

Martin Bickman

Education

Ph.D., English, University of Pennsylvania, 1974; M.A., English, 1973.
M.A.T., English Education, Harvard Graduate School of Education, 1969.
A. B., *magna cum laude*, with Honors in English, Amherst College, 1967.
Boston Latin School, 1963.

Professional Experience

Professor of English, 1994- ; Associate Professor, 1980-94; Assistant Professor, 1974-80,
University of Colorado, Boulder.
Teaching Fellow, University of Pennsylvania, 1970-74.
English teacher, Dartmouth College A Better Chance Program, 1971.
English teacher, The Lincoln School (Kentucky), 1969-70.
Research and curriculum development, Syntectics, Inc., 1968-69.
English teacher, Lexington (Massachusetts) High School, 1967-68.
Teacher and tutor, Roxbury Basic Reading Program, Roxbury Work Study Program,
Northern Student Movement, Roxbury-Belmont Summer Program, 1963-67.

Awards

Boulder Faculty Assembly Award for Excellence in Service, 2010.
Thomas Jefferson Award, 2009.
The Best Should Teach Gold Award, 2004.
Outstanding Book Award, American Education Research Association, 2003.
University of Colorado Creating Community Award, 2002.
Nominee, CASE Professor of the Year, 2001, 2002.
Nominee, Carnegie US Professor of the Year, 1995.
President's Teaching Scholar, 1988- .
Faculty Teaching Lectureship, 1987-88.
Boulder Faculty Assembly Teaching Award, 1984.
Hoepfner Prize for best writing in the *Southern Humanities Review*, 1974.

Publications

Books:

Minding American Education: Reclaiming the Tradition of Active Learning. New
York: Teachers College Press of Columbia University, 2003.
Uncommon Learning: Thoreau on Education. Preface by Jonathan Kozol. Boston:
Houghton Mifflin, 1999.
Walden: Volatile Truths. Twayne's Masterwork Studies. New York: Macmillan, 1992.

[Ed.] *Approaches to Teaching Melville's Moby-Dick*. New York: MLA, 1985.
American Romantic Psychology: Emerson, Poe, Whitman, Dickinson, Melville. Dallas: Spring, 1988. 2nd edition of *The Unsounded Centre*. Chapel Hill: University of North Carolina Press, 1980.

Guest Editor, Special Issue on Teaching Melville, *Leviathan*, October 2000.

Newspaper op-ed pieces:

"Reforming Our Schools, Uniting Our Community," *Boulder Daily Camera*, July 1996.
"Won't You Come Home, John Dewey?" *Los Angeles Times*, July, 2004

Articles:

- "Reader Response Joins the Resistance," under consideration at *Pedagogy: Approaches to Teaching Literature, Language, Composition, and Culture*.
- "The Turbulent Embrace of Thinking': Teaching Emerson as Verb." In Mark C. Long And Sean Ross Meehan, ed., *Approaches to Teaching the Works of Ralph Waldo Emerson* (New York: Modern Language Association, 2018).
- "Returning to Community and Praxis: A Circuitous Journey through Literary Studies and Pedagogy," *Pedagogy: Approaches to Teaching Literature, Language, Composition, and Culture* 10:1, (2009), 11-23. Lead article in 10th Anniversary Issue.
- "Seeing What I Say: Emerson, Berthoff, and the Dialectical Notebook," *Reader: Essays in Reader-Oriented Theory, Criticism and Pedagogy* No. 51 (Fall 2004).
- "Moving from the Margins," *Pedagogy: Critical Approaches to Teaching Literature Language, Composition, and Culture*, 4 (Winter 2004); 141-50.
- Review of Sarah Lawrence Lightfoot, *The Art and Science of Portraiture*. *Teachers College Record* 105 (2003), 7:1324-30.
- "Reforming All the Time: Recuperating the Tradition of the Active Mind for Teacher Education" *Phi Delta Kappan* December 2000.
- "Teaching Melville's Texts, Melville's Texts Teaching," *Leviathan*, October 2000.
- "Transcendentalism." Article in *Dictionary of Literary Biography: The American Renaissance in New England*, Ed. Wesley Mott. Detroit: Gale, 2000.
- "Reinventing the Whale: Teaching *Moby-Dick* as Aesthetic Experience." *Melville Society Extracts*, July 1999.
- "Thinking Toward Utopia: Reconstructing the Tradition of the Active Mind." *Phi Delta Kappan*, September 1998.
- "Teaching Teaching: Construction and Reflection in the Classroom." *Reader: Essays in Reader-Oriented Theory, Criticism, and Pedagogy*, Spring/Fall 1995.
- "From Emerson to Dewey: The Fate of Freedom in American Education." *American Literary History*, Fall 1984.
- "The Turn of His Sentences': The Open Form of Emerson's *Essays: First Series*." *ESQ: A Journal of the American Renaissance*, 1st and 2nd Quarters, 1988.
- "Active Learning in the University: An Inquiry into Inquiry." *On Teaching*. Ed. Mary Ann Shea. Boulder: University of Colorado Faculty Teaching Excellence

- Program, 1987. Reprinted in *Getting Started: Idea Book on Pedagogy for New Faculty* (Boulder: Office of Academic Affairs, University of Colorado, 1990).
- "Melville and the Mind." *A Companion to Melville Studies*. Ed. John Bryant. Westport, Conn.: Greenwood Press, 1986.
- "'The Snow that never drifts': Dickinson's Slant of Language." *College Literature*, Spring 1983.
- "Kora in Heaven: Love and Death in the Poetry of Emily Dickinson." *Dickinson Studies*, Second Half, 1977.
- "LeGuin's *The Left Hand of Darkness*: Form and Content." *Science-Fiction Studies*, March 1977. Reprinted in *Ursula LeGuin's The Left Hand of Darkness: Modern Critical Perspectives*, ed. Harold Bloom (New York: Chelsea House, 1987).
- "The Occult in American Romanticism." *Literature and the Occult*, ed. Luanne Frank (Arlington: University of Texas at Arlington, 1977).
- "Animatopoeia: Poe's Sirens of the Self." *Poe Studies*, December 1975.
- "Flawed Words and Stubborn Sounds: Another Look at Structure and Meaning in *Walden*." *Southern Humanities Review*, Spring 1974.

