

CURRICULUM VITAE

Alice McIntyre, Ph.D.
Professor
Chair, Elementary Education Department
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EDUCATION:

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|-----------|--|
| 1995 | Boston College, Chestnut Hill, MA
Ph.D., Developmental and Educational Psychology
Title of dissertation: Making Meaning of Whiteness:
Participatory Action Research with White Female
Student Teachers |
| 1989 | Keene State College, Keene, NH
M. Ed., Guidance and Consultation |
| 1978 | Boston State College, Boston, MA
B.S., Cum Laude
Major: Elementary Education
Minor: Psychology |
| 1973-1974 | Bridgewater State College, Bridgewater, MA,
Major: Elementary Education |
| 1968-1973 | Girls Latin School, Dorchester, MA |

ACADEMIC HONORS:

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|------|---|
| 1999 | Pre-tenure sabbatical, Fairfield University,
Spring, 1999 |
| 1995 | Summer Dissertation Award, Boston College
School of Education |
| 1995 | Outstanding Graduate Student Award,
Graduate Student Association, Boston College |

- 1995 Outstanding Academic Achievement Award,
Boston College Graduate School of Education and
Graduate Student Association
- 1994-1995 Dissertation Fellowship Award, Boston
College Graduate School of Arts and Sciences
- 1994 "Excellence in Teaching" Award, Boston College
School of Education, Graduate School of Arts and Sciences
- 1976-1978 President's List, Boston State College
- 1974-1975 Dean's List, Boston State College

TEACHING CERTIFICATION:

Massachusetts Teaching Certificate #0233474

PROFESSIONAL EXPERIENCE:

- 2007- Professor, Chairperson of Elementary Education
Department. Hellenic College, Brookline, MA
- 2002-2007 Associate Professor, Chairperson of Elementary Education
Department. Hellenic College, Brookline, MA
- 1996-2002 Assistant Professor, Director of Graduate Program in
Elementary Education, Graduate School of Education
And Allied Professions, Fairfield University, Fairfield, CT
- Spring, 1996 Adjunct Assistant Professor, Boston College School of
Education, Chestnut Hill, MA
- 1995 Adjunct faculty, Applied Language and Math Center,
College of Public and Community Service, University
of Massachusetts at Boston, Dorchester, MA.
- 1995 Adjunct faculty, Boston College School of Education,
Chestnut Hill, MA Courses taught:
- 1991-1994 Supervisor of Student Teacher Supervisors
Early Childhood Program, Boston College School of Education,
Chestnut Hill, MA. (Undergraduate and Graduate)

- 1986-1991 Teacher, Newfane Elementary School, Newfane VT,
Primary Grades
- 1980-1985 Teacher, Blessed Sacrament School, Jamaica Plain, MA,
Middle School

PROFESSIONAL AFFILIATIONS:

- 2005- National Association of Multicultural Education
1994- American Educational Research Association
1991- American Psychological Association

PUBLICATIONS:

McIntyre, A., Chatzopolous, N., Politi, A., & Roz, J. (2007). Pre-service teachers and participatory action research: Reflections on gender, culture, and language. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(5), 748-756.

McIntyre, A. (2006). Activist research and student agency in universities and urban communities. *Urban Education*, 41(6).

McIntyre, A. (2004) *Women in Belfast: How violence shapes identity*. Westport, CT: Greenwood Publishing Group.

Brydon-Miller, M., Maguire, P. & McIntyre, A. (Eds.). (2004). *Traveling companions: Feminism, teaching, and action research*. Westport, CT: Praeger Publishers.

McIntyre, A. & Lykes, M. B. (2004). Weaving words and pictures in/through feminist participatory action research. In Brydon-Miller, M., Maguire, P. & McIntyre, A. (Eds.), *Traveling companions: Feminism, teaching, and action research* (pp. 73-110). Westport, CT: Praeger Publishers.

McIntyre, A. (2003). Participatory action research and urban education: Reshaping the teacher preparation process. *Equity and Excellence in Education*, 36(1), 28-39. University of Massachusetts School of Education, Amherst, MA

McIntyre, A. (Ed.). (2003). Engaging Fieldwork within Feminist Psychology - a special feature in *Feminism & Psychology*, 13(3). The Special Feature addresses the need to explore ways in which psychologists, educators, and researchers utilize fieldwork methodologies within the research process.

