
Jeff Frank

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EDUCATION

Teachers College, Columbia University, New York, NY

Ph.D. Columbia University, May 2010

M.Phil. Columbia University, May 2009

Major interests: American Philosophies of Education, in particular African American traditions and John Dewey; Teacher Education; Philosophy and Literature

Middlebury College, Middlebury, VT

B.A. in Philosophy, Minor in English, May 2002

Honors: Phi Beta Kappa; Summa Cum Laude; Thesis Awarded Highest Honors; John T. Andrews Prize (Top Philosophy Student)

TEACHING EXPERIENCE

St. Lawrence University, Canton, NY

Associate Professor, 2018-

Assistant Professor, 2014-2018

Coordinator, Undergraduate Programs in Education, 2017-

Teach a range of classes in the teacher certification minor, the educational studies minor and the first-year program. Supervise senior projects across disciplines.

Honors: Bradbury Award; Selected by athletes as a teacher who made a difference.

Sweet Briar College, Sweet Briar, VA

Assistant Professor, 2011-2014

Taught a range of courses in the teacher certification minor, the educational studies minor and the MAT program.

Honors: Selected as top ten faculty/staff supportive of student-athletes on and off the field (2012, 2013, 2014).

PUBLICATIONS/PAPERS

[* Indicates blind refereed]

Book

* Frank, J. (in press). *Teaching in the now: John Dewey on the educational present*. West Lafayette, IN: Purdue UP.

Articles

- * Frank, J. (2019). Resisting locker room talk: Resources for educators. *Groundworks*. Retrieved from https://docs.wixstatic.com/ugd/c8f5fb_1561e7e65c444787805954559f9aefe1.pdf
- * Frank, J., & McDonough, J. (in press). Core practices and philosophy of education: Balancing effectiveness with goodness. *Teachers College Record*.
- * Frank, J. (2018). Sheldon Wolin, Jean Vanier and the present age: Reflections on replenishment, resistance and progress. *Ethics and Education*, 13(3), 360-369.
- * Frank, J. (2018). Teaching is oppositional: On the importance of supporting experimental teaching during student teaching. *Studies in Philosophy and Education*, 37(5), 499-512.
- * Frank, J. (2017). Stanley Cavell and the questioning of the foregone: Openness to conversion as a political act. *Conversations: The Journal of Cavellian Studies*, 5, 4-17.
- * Frank, J. (2017). Love and Work: A reading of John Williams' *Stoner*. *Ethics and Education*, 12(2), 233-242.
- * Frank, J. (2017). Bound to the mimetic or the transformative? Considering other possibilities. *Education and Culture*, 33(1), 23-40.
- * Frank, J. (2017). Realizing a democratic community of teachers: John Dewey and the idea of a science of education. *Education Sciences*, 7, 1-10. [Invited contribution to special issue on the 100th anniversary of John Dewey's *Democracy and Education*]
- Frank J. & Rukki, C. [St. Lawrence Student] (2016). A citation analysis of philosophy of education journals. *Philosophical Inquiry in Education*, 26(2), 191-199. [Reviewed by Editorial Board]
- * Frank, J. (2015). Demoralization and teaching: Lessons from the blues. *Philosophy of Education Society Yearbook 2015*, 127-134.
- * Frank, J. (2015). Love and growth: On one aspect of James Baldwin's significance for education. *Teachers College Record*, 117(9), 1-38.
- * Frank, J. (2015). What is John Dewey doing in *To Kill a Mockingbird*? *Education and Culture*, 31(5), 45-59.
- * Frank, J. (2014). James Baldwin's "Everybody's Protest Novel": Educating our responses to racism. *Educational Philosophy and Theory*, 46(1), 24-31.
- * Frank, J. (2013). Mitigating against epistemic injustice in educational research. *Educational Researcher*, 42(7), 363-370.
- * Frank, J. (2013). Reconstructing Deweyan growth: The significance of James Baldwin's moral psychology. *Education and Culture*, 29(2), 121-132.

* Frank, J. (2013). The claims of documentary: Expanding the educational significance of documentary film. *Educational Philosophy and Theory*, 45(10), 1018-1027.

* Frank, J. (2012). The significance of the poetic in early childhood education: Stanley Cavell and Lucy Sprague Mitchell on language learning. *Studies in Philosophy and Education*, 31(4), 327-338.

* Frank, J. (2012). Imagining Wittgenstein's adolescent: The educational significance of expression. *Educational Philosophy and Theory*, 44(4), 343-350.

* Frank, J. (2011). Can Perfectionism withstand the acknowledgment of slavery? *Philosophy of Education Society Yearbook 2011*, 381-387.

* Frank, J. (2011). Love and ruin(s): Robert Frost on moral repair. *Educational Theory*, 61(5), 587-600.

