

Brian R. Sevier
Current Vita

PERSONAL INFORMATION

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School of Education

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EDUCATIONAL HISTORY

University of Colorado at Boulder	2003	Ph.D.	Education (Educational Foundations)
University of Colorado at Boulder	1996	MA.	Education (Curriculum and Instruction)

PROFESSIONAL EMPLOYMENT

University of North Carolina, Greensboro School of Education	Assistant Professor	2008-
University of Colorado at Boulder School of Education	Assistant Professor	2003-2008

RESEARCH INTERESTS

I have produced scholarship for both top-tier journals and national conference presentations (e.g. AERA, NCSS, and NARST). This scholarship has primarily looked at issues surrounding the creation of teacher-produced curricula and instructional practices to facilitate the development of critical thinking skills by public school students. Specifically, I have conducted historical research on the involvement of elementary and middle school teachers during the post WWII era in the creation of anti-racist textbooks, units, and other instructional materials. Additionally, I have conducted research on the experiences of male elementary teachers and utilized self-inquiry based research to analyze my own teacher education practices. My most recent publication focuses on my attempts to enable (Anglo middle-class) students to understand the viability of culturally relevant and critical forms of pedagogy. In terms of future research, I have just concluded a yearlong data collection cycle on service learning field placements and social studies methods courses.

RESEARCH and SCHOLARLY ACTIVITY

Refereed Journal Articles and Conference Proceedings

- Sevier, B. (2008) "The Project in Intergroup Education and Sarason's Modal Process of Change: A historical exemplar of educational reform." The Journal of Educational Change, 9: 123-151.
- Sevier, B. & Ashcraft, C. (2008). "Can I Get Back to You on That?": Exploring the confusion around and usefulness of the male teacher as male role model discourse. " Men and Masculinities, 10: 21-46.
- Sevier, B & Ashcraft, C. (2006) "Gender will find a way: Exploring how male elementary teachers make sense of their experiences and responsibilities." Contemporary Issues in Early Childhood, 7 (2), 130-146.
- Sevier, B. (2005). "What does this have to do with us?": Pursuing culturally relevant and transformative possibilities in a social foundations course." Theory and Research in Social Education, 33 (3) 347-377.
- Sevier, B. (2003). "Ways of Seeing Resistance: Educational History and the conceptualization of oppositional action." Taboo: The journal of culture and education, 7 (1) 87-108.
- Sevier, B. (2002). "The Creation and Content of an Early "Multicultural" Social Studies Textbook: Learning from *People of Denver*." Theory and Research in Social Education, 30 (1) 116-141.

Sevier, B & DuBrow, G. (2001). "New Directions in American Educational History: A Report on the Spencer Conference." The Spencer Foundation.

Work in Press

Sevier, B. "Combining Service Learning Field Placements with Elementary Methods: Pursuing culturally relevant social studies instruction." (Chapter to be included in *Methods of Social Studies Methods*, Elizabeth Heilman, Ed.).

Sevier, B. "Between Mutuality and Diversity: The Project in Intergroup Education and the discourse of national unity in Post World War II America." (In press for Educational Foundations).

Work in Progress

Sevier, B. "From Controversy to Action: Using Classroom deliberation to initiate elementary students' involvement in community issues and school projects." (Under review for Social Studies and the Young Learner).

Professional Paper Presentations (National)

Sevier, B. & Reidel, M. (2007). "Combining Teacher-Education Field Placements and Service Learning-Community Based Projects. American Educational Research Association (AERA). Chicago, April, 2007.

Sevier, B. & Ashcraft, C. (2007). "Be Careful What you ask for: Interrogating the "Male Teacher as Male Role Model" Discourse." American Educational Research Association (AERA). Chicago, April, 2007.

Sevier, B. & Reidel, M. (2006). "Culturally Responsive Elementary Social Studies Instruction: Using service learning to work with diverse populations and for social change." National Council for Social Studies (NCSS) Washington, D.C. December, 2006.

Sevier, B. (2005). "Between Assimilation and Pluralism: The Project in Intergroup Education and the Construction of National Unity in the post WWII Era." American Educational Research Association (AERA). Montreal, April, 2005.

Sevier, B. & McClam, S. (2005). "Confronting Normative Grading Practices Within Academia: Two Teacher Educators Change Their Relationship to Letter Grades." American Educational Research Association (AERA). Montreal April, 2005.

Sevier, B. & McClam, S. (2004). "Easy for you to say!": Confronting glibness in two teacher educator's attempts to alter standard grading practices." National Association for Research in Science Teaching (NARST) Vancouver, B.C. April 2004.

Sevier, B. (2002). "Rugrats, Resistance, and Reproduction: The implications of historical scholarship on oppositional action for educational historians." American Educational Research Association (AERA). New Orleans, April, 2002.

Sevier B. & Conley, K. (2002). "The Cost of Critical Theory: Taking seriously students' concerns about social justice pedagogy." American Educational Research Association (AERA). New Orleans, April, 2002.

Sevier, B. & Ashcraft, C. (2002). "Tie Your Own Stupid Shoes": Interrogating the role of Male Elementary Teachers and the Implications for Teacher Education." American Educational Research Association (AERA). New Orleans, April, 2002.

Sevier B. (2001). "Student Resistance and the Scholarship of Jean Anyon and Jonathan Kozol: Reflections on transformative possibilities in teacher education." American Educational Research Association (AERA). Seattle, April, 2001.

Sevier, B. & Ashcraft, C. (2001). "Gender Will Find a Way: What happens when men return to the elementary classroom." American Educational Research Association (AERA). Seattle, April, 2001.

Sevier, B. (2000). "Teachers and *People of Denver*: The construction and content of an 'unprejudiced' social studies textbook." American Educational Research Association (AERA). New Orleans, April, 2000.