McIntyre, A. (2003). A worm's eye view of the everyday: Insights from the field. *Feminism & Psychology*, 13(3), 283-286.

- McIntyre, A. (2003). Through the eyes of women: Photovoice and participatory research as tools for re-imagining place. *Gender, Place, and Culture*, 10(1), 47-66. Division of Social Science, York University, Toronto, Ontario, Canada
- McIntyre, A. (2002). Women researching their lives: Exploring violence and identity in Belfast, the North of Ireland. *Qualitative Research*, 2(3), 387-409.
- McIntyre, A. (2002). Exploring whiteness and multicultural education with prospective teachers. *Curriculum Inquiry*, 32(1), 31-50.
- McIntyre, A. (2001). "You should watch at last one show of Jerry Springer": Urban girls explore the meaning of feminism. *Feminism & Psychology*, 11(2), 157-161.
- McIntyre, A. (2000). A response to Rosa Hernandez-Sheets. *Educational Researcher*, 29(9), 26-27.
- McIntyre, A. (2000). Constructing meaning about violence, school, and community: Participatory action research with urban youth. *Urban Review*, 32(2), 123-154.
- McIntyre, A. (2000). *Inner-city kids: Adolescents confront life and violence in an urban community*. NY: New York Press.
- One STEP Group, McIntyre, A., & McKeirnan, P. (2000). *At a split second: Visual stories off/by young people living in an urban community*. Fairfield University, Fairfield, CT.
- McIntyre, A. (2000). Antiracist pedagogy in the university: The ethical challenges of making whiteness public. In M. Brabeck (Ed.), *Practicing feminist ethics in psychology*. Washington, D.C.: American Psychological Association.
- McIntyre, A. (1998). A kaleidoscopic view of women's development. *Journal of Adult Development*, 5(3), 141-143.
- McIntyre, A., & Lykes, M. B. (1998). Who's the boss? Confronting whiteness and power differences within a feminist mentoring relationship in participatory action research. *Feminism & Psychology*, 8(4), 427-444.
- Jackson, L., & McIntyre, A. (Co-Editors) (1998). Researching, theorizing, and exploring marginalized issues in women's lives. *Journal of Adult Development*, 5(3).
- McIntyre, A. (1998). Engaging in cross-racial dialogue: Does/Can talk lead to action?. *Transformations: A Journal of Curriculum Transformation Scholarship and Resources*, 9(2), 81-99. First author with Bilics, A., Colley, B., Jones, S., Smith-Mumford, P., Weaver, M., Weaver, B., Wilson, C.

McIntyre, A. (1998). Exploring whiteness through participatory action research: Challenging the “culture of niceness” in a university setting. In Proceedings of the 2nd Annual Conference of Multiculturalism and Diversity in Catholic Higher Education: Continuing the Dialogue. Fairfield University.

McIntyre, A. (1997). *Making meaning of whiteness: Exploring the racial identity of white teachers*. Albany: State University of New York Press.

McIntyre, A. (1997). Constructing an image of a white teacher. *Teachers College Record*, 98(4) 653-681.

McIntyre, A. (1996). The seduction of sameness: Similarity and representing the other. Co-authored with T. Hurd. *Feminism and Psychology*, 6(1) 86-92.

Reprinted in Wilkinson, S. & Kitzinger, C. (Eds.). (1996). *Representing the other: A 'Feminism & Psychology' reader*. London: Sage.

McIntyre, A. (1996). Book Review: Gender tales: Tensions in the schools. In *Cultural Diversity and Mental Health*, 2(2), 142.

UNDER CONTRACT:

Manuscript accepted by SAGE Publishing on December 31, 2006.

Publication scheduled for 2007.

Participatory action research. Thousand Oaks, CA: SAGE Publications.

IN PRESS:

Engaging in cross-racial dialogue: Making connections to antiracist pedagogy. In M. Pollock (Ed.), *Everyday Antiracism*. Harvard University Press.