Chapters

* Frank, J. (2018). The hardened heart. In K.J. Fasching-Varner, K.J. Tobin, & S.M. Lentz (Eds.) *#BrokenPromises, black deaths, & blue ribbons* (pp. 103-106). Boston: Brill. [In Series, *Transgressions: Cultural Studies and Education*]

Hansen, D., Anderson, R., Frank, J., Niewendegewar, K. (2008). This new yet unapproachable education: Philosophical underpinnings of the progressive tradition in curriculum. In F.M. Connelly (Ed.) *Sage handbook of curriculum and instruction* (pp. 440-459). Thousand Oaks, CA: Sage.

Commentaries

Frank, J. (2018). Choose trust over division. *The Post-Standard* (Syracuse). Retrieved from https://www.syracuse.com/opinion/index.ssf/2018/11/this_thanksgiving_i_choose_trust_over_division_commentary.html

Frank, J. (2018). We shouldn't teach young men to fear #MeToo. *Education Week*. Retrieved from <https://www.edweek.org/ew/articles/2018/10/12/we-shouldnt-teach-young-men-to-fear.html>

Frank, J. (2018). Let's teach our sons to be 'upstanders' for women. *The Post-Standard* (Syracuse). Retrieved from https://www.syracuse.com/opinion/index.ssf/2018/10/lets_teach_our_sons_to_be_upstanders_for_women_commentary.html

Frank, J. (2018). Character versus privilege: Looking for leadership from elite institutions. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=22520>

* One of the four most-read commentaries in 2018

Frank, J. (2018). Technology, stupor and the future of liberal arts colleges. *Hechinger Report*. Retrieved from <http://hechingerreport.org/opinion-technology-stupefaction-and-the-future-of-liberal-arts-colleges/>

Frank, J. (2018). Snowflakes, or a moral vacuum. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=22276>

* One of the four most-read commentaries in 2018

Reviews

Frank, J. (2017). Who can afford to improvise? James Baldwin and black music, the lyric and the listeners [Review of the book *Who can afford to improvise? James Baldwin and black music, the lyric and the listeners*]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=21907>.

Frank, J. (2015). Building a better teacher: How teaching works (and how to teach it to everyone) [Review of the book *Building a better teacher: How teaching works (and how to teach it to everyone)*]. *Education and Culture*, 31(1), 89-95.

Frank, J. (2008). The gleam of light: Moral perfectionism and education in Dewey and Emerson [Review of the book *The gleam of light: Moral perfectionism and education in Dewey and Emerson*]. *Education and Culture*, 24(1), 67-72.

Frank, J. (2007). The notebooks of Robert Frost [Review of the book *The notebooks of Robert Frost*]. *Teachers College Record*. Retrieved from <http://www.tcrecord.org/Content.asp?ContentId=13835>.

Presentations

* “Core practices and philosophy and education,”—presented at the American Educational Research Association Annual Meeting, Toronto, CA. April 2019.

* “Civil War monuments: Mourning and terror,”—presented at the Philosophy of Education Society Annual Meeting, Richmond, VA. March 2019.

* “Resisting locker room talk: Resources for educators,”—presented at the Philosophy of Education Society Annual Meeting, Richmond, VA. March 2019.

“Education and the present”—Invited talk in Public Philosophy, Salisbury University. October 2018.

“Contingency, commitment and moral stewardship: Teacher education for teacher presence”—Invited talk, Colloquium in Philosophy and Education, Teachers College, Columbia University. September 2018.

“Pragmatist epistemology and the “core practices,”—presented as a part of the seminar “The Significance of Philosophy for Teaching and Teacher Education, and of Teaching

and Teacher Education for Philosophy: New Directions for 21st Century Research and Practice,” held at Teachers College, Columbia University. November 2017. (With Joe McDonough, Principal of Banford Elementary School, Canton, NY.)

“Democracy in teacher education,”—Invited talk at State University of New York, Potsdam. April 2017.

* “Humanizing the hardened heart: Diamond on being touched by childhood”—presented as part of a roundtable on Human(e) Childhoods at the Philosophy of Education Society Annual Meeting, Seattle, WA. March 2017.

“James Baldwin: Unlearning mythologies and achieving identity”—Invited Skype talk to DePaul Doctoral Seminar. February 2017.

* “A science of education: Desirability and feasibility”—paper presented at the American Educational Research Association Annual Meeting, Washington, DC. April 2016.

* “A citation analysis of philosophy of education journals”—paper presented at the Philosophy of Education Society Annual Meeting, Toronto, CA. March 2016.

* “Philosophy and the practice of teaching”—paper presented at the Advancing Public Philosophy conference, San Francisco, CA. June 2015.

* “The known world: Charting territories for curriculum inquiry”—paper presented at the International Association for the Advanced of Curriculum Studies conference, Ottawa, ON, CA. May 2015.