61 reviews and review essays in *Teachers College Record*, *Pedagogy*, *Encounter*, *Melville Society Extracts*, *Library Journal*, *High Plains Literary Review*, *American Literature*, *Philosophy and Literature*, *Poe Studies*.

Selected Lectures and Seminars

- "Thoreau and the Lost America of Love," US Military Academy, February 15, 2007.
- Seminar leader, "American Education and Active Learning," Summer Institute of American Philosophy, July 14-15, 2006.
- Ira and Ineva Baldwin Lecture, "The Less Teaching, the More Learning, and Other Lessons from the Radical Past," University of Colorado, 2004.
- Lead scholar-teacher, Melville and Multiculturalism, NEH Seminar for High School Teachers, New Bedford, July 2001.
- "American Education and History: Relating the Past to the Classroom," Teachers as Scholars Program, Boulder Valley Public Schools, November 1999.
- "Tilting at Windmills: Educational Reform Day by Day," keynote address, Middle School Development Conference, sponsored by the New York State Board of Education, March 1999.
- "Turning Educational Ideas into Practice," Conference on American Cultural Studies Theory, Practice, Pedagogy, Tulsa, February 1999.
- "American History through Literature," seminar at the Jarrow Montessori School, 1993.
- "Literature, Philosophy and Teaching," seminar at Boulder High School, Spring 1992.
- "The Triumph of Authority: A Revisionary View of American Education," President's Teaching Scholar Lecture, November 1992.
- "Reading Classroom Videotapes," Modern Language Association Convention, December 1988.
- "The Classroom as Construction Site," Harvard Graduate School of Education,

April 1988.

“The Politics of Teaching,” Faculty Teaching Fellowship Lecture, March 1988.

Selected Teaching and Service Activities

Director, Service Learning Office, 2004-2012

During my tenure in this office, the University of Colorado was one of three Universities in 2008 to receive the Presidential Award for Service Learning. CU Boulder was also named as one of 81 *Colleges with a Conscience* in the volume of that title written by the College Compact and the Princeton Review. I have been one of the organizers of our now annual conference at CU on Service Learning and Civic Engagement and for both years of its existence I have delivered the keynote address. I have also spoken and run workshops in Service Learning on over 50 occasions over the last six years to various groups both within and outside the university. I have had numerous conferences and consultations with individual instructors doing service learning and with programs and departments trying to establish a culture of engagement, such as the Program for Writing and Rhetoric. Under my directorship the office now occupies two rooms in TB5 as opposed to one desk in the INVST office and a full-time PA 3 instead of a single part-time work study student—this with zero raise in our annual budget. I have been active in bringing our office into a close working relationship with Colorado Campus Compact, with whom we run the Learn and Serve Americorps Program and have participated extensively in their conferences and other activities.

Director, Graduate Student Teacher Education, 1992-2013

Since I arrived at CU I have been a persistent advocate—sometimes against a particular chair’s wishes—for more extensive support and preparation for the graduate students who teach virtually all of our lower-division course. I early organized informal trainings and consultations and was eventually able to offer a graduate course in pedagogy built around a laboratory freshman class we all taught together. I was also the first chair of a teaching committee that instituted the requirement that every graduate student who teaches for us must either take a pedagogy course or an informal teaching seminar run by advanced graduate students. I have continued to both teach this course and to supervise and participate in the informal seminar, as well as confer with all our incoming GPTIs the summer before they begin teaching for CU. Last spring the members of the graduate pedagogy course held a public town meeting to talk about teaching and to share our discoveries.

Other Educational and Service Activities.

I have served on the Arts and Sciences Dean's Personnel Committee, where I tried to advocate for a broader and more integrated reward structure for faculty. I have also been worked closely with the Graduate Teacher Program and have served almost every year as an advisor and presenter at conferences and intensives. I have continued to devote as much time as I could to preK to 12 education, such as serving on the board of the Jarrow Montessori School and working with superintendent of BVSD, Dean Damon, on the founding of New Vista High School and a seminar for parents and teachers at Boulder High School on educational reform. For two summers I was the master teacher for literacy at the Denver Summerbridge Program, now called the Breakthrough Collaborative, where high school and college students teach at-risk middle school students. I always seek out among my undergraduate students those interested in teaching as a career and mentor them in finding appropriate graduate schools or programs such as Teach for America, for whom I have been the major faculty contact person. At the national level, I gave the keynote address to 1200 middle school teachers at a New York state conference in 1999. I have spoken twice at the Harvard Graduate School of Education and am a board member of *Pedagogy* and of the MLA division for the Teaching of Literature.

Addendum

I completed this vita in the winter of this year. Since then, the first article I listed, "Reader Response Joins the Resistance" has been accepted by *Pedagogy: Approaches to Teaching Literature, Language, Composition and Culture*. It will appear as the lead article in their 20th Anniversary issue in 2020, and I understand that several other scholars in the field will be asked to respond to it in that issue.