

Sheron Fraser-Burgess, Ph.D.

Teachers College, 815 Ball State University
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EDUCATION

- PhD Philosophy, University of Miami, 2005
Dissertation: "How should a multicultural society educate its children for pluralism?"
Advisor: Harvey Siegel
Areas of Specialization: Ethics, Philosophy of Education,
Areas of Competence: Political Philosophy, Epistemology, History of Philosophy
- MA Philosophy, University of Miami, 2000
- MSc Education, University of Miami, 1990
- BA (Hons) English Literature, Wellesley College, 1987
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ACADEMIC EMPLOYMENT

- 2019-Present Ball State University
Professor of Social Foundations/Multicultural Education
PhD in Educational Studies, Program Director, appointed in Fall 2018
- 2013 - 2019 Ball State University
Associate Professor of Social Foundations/Multicultural Education
- 2005 - 20012 Ball State University
Assistant Professor of Social Foundations/Multicultural Education
- 2003 - 2005 Florida International University
Adjunct professor of philosophy
- 1999 - 2003 Miami-Dade College
Adjunct professor of philosophy
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FELLOWSHIPS, HONORS, AND AWARDS

- 2021 Fulbright Fellow, Semi-finalist, Jamaica
- 2017 Schools in the Context of Community Faculty Fellow
Ball State University, Elementary Education Department
- 2018 Immersive Learning Project of the Year (Department Honoree)
- 2013 Poynter Center Scholar
Poynter Center for the Study of Ethics and American Institutions,
Indiana University, Bloomington, Indiana, Fall semester

2010 Hurley Goodall Distinguished Faculty Award, Ball State University
2008 Indiana Campus Compact Faculty Fellow, Indiana Campus Compact
1997-2002 McKnight Doctoral Fellow
1995 - 1996 Rotary Ambassadorial Fellow, Philosophy, University of Edinburgh, Scotland

AREAS OF TEACHING INTEREST

Social Foundations of Education; Multicultural Education; Ethics and Education; Democracy and Education; Philosophy of Education; Epistemology and Education; Africana Philosophy; History of Philosophy; Political Philosophy; Womanism

AREAS OF RESEARCH INTEREST

Politics of Identity and Education; The Teacher Candidate as Emergent Democratic Subject; Positionality and Africana Womanism; Theory to Practice Implications of Social Justice; The Implications of Pluralism for Democratic Deliberation; Scholarship of Teaching and Learning (SoTL); Group Identity and Democracy

PROFESSIONAL SKILLS & KNOWLEDGE

Academic Program Development & Monitoring; Unit Quality Assurance; Strategic Planning and Undergraduate General Education Planning and Assessment; SMART Goals; Supervisory Experience; Compliance; Ethics Consulting; Employee Supervision; Microsoft Office Suite

COURSES TAUGHT

EDFO 631: Philosophy of Education (Graduate)
EDFO 621: Ethics and Education (Graduate)
EDAC 631: Foundations of Adult and Community Education (Graduate)
EDMU 302: The Social Construction of Identity (Undergraduate)
EDMU 205: Multicultural Education (Undergraduate)
EDFO 420: Social, Historical and Philosophical Foundations of Education (Undergraduate)

PUBLICATIONS

Books/Edited Journal Volumes:

- Fraser-Burgess, S., & Thompson, A. (2020). Special Issue on race and philosophy of education. (pp. full issue). Vol. 71. *Educational Theory*, 71 (2). Accepted, 09/15/2020.
- Fraser-Burgess, S. (Ed.). (2019). *Society as school context: In the mindset of emergent teacher and democratic subject*. New York, NY: Cognella Press.
- Heybach, J., & Fraser-Burgess, S. (Eds). (2019). *Making sense of race in education: Practices for change in difficult times*. Gorham, ME: Myers Education Press.
- Fraser-Burgess, S.(Ed).(2019). *Annual editions: Education* (Vol. 44).New York, NY: McGraw-Hill Press.

