedom dreams. *Journal of Curriculum Theorizing*, 22(3), pp. 7-26.

“Rage in the Interests of Black Self: Curriculum Theorizing as Dangerous Knowledge. *Journal of Curriculum Theorizing*, 22(1), pp. 89-98.

“Pedagogy Born of Struggle: From the Notebook of a Black Professor” a chapter in S. Hughes (Ed.) *What We Still Don't Know About Teaching Race: How to Talk about it in the Classroom*. New York: Edwin Mellen, 2006.

“In This Place Where I don't Quite Belong: Claiming the Onto-Epistemological In-between” is a chapter in T. Berry (Ed.) *From Oppression to Grace: Women of Color Dealing with Issues in Academia*. New, York: Stylus, 2006.

“Criminal Acts in the Name of Good Education.” *Curriculum and Pedagogy*, v2(1), pp.20-23, 2005.

“When public performances go awry: rethinking Diversity through power, pedagogy, and protest on campus” in B. K. Alexander, G. L. Anderson, and B. Gallegos (Eds.), *Performing Education: Teaching, Reform, and Social Identities as Performances*, (pp, 127-48). Mawah, New Jersey: LEA, 2004.

“Who Does She think She Is? Growing Up Nationalist and Ending Up Teaching Race in White Space,” *Journal of Curriculum Theorizing*, v19 (3), pp. 25-38. 2003. And reprinted in D. Cleveland (Ed.) *A Long Way to Go: Perspectives from African American Faculty and Students in the Academy*, (pp.---). New York: Peter Lang, 2003

“Advocacy education: Teaching, research and difference in higher education” in B. Ropers-Huilman (Ed.), *Gendered Futures in Higher Education*, (pp.151-79). Albany, New York: SUNNY Press, 2003.

“On Writing My Love Child” in Marla Morris, Mary Aswell Doll, and William F. Pinar (Eds.), *How We Work*, (pp. 41-54). New York: Peter Lang, 1999.

“Signifying Self: Representations of the Double Consciousness in the Work of Maxine Greene” in W. F. Pinar (Ed.), *The Passionate Mind of Maxine Greene*, (pp.89-97). Bristol, PA: Falmer Press, 1998.

Introductions in a Referred Journal (Premier journal in curriculum theory)

“Between a Rock and a Very Hard Place,” *Journal of Curriculum Theorizing*, v19 (1), Spring 2003.

“The Tyranny of Thinking In/Out of the Box,” *Journal of Curriculum Theorizing*, v18 (3), pp. Fall 2002.

“Why Don't They Get It? Pondering the Proverbial and Re-imagining the Pedagogy of the Popular,” *Journal of Curriculum Theorizing*, v16, 4, pp. 107-119, (Winter/2000).

“Reading Between the Lines: Perspectives on Contemporary Cultural Text/Like an echo in the wind,” *Journal of Curriculum Theorizing*, v16, 3, pp. 111-114, (Fall/2000).

“Talking the Talk and Walking the Walk: Intellectual as Activist,” *Journal of Curriculum Theorizing*, v16, 2, pp. 139-142, (Summer/2000).

“Reading Between the Lines: Perspectives on Contemporary Cultural Text/nappy Afro Wigs, Soap Operas, and Fortune Telling,” *Journal of Curriculum Theorizing*, v15, 4, pp.157-160, (Winter/1999).

“Reading Between the Lines: Perspectives on Contemporary Cultural Texts: What’s Love Got To Do With It?” *Journal of Curriculum Theorizing*, v15, 3, pp. 107-119, (Fall/1999).

Presentations (all presentations are peer-reviewed except those with *)

“Understanding the Souls of Othered Folk: Toward a Critical Race Hermeneutics” Paper presentation Critical Race Studies In Education-UIC	2008
“Insanity, Madness and Academia” Alternative presentation American Educational Studies Association	2007
Finding Critical Race Feminism Panel presentation UIC Conference on Critical Race Theory	2007
“Education for Liberation: Introducing Critical Race Currere” Paper presentation American Educational Research Association	2007
“I Love Curriculum Theory, but...” Symposium American Educational Research Association	2007
“Beyond all Reason Indeed: The Pedagogical Promise of Critical Race Testimony” Paper presentation American Educational Research Association	2007
“Toward a Critical Race Hermeneutics” Paper/panel presentation American Educational Studies Association	2006
“In the Company of the Oppressor: Teaching as Testimony” Paper presentation American Educational Studies Association	2006
“The Fire Inside: Education, Autobiography and Revolution” Paper presentation	

American Association for the Advancement of Curriculum Studies	2006
“It’s Not Easy Being Brown: The Latent Disfunctions of Brown v. Board of Education” Symposium American Educational Studies Association	2004
“Tricked, Hoodwinked and Bamboozled: Deconstructing the Myth of Anti-Intellectualism” Roundtable American Educational Research Association	2004
“Collard Greens, Cornrows and Curricular Feminisms” Critical Performance American Educational Research Association	2004
“Who Does She Think She Is? Growing Up Nationalists and Ending Up Teaching Race in White Space” Paper presentation Bergamo Conference	2002
“Sensuous Women” Critical performance American Educational Research Association	2002
“Hip Hop Goes To College: Race, Representation and the Pedagogy of Hip Hop Culture” Paper presentation American Educational Research Association	2001
“Who Does She Think She Is? Growing Up Nationalist and Ending Up Teaching Race in White Space” Paper presentation American Educational Research Association	2001
“For/Four Colored Girls Who Do Curriculum Theory” Critical Performance American Educational Research Association	2001
“For Professors of Color Who Have Considered Academic Suicide” Critical Performance/Paper American Educational Studies Association	2000
“Prophets of Rage: W.E.B. DuBois, Tupac Shakur and the Color of	2000

Curriculum Theory” Paper to be presentation Bergamo Conference	
“The X, the Afro, and the Confederate Flag: Representation, Reappropriation and the Curriculum of Hip Hop Culture” Paper presentation Conference on the Internationalization of Curriculum Theorizing	2000
“Education in the Real World: Diversity and Classroom Dialogue” Critical Performance American Educational Studies Association	1999
“Dream Girls Waiting to Exhale when the Rainbow is Enuf: Diversity within the Essence, African American Women Speak” Critical Performance American Educational Studies Association Curriculum Camp, Louisiana State University American Educational Research Association	1998
“Identity to Identity: Talking Race, Class, Gender and Culture” Dialogue presentation Women and Gender Studies Conference Louisiana State University	1997
“Education for Liberation?” Paper presentation Curriculum Camp Conference Louisiana State University	1997
<u>Professional Activities</u> American Association for the Advancement of Curriculum Studies Cannon Committee Bergamo Committee Urban Review, Editorial Board	2007-present 2007-present 2005-present
Educational Studies, Editorial Board American Educational Research Association, division B co-chair	2005-present 2002
American Educational Studies Association, executive council Section Editor, <i>Journal of Curriculum Theorizing</i>	2001-2004 1999-2004
Member, American Association for the Advancement of Curriculum Studies	1999-present

Member, American Educational Studies Association

1998-present

Member, American Educational Research Association

1998-present