

Contributors

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Markus P.J. Bohlmann is co-editor of *Monstrous Children and Childish Monsters* (McFarland, 2015) and *Deleuze and Children* (EUP, 2019), as well as editor of *Misfit Children* (Lexington, 2017). He is a full-time professor at Seneca College, where he teaches mindfulness and English. He is also trained in mindful self-compassion and teaches for various mindfulness organizations in Toronto. His current interest lies in spirituality, children, and mindfulness.

Sean Moreland teaches in the English Department at the University of Ottawa. Their essays, primarily focused on Gothic, horror and weird fiction in its literary, cinematic, and sequential art guises, have appeared in many collections and journals, most recently *Horror Literature Through History*, *Lovecraftian Proceedings 2*, and *The Oxford Handbook of Edgar Allan Poe*. They recently edited *The Lovecraftian Poe: Essays on Influence, Reception, Interpretation and Transformation* (Rowman & Littlefield, 2017) and *New Directions in Supernatural Horror: The Critical Legacy of H.P. Lovecraft* (Palgrave, 2018.) They are in the midst of a monograph, tentatively titled *Repulsive Influences: A Historical Poetics of Atomic Horror*, which examines how horror literature since the early modern period has interwoven with the reception of Lucretius's *De Rerum Natura* in shaping popular anxieties about materialism, mortality and madness. They occasionally interview, review, and blog about weirdness at *Postscripts to Darkness* (www.pstdarkness.com)

Dr Kieran James is a Senior Lecturer at the School of Business and Enterprise, University of the West of Scotland, Paisley campus. He has published on Fiji and Australian sport history, Indonesian popular music, industrial relations, and empowerment and identity of minority and diasporic groups.

An Chih Cheng is an American lawyer and associate professor of education in DePaul University where he teaches research methods, human development, and education and society. His research involves young children's multimodal literacy practices, children's experience of multi-cultural contexts, and power issues related to teachers and peers.