

Lee Anne Bell, Ed. D
Barbara Silver Horowitz Director of Education
Barnard College, Columbia University
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EDUCATION

Ed.D May 1982 University of Massachusetts/Amherst, Psychological Education/Organizational Development

May 1971 Indiana University/Bloomington
B.A. Dual Major: History and Afro-American Studies

PROFESSIONAL EXPERIENCE

Director of the Education Program and Professor, Barnard College, 2002-present
Chairperson, Department of Educational Studies, SUNY-New Paltz 2000-2002
Professor, Graduate Program in Humanistic/Multicultural Education; SUNY at New Paltz, 1998-present
Tenured Associate Professor, 1990-97
Assistant Professor, 1984-90
Visiting Assistant Professor, 1982-84
Director, Explorations Teacher Education Program, University of Massachusetts at Amherst, 1979-81
Instructor, University of Massachusetts/Amherst, 1979-82
Project Coordinator/Teacher, Social Literacy Project, Hartford Public Schools, 1973-77

TEACHING, RESEARCH AND OTHER AWARDS

2008-2009 Visiting Research Faculty, Vassar College, Poughkeepsie, NY
2008 Fulbright Senior Specialist Roster
2005 Social Justice Award, Third Millennium Foundation, Justice and Society Seminar, Aspen Institute, July 2005.
2005 Outstanding Journal Reviewer Award, American Educational Research Journal: Section on Social/Institutional Analysis
2005 Endowed Chair, Barnard College, *Barbara Silver Horowitz Director of Education*
1992 Fulbright Scholar, Merida Mexico
1991 SUNY Chancellor's Award for Excellence in Teaching
1990 Research Award, American Educational Research Association SIG: Research on Women and Education

EDITORIAL BOARDS

Editor: Special Issue of *Equity and Excellence* on Social Justice and the Arts, 2010-2011.
Editorial Board Member and Reviewer, *American Education Research Association Journal*, 2002-present
Editorial Board: *Educational Policy*. 2005-present
Guest Editor, AERJ Special Issue on Equity and Accountability 50 Years after Brown, 2004.
Reviewer, *Journal of Teacher Education*, 2004 present
Editorial Board Member and Reviewer, *Equity and Excellence in Education*, 2002-present
Reviewer, *Teachers College Record*, 2003-present
Series Editor, Routledge, Taylor & Francis, Teaching/Learning Social Justice Series, 2001- present
Series Editor, Temple University Press, Teaching/Learning Social Justice Series, 1999– 2001
Editorial Board and Reviewer, *Youth and Society*, 1993-2004
Reviewer, *Educational Policy*, 1999-present
Chair, Editorial Board, SUNY Press, 1994-98
Editorial Board, SUNY Press, 1991-98

FUNDED RESEARCH AND PROJECTS

2011-2014, Three-year speaker series "For the Public Good" at Barnard, Gildersleeve, \$33,000, Willen \$1500.

2010-2011 Documentary Film Project: "40 years Later: Now Can We Talk?", Kellogg Foundation, \$54,565, Daphe Foundation, \$10,000.

2010-11 Mellon Grant with Vassar, Wellesley, Bryn Mawr/Haverford, Middlebury & Swarthmore for Conference on Shaping the Future of Teacher Preparation through the Liberal Arts, \$20,000.

2009-10, Documentary Film Project: "40 years Later: Now Can We Talk?" ; Barnard College \$5000; Daphne Foundation \$5000; Maxine Greene Foundation \$6000, Kellogg Foundation \$10,000.