PROFESSIONAL PRESENTATIONS

INTERNATIONAL:

2000 Photovoice and Participatory Research: Exploring Violence and Community with Children and Adolescents. Celebrating Diversity,

Featuring Psychology: Issues and Achievements in the Development of Equality and Diversity. June 8, 2000. British Psychological Society, County Antrim, Northern Ireland

Paper also presented at Faculty Seminar. June 9, 2000. Graduate School of Education, The Queen's University of Belfast. Belfast, Northern Ireland

- 1999 Constructing Meaning about Violence, School and Community: Feminist Participatory Action Research with Urban Youth. Women's Studies Seminar. March 2, 1999. Loughborough University, Leicestershire, UK

NATIONAL:

- 2001 From Bridgeport to Belfast: Visual Stories of Violence. American Psychological Association. August, 2001. San Francisco, CA.
- 2001 Bridging the Gap between Feminism and Participatory Action Research. American Psychological Association. August, 2001. San Francisco, CA
- 2000 Negotiating Boundaries and Responsibilities within a Participatory Action Research Project. American Psychological Association. August, 2000. Washington, DC.
- 2000 Urban Youth Confront Community Violence(s). American Psychological Association. August, 2000. Washington, DC.
- 1999 Participatory Action Research and Community Photography with Urban Youth. American Psychological Association. August, 1999. Boston, MA
- 1999 Community Photography: Visual Stories of/by Urban Youth. American Educational Research Association. April, 1999. Montreal, Canada
- 1998 Whiteness Is: Using Collages to View Multiple Realities. American Psychological Association. August, 1998. San Francisco, CA
- 1998 Participatory Action Research With/In a Community of Struggle and Possibility. American Psychological Association. August, 1998. San Francisco, CA

- 1998 Invited panelist: Society is Multicultural Schools of Education are Not: Exploring Historical and Contemporary Issues of Diversity in Schools of Education. American Educational Research Association. April, 1998. San Diego, CA
- 1998 Using Collages to Examine Whiteness: Developing Methodologies for Change. American Educational Research Association. April, 1998. San Diego, CA
- 1997 Engaging in Participatory Action Research: Being Both Insider and Outsider. American Psychological Association. August, 1997. Chicago, Illinois
- 1997 The Reordering of Meanings: Researcher Reflexivity *After the Fact*. American Psychological Association. August, 1997. Chicago, Illinois
- 1997 Cross-racial Dialogue: Making Connections to Antiracist Pedagogy. American Educational Research Association, March 24, 1997. Chicago, Illinois
- 1996 Participatory Action Research and the University: Democratizing Teaching and Learning. American Educational Research Association, April, 1996. NY, NY
- 1996 Talking About White Racism: An Interactive Conversation. American Educational Research Association, April, 1996. NY, NY
- 1995 Making Meaning of Whiteness: Female Student Teachers' White Racial Identities. American Psychological Association, August, 1995. NY, NY

REGIONAL

- 2006 Immigrants Teaching Immigrants: Negotiating Culture and Ethnicity. Diversity Challenge Conference. October 20, 2006. Boston College, Chestnut Hill, MA
- 2004 Latina Girls: Collective Decision-Making in Participatory Action Research. Diversity Challenge Conference. October 15, 2004. Boston College, Chestnut Hill, MA
- 2001 Activism and Urban Youth: Resisting the Constraints of Social Class. The 18th Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education. February 23, 2001. New York, New York.

- 1998 Talk is Cheap: Taking Action Through Cross-Racial Dialogue. Eastern Psychological Association. February 27, 1998. Boston, MA
- 1998 The Ethical Challenges of Developing Antiracist Pedagogy: Examining Privilege and Difference in the University. Eastern Psychological Association. February 27, 1998. Boston, MA
- 1997 Thinking Culturally: The Process of Entering a Community in a Participatory Action Research Project. Cultural Workshop, April, 1997. Boston College, Chestnut Hill, MA
- 1997 Exploring Whiteness Through Participatory Action Research: Challenging the “Culture of Niceness” in a University Setting. Multiculturalism in Catholic Higher Education: Continuing the Dialogue Conference. Feb. 27, 1997. Fairfield University, Fairfield, CT
- 1996 Good Whites/Bad Whites: The Construction of a False Dichotomy. New England Psychological Association, Connecticut College, Oct. 26. New London, CT
- 1996 Problematizing Whiteness in the Development of Antiracist Pedagogy for/with White College Students. National Association for Women in Catholic Higher Education, July, 1996. Boston College, Chestnut Hill, MA
- 1996 Cross-Racial Dialogue: Together Healing Ourselves. Cross-Cultural Psychology and Education Winter Roundtable, Teachers College, Columbia University, February, 1996. NY, NY
- 1995 Is There Or Can There Be A Critical Cultural Psychology? Boston Area Cultural Psychology Conference, May, 1995, Harvard, Cambridge, MA