Refereed Journal Articles:

- Stewart, D. & Fraser-Burgess, S. (2020).Teaching bravely in social studies. *Professing education* 18 (1&2), 29-38.
- Thompson, C., Fraser-Burgess, S. & Major, T. (2019).Towards a philosophy of education for the Caribbean: Exploring African models of integrating theory and praxis. *Journal of Thought*, Winter 2019.
- Fraser-Burgess, S. Humphrey, D., Warren-Gordon, K., Lowery, K. (2020). Scholars of color turn to womanism: Countering oppression in the academy. *Educational Philosophy and Theory*, DOI:10.1080/00131857.2020.1750364
- Fraser-Burgess, S.(2020). Accountability & troubling the caring ideal in the classroom: A call to teacher citizenry. *Educational Studies*.56(5), 456-581.
- Fraser-Burgess, S. & Davis, C. (2017). Memory work for all: Getting beyond neoliberalism's racialized politics of the American Dream. *The Journal of School and Society*, 4(2), 30-40. Retrieved from <http://www.johndeweysociety.org/the-journal-of-school-and-society/>.
- Powell, V., & Fraser-Burgess, S. (2017). To inspire, connect and educate (ICE): A Washington, D.C.Metro effort advances a minority cultural wealth model of youth development. *The Journal of School & Society* 4 (1), 33–41.<http://www.johndeweysociety.org/the-journal-of-school-and-society/>.
- Rodgers, K., & Fraser-Burgess, S. (2015). Reconsidering the moral work of teaching framework: Weighing the moral hazards of accountability. *Philosophical Studies in Education*,46, 62-72. <http://ovpes.org/>
- Fraser-Burgess, S. (2013). Does social justice ground democracy in education or does democracy ground social justice? *Philosophical Studies in Education*,43, 48-59. <http://ovpes.org/journal/2013>

Fraser-Burgess, S. (2012). Deliberating through group differences in education for trust and mutual respect. *Journal of Thought*, 46 (3 & 4), 45-61.

Fraser-Burgess, S. (2012). Group Identity, deliberative democracy and diversity in Education. *Educational Philosophy and Theory*, 44: 480–499. Retrieved from doi: 0.1111/j.1469-5812.2010.00717.x.

Franklin, J., Malaby, M., Bates, L., Coulter-Kern, M., Fraser-Burgess, S., Jamison, J., Stalker-Prokopy, L. Schaumleffel, N. (2011). Serve at your own risk? Service-learning in the promotion and tenure process. *Journal of Community Engagement and Higher Education*, 1(2). Retrieved from <http://www.indstate.edu/jcehe/>.

Fraser-Burgess, S. (2010). Moderate pluralism: Beyond a reasonable liberalism to recognition of cultural expertise. *Philosophical Studies in Education*, 41, 48 –59. <http://ovpes.org/journal/2010-2/>

Fraser-Burgess, S. (2009). The problems with a weakly pluralist approach to democratic education. *The Pluralist*, 4 (2), 1-17.

Fraser-Burgess, S. (2009). The social nature of epistemically normative deliberation. *Philosophy of Education Yearbook 2008*, (Chicago, Ill: Philosophy of Education Society), 219-228.

Fraser-Burgess, S. (2007). In the spirit of self-assessment: Critical engagement and moral agency in pre-service teacher education. *Journal of Educational Controversy*, 2(2). <https://cedar.wvu.edu/jec/vol2/iss2/10>.

Fraser-Burgess, S. (2007). Preparing teachers to be ‘critical mediators of knowledge.’ *The Roundtable*. Available at <http://ballstate.academia.edu/Sfraserburgess/Papers>.

Refereed Book Chapters:

Blind peer-reviewed

Fraser-Burgess, S. (2016). In search of democracy that eschews oppression. In P. Gorlewski, J. & Porfilio, B.(Eds.) *Democracy and decency: What does education have to do with it?* Information Age Publishing, 39-54.