2010-2015 Barnard College/Teachers College Bridge Program to Create Pipeline for Math/Science Teachers, \$250,000

2005-2006 Storytelling Project: Teaching about Race and Racism through Story and the Arts, Third Millennium Foundation, \$100,000

2004-2005 Storytelling Project: Teaching about Race and Racism through Story and the Arts, Third Millennium Foundation, \$100,000

2003-2004 Science in the City Curriculum Project, Howard Hughes (Barnard Biology Dept) \$50,000

1999 Conversations in the Disciplines, University Faculty Senate, \$10,000

1991 Project REACH Seminar Series, SUNY Grants for Research and Creative Projects, \$3000

1990 SUNY Women's Studies Council Curriculum Diversification Project \$500

1990 Newburgh Public Schools, Project REACH: Follow Up Study \$5000

1988 African American Institute of New York, Project REACH, \$3000

1987 Ford Foundation, Project REACH, \$50,000

SELECTED PUBLICATIONS

Bell, L.A., Desai, D. & Irani, K. (in press). Storytelling for Social Justice: Creating Arts-Based Counterstories to Resist Racism. Tom Barone & Mary Stone Hanley (Eds.) *A Way Out of no Way: The Arts as Social Justice in Education*.

Bell, L.A. & Desai, D. (2011). Imagining Otherwise: Connecting the arts and social justice to envision and act for change. *Equity and Excellence in Education*, 44 (3), 287-295.

Bell, L.A. (2010). *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*. NY: Routledge.

Bell, L.A. (2010). Learning through story types about race and racism: Preparing teachers for social justice. In *Social justice education: Inviting faculty to transform their institutions*. Sterling: VA: Stylus Publishers.

Bell, L.A. & Roberts, R.A. (2010). The Storytelling Project Model: A Theoretical Framework for Critical Examination of Racism through the Arts. *Teachers College Record*, Vol 112, (9), 2295-2319.

Bell, L.A. (2009) The Story of the Storytelling Project: An Arts-Based Race and Social Justice Curriculum, *Storytelling, Self, Society*, 5:2,107 -118.

Roberts, R.A. Bell, L.A. & Murphy, B. (2008). Flipping the Script: Analyzing Youth Talk about Race and Racism, *Anthropology and Education Quarterly*, 39 (3), pp. 334-354.

Bell, L.A. (2008). Step out of the Center: Notice how Racial Lenses Shape Readings of "Good Teaching" in Ways that Can Privilege White Teachers Unfairly. In M. Pollock, (Ed.) *Everyday antiracism*, NY: Free Press.

Adams, M., Bell, L.A. & Griffin, P. (Eds) (2007), *Teaching for Diversity and Social Justice*, 2nd edition. NY: Routledge.

Editor and Chapter Author including:

Bell, L.A. Chapter 1: Theoretical Foundations for Social Justice Education, pp. 1-33;

Bell, L.A. Section Overview: Twenty-first century racism, pp. 117-122;

Bell, L.A., Love, B.J. & Roberts, R.A. Chapter 6: Racism and white privilege curriculum design, pp. 123-144

Bell, L.A., Joshi, K.Y. & Zuniga, X. Chapter 7: Racism, immigration and globalization curriculum design, pp. 145-166.

Bell, L.A. (2004). "Teachers change lives forever": A Review of What Keeps Teachers Going, *Teachers College Record*, 106, (5), 1.

Bell, L.A. (2003). Sincere fictions: The pedagogical challenges of preparing white teachers for multicultural classrooms. *Equity and excellence in education*, 35, (3), 236-245.

Bell, L.A. (2003). Telling Tales: What stories can teach us about racism. *Race, ethnicity and education*, 6, (1), 3-28.

Bell, L.A. (2001). A way with words: Engaging students in analyzing race talk as a vehicle for honest self-reflection and non-defensive dialogue about race and racism. *Conference Proceedings of the Institute for the Study and Promotion of Race and Culture: First Annual Diversity Challenge*. Boston: Boston College.

Adams, M., Bell, L. A. & Griffin, Pat (Eds) (1997), *Teaching for diversity and social justice: A sourcebook*. NY: Routledge.

