Contributors

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Norma E. Cantú currently serves as a professor of Latina/Latino studies at the University of Missouri, Kansas City. She has published widely in the areas of folklore, literary studies, women’s studies, and border studies. Among her many publications is the award-winning *Canícula: Snapshots of a Girlhood en la Frontera* (1995).

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Melissa A. Hofmann is an associate professor–librarian at Rider University, where she manages bibliographic data, teaches information literacy, and is liaison to the English Department and the Gender and Sexuality Studies program. Her interest in French fairy tales stems from her graduate work at the College of New Jersey, where she earned her MA in English. She also publishes in the field of library and information science and holds an MLIS from Rutgers University.

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Christina Phillips Mattson fell down the rabbit hole in good earnest when she chose to study children’s literature as a PhD candidate in comparative literature at Harvard University. Christina earned her BA in English, French, and comparative humanities at Bucknell University in 2006 and her MA in comparative literature from Harvard University in 2010. She has published various articles on children’s literature, fairy tales, and fantasy literature and is currently completing her dissertation.

Carmen Nolte holds a PhD in English from the University of Hawai’i at Manoa. Her comparativist dissertation, titled “The Containment of Childhood: Children’s Literature and Political Rights,” investigates how texts for children engage the child’s political status. She has taught courses such as “Introduction to Literature and Culture: Literature and Migration,” “Children’s Literature,” and “Fairy Tales and Their Adaptations,” and she has presented papers at the National Popular Culture and American Culture Associations (PCA/ACA), the Pacific Ancient and Modern Language Association (PAMLA), and the Place and Space in Children’s Literature Conference in Oxford.

Helen Pilinovsky writes on fairy tales, feminism, and the fantastic. She received her PhD from Columbia University, where her topic was the birth of the genre of fantasy in the nineteenth century. She has guest-edited issues of the Journal of the Fantastic in the Arts and Extrapolation and has published on topics ranging from Victorian literature to contemporary speculative fiction and interstitiality. She teaches at Barnard College and is currently working on her second book.

Jill Terry Rudy is an associate professor of English at Brigham Young University. She teaches courses on folklore, fairy tale, advanced writing, and foodways. Current editor of The Folklore Historian, she also was the book review editor for the Journal of American Folklore and co-editor with Pauline Greenhill of Channeling Wonder (2014), an essay collection on fairy tales and television.


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Marion Treby, having earned her PhD from Anglia Ruskin University, Cambridge, UK, has contributed to The Cambridge Guide to Women’s Writing in English, The Literary Encyclopedia (lit.encyc.com), the European Review, the Journal of Gender Studies, and Purves’s Women and Gothic (forthcoming). She has written jointly with Gina Wisker in Teaching African American Women’s Writing.

Jan van Coillie is a professor in the Faculty of Linguistics and Literature of the Hogeschool-Universiteit Brussel, where he teaches applied linguistics and children’s literature (in translation). From 1999 to 2006 he was acting chairman of the Belgian National Center for Children’s Literature. He has published widely on children’s poetry, fairy tales, and the history of children’s literature. He is also active as a critic, author of children’s poetry, and translator of picture books.

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Jack Zipes is professor emeritus of German and comparative literature at the University of Minnesota. Some of his recent publications include The Brothers Grimm: From Enchanted Forests to the Modern World (rev. 2002), Fairy Tales and the Art of Subversion (rev. 2006), Why Fairy Tales Stick: The Evolution and Relevance of a Genre (2006), Relentless Progress: The Reconfiguration of Children’s
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