Fraser-Burgess, S. (2018). Identity politics and belonging. In P. Smeyers (Ed.), *International Handbook of Philosophy of Education* (pp. 851-865). Cham, Switzerland: Springer International Publishing.

Peer-reviewed

Fraser-Burgess, S., Warren-Gordon, K., Fernandez-Finch, M., & Sciuchetti, M. (In press.). Higher education faculty countering systemic K-12 racism. In Heybach, J. & Fraser-Burgess, S. (Eds.), *Making sense of race in education: Practices for change in difficult times*. Gorham, ME: Myers Education Press.

Invited Articles

Fraser-Burgess, S. (2021). A Womanist Measure for the Measurer: Philosophy embodied in Black and Woman. in Winston Thompson (Ed) *Philosophy of Education*, p. 195 -205.

DOI.https://b4c13cc8-23a7-4792-93c0-b9a7044e82fc.filesusr.com/ugd/803b74_74c4253102fb4c41b02d101f79fca502.pdf?index=true

Fraser-Burgess, S. (2021). Mediating Epistemic Harm, *Philosophy of Education*:98-102

Fraser-Burgess, S. (2016). No ordinary product: The professoriate, students, and a *caveat venditor* for Higher Education. Response to Presidential Address, *Philosophical Studies in Education*, 25-34. <http://ovpes.org/>

Fraser-Burgess, S. (2014). A modest proposal for accommodating pluralities of desire, imagination and human flourishing in education. Presidential Address, *Philosophical Studies in Education*, 45,9-23. <http://ovpes.org/>

Book Reviews:

Horner, A. & Fraser-Burgess, S. (2020). There has to be a better way: Lessons from former urban teachers. [Review of the book, *There has to be a better way: Lessons from former urban teacher*. *Teachers College Record*, Date Published: April 20, 2020
<https://www.tcrecord.org> ID Number: 23270, Date Accessed: 5/15/2020 9:16:01 PM

Fraser-Burgess, S. (2017). The formation of reason and knowing and learning as creative action: A Reexamination of the epistemological foundations of education [Review of the books, *The formation of reason and knowing and learning as creative action: A reexamination of the epistemological foundations of education*]. *Educational Theory*, 67(3), 350-360. DOI: 10.1111/edth.12254. (5000 words).

Fraser-Burgess, S. (2008). Keeping the promise: Essays on leadership, democracy and education. [Review of the book *Keeping the promise: Essays on Leadership, Democracy and Education*] *Teachers College Record*, 2008, <http://www.tcrecord.org> ID Number: 15326,

Encyclopedia Articles:

Fraser-Burgess, S. (2008). Horace Kallen. In *Encyclopedia of the Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage Publications, 918.

Fraser-Burgess, S. (2008). Multiculturalism: Philosophical implications for education. In *Encyclopedia of the Social and Cultural Foundations of Education*. Thousand Oaks, CA: Sage Publications, 527-529.

Non-Refereed:

Fraser-Burgess, S. (2021). Mediating Epistemic Harm. *Philosophy of Education*, 98–102.
<https://doi.org/10.47925/76.4.098>

Fraser-Burgess, S. (2016). No ordinary product: The professoriate, students, and a *caveat venditor* for higher education. Response to presidential address, *Philosophical Studies in Education*, 25-34. <http://ovpes.org/>.

Fraser-Burgess, S. (2014). A modest proposal for accommodating pluralities of desire, imagination and human flourishing in education. Presidential address, *Philosophical Studies in Education* 45,9-23. <http://ovpes.org/>.

GRANTS, AND SCHOLARSHIPS

External Grants as Co-principal Investigator (Funded):

- 2021 Teaching with Primary Sources (TPS), Library of Congress- TPS Mid-West Region Muncie Community Schools Antiracist Teaching and Learning Social Studies Initiative” Sheron Fraser-Burgess, Principal Investigator, \$20,000
- 2017 Stevens Initiative Grant. Office of International Development/Ball State University. Jill Bradley-Levine, Principal Investigator, \$600,000.