Bell, L.A. & Griffin, P. (2007). Designing social justice education courses. In M. Adams, L.A. Bell & P. Griffin (Eds.) *Teaching for diversity and social justice: A sourcebook*. NY: Routledge.

Bell, L.A. Washington, S. Weinstein, G. and Love, B.J. (1997). Knowing ourselves as instructors. In M. Adams, L.A. Bell & P. Griffin (Eds.), (1997), *Teaching for diversity and social justice: A sourcebook*. NY: Routledge.

Bell, L. A. (1996). In danger of winning: Consciousness raising strategies for empowering girls in the United States. *Women's Studies International Forum*, 19 (4), 419-427.

Bell, L.A. (1995). Something's wrong here and it's not me: Challenging the dilemmas that block girls' success, Reprinted in A. Kesselman, L.D. McNair & Schniedewind, N. (Eds.) *Women, Images and Realities: A multicultural anthology*. Mountain View, CA: Mayfield Publishing Co.

Bell, L.A. (1995). Review of 'White women, Race matters' by Ruth Frankenberg, *AERA SIG: Research on Women and Education*, Spring Issue, 8-9.

Bell, L.A. (1993). "Just as good as the males but without their competition": A pluralist look at female achievement. *Comenius* (Dutch Education Journal), 50, 154-166.

Hunt, J.A., Bell, L. A., Wei, W. & Ingle, G. (1992). Monoculturalism to multiculturalism: Lessons from three public universities, *New Directions for Teaching and Learning*, 52, NY: Jossey-Bass.

Roberts, G.W. Bell, L.A. & Salend, S.J. (1991). Negotiating change for multicultural education: A consultation model, *Journal of Educational and Psychological Consultation* 2,(4), 323-342.

Bell, L.A. (1990). Changing our ideas about ourselves: Group consciousness-raising with elementary school girls as a means to empowerment, In Christine Sleeter (Ed.), *Empowerment Through Multicultural Education*, pp. 229-249. NY: SUNY Press.

Bell, L.A. (1990) The gifted woman as imposter, *Advanced Development*, 2, 55-64, (Reprinted in *Special Issue of Advanced Development*, Fall 1995.)

Bell, L.A. & Schniedewind, N. (1989). Realizing the promise of humanistic education: A reconstructed pedagogy for personal and social change, *Journal of Humanistic Psychology*, 29, (2), 200-223.

Bell, L.A. (1989). "Something's wrong here and it's not me": Challenging the dilemmas that block girls' success, *Journal for the Education of the Gifted*, XII, (2), 118-130.

Bell, L.A. (1988). A pluralist approach to female achievement, Commissioned Paper for the Project on Equal Education Rights, NOW Legal Defense and Education Fund, Washington D.C.

Bell, L. A. (1988). Hearing all our voices: Applications of feminist pedagogy to conferences, speeches and panel presentations, *Women's Studies Quarterly* XV, pp. 74-80, (Reprinted in *Special Issue of Women's studies quarterly* 1995)

Bell, L. A. & Schniedewind, N. (1987). Reflective minds/Intentional hearts: Joining humanistic education and critical theory for liberating education. *Journal of Education*, 169, (2), 55-77.

Bell, L. A. & Young, V. (1986), Imposters, fakes and frauds: Internal barriers to women's achievement. In Linda Moore (Ed), *Not As Far As You Think: Realities of Working Women*. Lexington, MA: Lexington, Books.

Bell, L. A. (1987). All together now: Group techniques for teaching students with emotional Disturbances. *Perceptions*, 23, (1), 3-4.

Bell, L. A. (1984). Teaching about oppression: Matching theory and practice, *Kairos*, 2, (3), New York: Hermes House.

Bell, Lee A. (1978). *Psychology and you: A curriculum for high school psychology*. Hadley MA: Hampshire Educational Collaborative

WORK IN PROGRESS

"40 Years Later" Now Can We Talk? Looking at Integration 40 years after Brown v. Board of Education, documentary film project.