PROFESSIONAL SERVICE:

- 2007 Book reviewer: *Teachers College Record*

2006	Manuscript reviewer: <i>Children, Youth and Environment</i>
2005	Manuscript reviewer: <i>Feminism & Psychology, Journal of Teacher Education, Gender, Place, and Culture</i>
2004	Manuscript reviewer: <i>Feminism & Psychology, Journal of Teacher Education, Gender, Place, and Culture, Equity and Excellence</i>
2003	Manuscript reviewer: <i>Feminism & Psychology, Journal of Teacher Education</i>
2002	Manuscript reviewer, <i>Feminism & Psychology, Journal of Teacher Education, Equity and Excellence</i>
2001	Manuscript reviewer, <i>Journal of Teacher Education, Feminism & Psychology</i>
2000	Manuscript reviewer, <i>Feminism & Psychology, Journal of Teacher Education</i>
2000-	Board of Reviewers, <i>Journal of Teacher Education</i>
1999-2001	New Faculty Committee of Division K: Teaching and Teacher Education, American Educational Research Association
1998	Manuscript reviewer, <i>Teachers College Record, Journal of Curriculum Studies, Feminism & Psychology</i>
1997	Manuscript reviewer, <i>Urban Education, American Educational Research Journal, Feminism & Psychology</i>

GRANTS RECEIVED:

McIntyre, A. & Ryan, K. (2006). Service Through Literacy Project	
2006 Hellenic College, Office of Vocation and Ministry Faculty Grant	\$4400.00
McIntyre, A., <u>Trauma and Resilience: The Experience of Rural Women in the North of Ireland</u>	
2004 Hellenic College, Office of Vocation and Ministry Faculty Grant	\$3000.00
McIntyre, A., <u>Living with Language Project</u>	
2003 Hellenic College, Office of Vocation and Ministry Faculty Grant	\$7000.00

McIntyre, A. with M. Brydon-Miller and Patricia Maguire, Bridging the Gap Between Feminism and Participatory Action Research

Workshop at Boston College, June 22-24, 2001 \$3580.00
co-sponsored by the Society for the Study of
Psychological Issues (APA) and Boston College

McIntyre, A., Visual Stories of/by Children and Women Living in Belfast
Community and private funding TOTAL \$4173.51

McIntyre, A., Rethinking Schools and Communities: Developing Community
Photography and Action Projects as Resources for Change
Community and private funding TOTAL \$20,543.00

McIntyre, A. with M. Brinton Lykes, Violence and Culturally Diverse Urban
Communities at the Turn of the Century: Meaning Making and Creativity as Resources
for Change

Two Fairfield University Research Grants
TOTAL \$3500.00

CONSULTANTSHIPS

2006 Keynote speaker: “Strategies for Undoing the Effects of
Racism and Whiteness.” Institute for the Study and Promotion of
Race and Culture. July 20, 2006. Boston College, Chestnut Hill,
MA

2005 Keynote speaker: “Critiquing Racial Identity and Whiteness:
Strategies for Rethinking Education.” Lowell Public Schools
Community Groups Conference. August 21, 2005. Grand Rapids,
Michigan.

2005 Keynote speaker: “Developing an Anti-Whiteness Perspective on
Teaching and Learning.” Lowell Public Schools Professional
Development Conference. August 22, 2005. Grand Rapids,
Michigan.

2004 Keynote Speaker: “Activist Research and Student Agency:
Strategies for Confronting Whiteness in Universities and Urban
Communities.” William Bradley Scholar Talk. March 1, 2004.
Temple University, Philadelphia, PA.

