List of Contributors

Ian Angus is currently Professor of Humanities at Simon Fraser University. He is the author of two books on Canada: Identity and Justice and A Border Within: National Identity, Cultural Plurality and Wilderness (1997). His works on European social and political thought include (Dis)figurations: Discourse/Critique/Ethics, Primal Scenes of Communication, Technique and Enlightenment, and Emergent Publics: An Essay on Social Movements and Democracy (2001). His recent book Love the Questions: University Education and Enlightenment (2009) has been widely excerpted and reviewed on the Internet and has led to several interviews in the academic and popular press.

Derek Briton is Associate Professor in Athabasca University’s Faculty of Humanities and Social Sciences. Formerly the associate director of the university’s MA program in Integrated Studies, Briton has an interest in interdisciplinarity, online learning, adult education, curriculum, pedagogy, and psychoanalytic theory.

Diana Brydon is Canada Research Chair in Globalization and Cultural Studies at the University of Manitoba. She serves on the interregional, interdisciplinary convening group of the Building Global Democracy project (http://www.buildingglobaldemocracy.org) and is working with colleagues in Canada and Brazil on a SSHRC-funded partnership development project, “Brazil/Canada Knowledge Exchange: Developing Transnational Literacies.”

Rhetorical Spaces: Essays on (Gendered) Locations (1995), she addresses incredulity, empathy, relativism, and the epistemic power of gossip. Ecological Thinking: The Politics of Epistemic Location (2006) develops an “ecological naturalism” that looks to ecological science, where Quineans look to cognitive science, as a place—literal and metaphorical—where knowledge is “naturally” made. She is currently working on issues of testimony, ignorance, and vulnerability, especially as these pertain to skepticism regarding climate change. In 2010 she was a Visiting Research Fellow at the Institute for Advanced Study in the Humanities at Edinburgh University.

Suzanne de Castell is Professor of Curriculum and Instruction in the Faculty of Education at Simon Fraser University. Her work spans literacy, technology, gender, educational game theory, research, design and development, and multimodal analysis of communicative interaction. She founded and co-edits Loading . . . The Journal of the Canadian Game Studies Association and works on the design and development of educational games (Contagion and A Baroque Adventure). Her recent publications focus on digital games and education, gender and gameplay, and multimodal learning in informal and community settings.

Raphael Foshay is Associate Professor and Program Director of the MA program in Integrated Studies at Athabasca University. He specializes in the areas of literary, cultural, and interdisciplinary theory and has written on Wyndham Lewis, Joyce, Yeats, and Kafka, and on Derrida, Levinas, Plato, Freud, Heidegger, and Adorno.

Gary Genosko is Professor of Sociology and Canada Research Chair in Technoculture at Lakehead University. He is the author of Remodelling Communication: From WW II to the WWW (2012) and the co-editor, with Nicholas Thoburn, of Franco “Bifo” Berardi’s After the Future (2011). (His book trailer for After the Future is available at http://vimeo.com/25367464.) He is currently editing “Félix Guattari in the Age of Semiocapitalism,” a special issue of the journal Deleuze Studies.
Harvey J. Graff is Ohio Eminent Scholar in Literacy Studies and Professor of English and History at The Ohio State University where he is developing the LiteracyStudies@osu initiative, a university-wide interdisciplinary program. In 1999–2000, Graff served as president of the Social Science History Association. In 2001, Sweden’s University of Linköping awarded him the Doctor of Philosophy honoris causa for his contributions to scholarship. He has written extensively about literacy and the history of literacy, the history of children and youth, and the history of cities and is now at work on a social history of interdisciplinarity. Among his major works are The Literacy Myth: Literacy and Social Structure in the Nineteenth Century (1979; rev. ed. 1991), The Legacies of Literacy: Continuities and Contradictions in Western Culture and Society (1987), Conflicting Paths: Growing Up in America (1995), and The Dallas Myth: The Making and Unmaking of an American City (2010).

Jan Jagodzinski is a Professor in the Department of Secondary Education at the University of Alberta, in Edmonton, where he teaches visual art and media education. His latest works include The Deconstruction of the Oral Eye: Art and Its Education in an Era of Designer Capitalism (2010), Misreading Postmodern Antigone: Marco Bellocchio’s Devil in the Flesh (Diavolo in Corpo) (2011), and, in collaboration with Jason Wallin, the forthcoming Arts-Based Research: A Critique and Proposal.


Morny Joy is a professor in the Department of Religious Studies at the University of Calgary and the recipient of an Honorary Doctorate from the University of Helsinki (May 2011). Morny works and has published in the area of philosophy and religion, postcolonialism, and intercultural studies in South and South-East Asia, as well as in the all-important area of
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**Wendell Kisner** has been teaching for over twenty years. His research and instructional interests focus on the texts of Hegel, Nietzsche, Heidegger, Levinas, Plato, Deleuze, Badiou, Agamben, Žižek, and Rousseau, and topical areas of interest include environmental thought, the philosophy of biology, and political philosophy. He currently teaches in the MA program in Integrated Studies and in the philosophy program at Athabasca University. He also teaches guitar and plays music professionally.

**Julie Thompson Klein** is Professor of Humanities in the English Department at Wayne State University. Klein is a recipient of the Kenneth Boulding Award for outstanding scholarship on interdisciplinarity, the Ramamoorthy and Yeh Transdisciplinary Distinguished Achievement Award, and the Joseph Katz Award for outstanding scholarship in General and Liberal Education. She is the author of *Interdisciplinarity: History, Theory, and Practice* (1990), *Crossing Boundaries: Knowledge, Disciplinarities, and Interdisciplinarities* (1996), *Humanities, Culture, and Interdisciplinarity: The Changing American Academy* (2005), and *Creating Interdisciplinary Campus Cultures: A Model for Strength and Sustainability* (2010), as well as the editor or co-editor of *Interdisciplinary Studies Today* (1994), *Transdisciplinarity: Joint Problem Solving Among Science, Technology, and Society* (2001), *Interdisciplinary Education in K-12 and College* (2002), and *The Oxford Handbook of Interdisciplinarity* (2010). She is also co-editor of the University of Michigan Press series Digital Humanities@digitalculturebooks

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**Paul Nonnekes** was Associate Professor in the MA program in Integrated Studies at Athabasca University, where he taught social and cultural theory, with a special emphasis on in psychoanalytic and gender theory. His most recent book was *Northern Love: An Exploration of Canadian Masculinity* (2008).

**Rick Szostak** is Professor of Economics at the University of Alberta, where he teaches courses on how to perform interdisciplinary research as well as courses on economic history and economic growth. He is the author of nine books and over thirty articles, all interdisciplinary in nature. Recent publications include the co-edited *Case Studies in Interdisciplinary Research* and "Complex Concepts into Basic Concepts" in the *Journal of the American Society for Information Science and Technology*. He is currently president of the Association for Integrative Studies.