* “Differentiated formative assessments”—presentation at the conference Educator Preparation, Professional Development and Evaluation: Collaborating to Address New Challenges conference, Syracuse, NY. May 2015.

* “Demoralization and teaching: Lesson from the blues”—paper presented at the Philosophy of Education Society Annual Meeting, Memphis, TN. March 2015.

“Differentiating Instruction”—paper presented to St. Lawrence County educators, Canton, NY. February 2015.

* “Art and the Faces of Injustice”—paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA. April 2014.

“Teacher as Researcher”—invited presentation at the Tri-College Colloquium, Lynchburg College, Lynchburg, VA. November 2013.

* “Empowering Assessment”—paper presented at the South Atlantic Philosophy of Education Society Annual Meeting, Raleigh, NC. October 2013.

* “Race and Paternalism: A Genealogical Approach to an Impoverishing Discourse”—paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. April 2013.

* “Expanding Roles for Documentary Film in Schools of Education”—paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA. April 2013.

* “Aligning the InTASC Standards with the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers”—presentation at the VACTE ATE-VA spring conference, Sweet Briar, VA. April 2013. [With Holly Gould (lead author) and James Alouf]

“Thinking about Teaching”—invited presentation at Hampden-Sydney College. March 2013.

“The life you save may be your own: James Baldwin on the moral and epistemic cost of racism”—presentation in the Presidential Diversity Symposia at Sweet Briar College. April 2012.

* “A Curriculum for Growth: James Baldwin on the evasiveness of white innocence”—paper presented at the American Educational Research Association Annual Meeting, Vancouver, Canada. April 2012. [This paper is part of a session selected as 1 of the 5 (out of over 100 sessions) highlighted by Division B]

* “Creating a Global Community of Learners: Teachers—alone—are not enough”—paper presented at the Association of Teacher Educators Annual Meeting, San Antonio, TX. February 2012.

“Knowingness: How unexamined assumptions about race keep us from learning”—presentation in the Sweet Briar Honors Colloquium. December 2011.

* “Documentary as method: New possibilities for teaching, learning and curriculum inquiry”—paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA. April 2011.

* “Using video to communicate research: Describing and assessing a publishing experiment”—paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA. April 2011.

* “Perfectionism and Slavery”—paper presented at the Philosophy of Education Society Annual Meeting, Saint Louis, MO. March 2011.

“Misunderstanding, Asymmetry, Difference: Robert Frost's Significance for Teachers and Teacher Education”—presentation in the Teachers College Philosophy and Education Colloquium, New York, NY. April 2010.

* “Does Teaching Matter?”—selected as keynote address at the 2008 GSCOPE (Graduate Student Conference on Philosophy and Education), New York, NY. November 2008.

* “Student as Consumer: Lever for Equity in Higher Education or Detriment to Learning?”—presentation at the 2008 graduate student conference on equity, New York, NY. April 2008.

* “Extra-National Strategies to Promote Global Learning Equity” [with Gary Natriello (lead author) and Hui Soo Chae]—presentation at the 2008 Comparative and Internal Education Society Annual Meeting, New York, NY. March 2008.

* “Dewey, Interest, and Intelligence”—presentation at the 2006 American Educational Research Association Annual Meeting, San Francisco, CA. April 2006.

Presentations on the Art of Scholarly Publishing: Spencer Forum, Teachers College, 2006; Teachers College Doctoral Seminar Series, 2011; Winter Roundtable, Teachers College, 2006, 2007, 2008; Information Session for Young Scholars, New York University, 2005.

SERVICE

External

Editorial Board and Reviewer, *Teachers College Record*
Reviewer, *American Educational Research Journal*
Reviewer, *Teaching and Teacher Education*
Reviewer, *Education and Culture*
Reviewer, *Studies in Philosophy and Education*
Reviewer, American Educational Research Association Annual Meeting
Reviewer, Fordham University Press

Internal

Institutional Strategic Assessment Committee, 2019-
Academic Affairs Committee, 2016-2018
Middle States, Mission Committee, 2016-2018
Teacher Education Advisory Committee, 2014-2019
Gender and Sexuality Equity Committee, 2015-2016
Reconstructed the Teacher Education and Educational Studies minors. 2014-2016

GRANTS

John William Miller Fellowship Award	\$45,000.00
Digital Humanities Grant, 2016-17	\$1,250.00

cIcu Grant, 2015-2016	\$22,200.00
State of Virginia Clinical Faculty Grant, awarded fall 2013 (co-PI, with Holly Gould, Sweet Briar College)	\$55,329.00
State of Virginia Clinical Faculty Grant, awarded fall 2012 (co-PI, with Gail Brown, Lynchburg College)	\$52,750.00