- 2003 Keynote Speaker: "Naming, Defining, and Critiquing Whiteness within Teacher Preparation Programs." Third Annual Diversity Challenge Conference. October 17-18, 2003. Boston College, Chestnut Hill, MA
- 2003 Invited workshop presenter: "Unpacking White Talk in Mixed Raced Groups." March 28, 2003. Wheelock College, Boston.
- 2003 Keynote Speaker: "Making Whiteness A Topic of Inquiry in Teaching and Research." National Council of Teachers of English Assembly for Research Midwinter Conference: Teaching and Researching Across Color Lines: Literacies, Pedagogies, and the Politics of Difference. February 21-23, 2003. Minneapolis, Minnesota.
- 2002 Invited speaker. "Looking at Whiteness and Education." Race and Education: Conversation, Collaboration and Action Conference. March 23, 2002. Fairfield University, Fairfield, CT
- 1999 Keynote speaker. "Pedagogy and Activist Research: Strategies for Confronting Whiteness and Racism in Universities and Urban Communities." Creating an Educational Community: The Value of Critical Dialogue Conference. November 12-13, 1999. University of Wisconsin at La Crosse. La Crosse, WI
- 1999 Keynote speaker. "Interrogating Whiteness and Racism: Strategies for Building Cross-Racial Alliances." CCCC Diversity Workshop. September 30, 1999. Charles County Community College. La Plata, MD
- 1999 Keynote speaker. "Teaching about Whiteness: The Development of Antiracist Pedagogy." Living and Teaching Across Cultures Conference. January 14, 1999. University of Maine. Farmington, ME
- 1998 Invited Speaker. "Critiquing Whiteness: The Development of Antiracist Pedagogy. Diversity and Learning: Identity, Community, and Intellectual Development." American Association of Colleges and Universities Diversity Conference. November, 13, 1998. Philadelphia, PA
- 1998 Workshop facilitator. "Making Whiteness Public: Self-reflexivity and Social Activism in the Development of Antiracist Pedagogy." Teaching Across Cultures. The New Jersey Project On Inclusive Scholarship, Curriculum and Teaching. April 3, 1998. Montclair State College, Upper Montclair, NJ

1997 Workshop facilitator. "Whiteness and Mental Health: Dismantling the Former to Create the Latter." Cultivating Racial Awareness in Mental Health Conference. Oct. 25, 1997. Boston College, Chestnut Hill, MA

SERVICE TO HELLENIC COLLEGE

2006- Chair, Admissions Committee
2006- Chair, Honors Program Committee
2005-2006 Honors Program Committee
2003-2006 Participant: "We Offer These Gifts"
2005- Chair, Awards and Scholarships Committee
2004-2005 Awards and Scholarships Committee
2002- Chair, Elementary Education Department
2002- Curriculum Committee
2002- Catalog Committee
2002- Lectureships Committee
2002-2004 Admissions Committee
2002-2004 Degrees, Policies, and Procedures Committee

PROGRAM DEVELOPMENT AT HELLENIC COLLEGE

2002- Developed Handbook for the Elementary Education Program for use by students, faculty supervisors, and cooperating teachers.
Developed the following courses for Hellenic College:

EDUC2042 Educational Psychology
EDUC4321 Methods of Teaching Mathematics
EDUC4351 Methods of Teaching Multiculturalism and Social Studies
EDUC/PSYCH4612 Participatory Action Research: Exploring Education, Culture, and Society
EDUC4712 Methods of Reflective Teaching
EDUC4912 Student Teaching Seminar
HNRS4927: Fieldwork and Community-based Learning: "Getting to know" Self and Other
HNRS4929 Honors Research Seminar

COMMUNITY SERVICE

Liaison – Hellenic College and Agassiz Elementary School

CURRENT RESEARCH - WORKS IN PROGRESS

Racial Identity of Teachers and the Development of Multicultural Pedagogy

Within the fields of psychology and education, there has been limited attention paid to the role of whiteness and how a teacher's racial identity informs her or his practice. Through my teaching and research I examine how teachers make meaning of their racial identities and how those meanings inform and influence their beliefs as they relate to issues of race, racism, culture, urban education, and multicultural education. The importance of examining racial identity and the system of whiteness as strategies for understanding the interface between one's teaching practice and one's assumptions about race and racism, particularly as they pertain to urban students and urban education, is paramount in the study of psychology, teaching, and learning.

