

**Denise M. Taliaferro, Ph.D.**

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Oxford, Ohio 45056  
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**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 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**

“Signifying Self: Representations of the Double Consciousness in the Work of Maxine Greene” in The Passionate Mind of Maxine Greene, edited by William F. Pinar and published by Falmer Press, 1998.

“On Writing My Love Child” in How We Work, edited by Marla Morris, Mary Aswell Doll, and William F. Pinar and published by Peter Lang, 1999.

Non-refereed introductions published in Journal of Curriculum Theorizing

“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).

**Works in Progress**

“Splitting the difference: A Womanist Response to ‘Advocacy education: Teaching, research and difference in higher education’” to be published in a volume on diversity in higher education, edited by Becky Ropers Huilman (in press with SUNY).

“The Mission: White Students, Self-Segregation and Rituals of Resistance on a Predominately White College Campus”  
Submitted to Theory into Practice.

Peppered Grits: Black Students Negotiating Race, Place and Personhood on a Predominately White Campus  
An autoethnographic study of Black identification on a predominately White campus.

### **Presentations**

“Education for Liberation?” 1997  
Paper presented at Curriculum Camp Conference  
Louisiana State University and University of New Orleans  
Baton Rouge, LA

“Identity to Identity: Talking Race, Class, Gender and Culture” 1997  
Dialogue presented at Women and Gender Studies Conference  
Louisiana State University  
Baton Rouge, LA

“Dream Girls Waiting to Exhale when the Rainbow is Enuf: Diversity within the Essence, African American Women Speak” 1998  
Critical Performance presented at  
American Educational Studies Association, San Antonio, TX  
Curriculum Camp, Baton Rouge, Louisiana  
American Educational Research Association, San Diego, CA

“Education in the Real World: Diversity and Classroom Dialogue” 1999  
Critical Performance presented at  
American Educational Studies Association. Detroit, Michigan

“The X, the Afro, and the Confederate Flag: Representation, Reappropriation and the Curriculum of Hip Hop Culture” 2000  
Paper presented at the Conference on the Internationalization of Curriculum Theorizing  
Baton Rouge, LA

“Prophets of Rage: W.E.B. DuBois, Tupac Shakur and the Color of Curriculum Theory” 2000  
Paper to be presented at Bergamo Conference  
Dayton, Ohio

“For Professors of Color Who Have Considered Academic Suicide”2000

Critical Performance/Paper presented at  
American Educational Studies Association, Vancouver, Canada

“For/Four Colored Girls Who Do Curriculum Theory” 2001  
Critical Performance to presented at  
American Educational Research Association, Seattle, WA

“Who Does She Think She Is? Growing Up Nationalist and  
Ending Up Teaching Race in White Space” 2001  
Paper presented at  
American Educational Research Association

“Hip Hop Goes To College: Race, Representation and the Pedagogy  
of Hip Hop Culture” 2001  
Paper presented at  
American Educational Research Association

**Professional Activities**

Section Editor, *Journal of Curriculum Theorizing* 1999-present

American Association for the Advancement of Curriculum Studies,  
Membership committee 2001

Executive Council, American Educational Studies Association 2001-present