I have written about various ways to explore and critique racial identity and the system of whiteness within the contexts of psychology and education. I am continuing to collect students' narratives describing how they make meaning of their racial identities and how those meanings shape their world views and their teaching practices. How do teachers position themselves in this discourse and how can schools of education prepare students to better understand the complexities that arise when we make explicit the issues of race, class, gender, and culture? How can we collaborate in creating pedagogies and theories that address the diversity of today's schools? These questions - and more - guide my teaching and research. From both sites, I anticipate continued data collection and publication.

Living with Language: What It Means to Be A Girl

The Living with Language Project I initiated with a group of fourth grade Latina girls at the Agassiz Elementary School, a Boston public school located near Hellenic College, had two distinct yet interrelated aims. One was to develop strategies for pre-adolescent Latina girls to document how they experience being girls. The second aim of the project was to provide this group of girls with an opportunity to create a collaborative model that could be used by others to generate new understandings about young Latina girls' sense of identity and their ability to express themselves effectively to others. Using creative techniques, for example, storytelling, symbolic art, and photography, the girls who participated in this project had multiple opportunities to engage in creative thinking, decision-making, and self- and collective reflection about how they make meaning of girlhood. Together, the girls and the research team developed the *A-to-Z Girl Photo-Alphabet* – a photo-exhibit that, through images and words, reflects how the girls think about their girlhood.

The project began in October, 2003 and was completed in June, 2005. I am currently writing an article that will examine the relationship between God and girlhood. I also co-authored an article with three Hellenic College students who were members of the research team that focuses on their experiences as participants in the overall participatory action research project. Their reflections are personal, insightful, and contribute to our understandings of how non-UnitedStatesian college students teaching and engaging in research in the U.S. make meaning of gender, race, ethnicity, and culture. In addition, their experiences reveal a significant approach to developing strategies for effective teaching, learning, and research across cultures, races, and ethnic groups. That article was published in 2007.

Trauma and Resilience: The Experience of Rural Women in the North of Ireland

My third research interest examines linkages between war, identity, gender, and culture within an international context. By engaging in a participatory research project with women in the North of Ireland, I, and the research team I work with, seek to foreground the how women acquire the skills and develop support networks that mitigate the effects of trauma, loss, and isolation. Through this project, we are providing women with opportunities to “give testimony” to their lives. Similarly, we are contributing to the efforts aimed at promoting peace and reducing the negative effects of violence and war on women’s sense of self. This commitment to develop a better understanding of how Irish women dealt with traumas and losses at the time they occurred, and what the continuing effects of these losses have on their everyday lives, contributes to ongoing efforts to developing solutions for the multiple problems that exist in communities affected by ethnic conflict, violence, and political strife.

I have been engaging in research in the North of Ireland for 8 years. Aspects of a previous project I engaged in have been documented in *Women in Belfast: How violence shapes identity* (2004).

Project Title: Post-Incarcerated Mothers and Daughters: Life Narratives and Visual Representations of Faith, Hope, and Reconnection

This project offers a group of mothers and daughters an opportunity to speak about how their lives have been affected by one or the other’s incarceration. Using life narratives and visual representations, we are examining how faith, loss, time spent away from one another, and reconnection to life outside of prison inform the mother-daughter relationship. Similarly, we are exploring how the women’s beliefs about themselves, familial relationships, faith, and “second chances” influence how they live today. This examination will assist post-incarcerated women, their families, and those who work alongside them, in rebuilding relationships within the context of faith, hope, and support.

We are using life narratives and visual representations as vehicles for accessing the women’s lives, identities, and their relationships as mothers and daughters. The life stories will reveal aspects of the women’s lives that may be hidden from view. In addition, we will photograph the women’s hands. We are focusing on the women’s hands as visual tools of the human connection because of the multiple ways in which human hands reveal a number of issues that will be addressed in the project.

The project began in October, 2007.

What are the best academic honors and awards to put on a college application? In this guide, we give you 70+ academic honors examples to give you an idea of what types of achievements colleges like to see most on applications. In addition, we explain what counts as an academic honor or award, go over different impressive academic honors and awards examples you can get, and give you useful tips for effectively talking about awards on your application. What Is an Academic Honor or Award?