

**WEDNESDAY, November 4, 2009**

**5:30-6:15 p.m.**

**Welk Room**  
**Welcoming Reception** (wine and cheese served)

**6:30-8:00 p.m.**

**W1A**  
**Welk Room**  
**Dare We Transform AESA?: A Call to Activism**

David Gabbard, East Carolina University

H.K. Christie, University of Minnesota

Philip Kovacs, University of Alabama, Huntsville

Kenneth Saltman, DePaul University

**8:00-9:30 p.m.**

**Hope Room**  
**AESA Opening Reception**

Cash Bar

**THURSDAY, November 5, 2009**

**8:00-10:00 a.m.**

**T1A**  
**Parkview West**  
**Executive Board Meeting**

**8:30-10:00 a.m.**

**T1B**  
**Carnegie III**  
**Considering National and Cultural Issues**

“Fostering Filipino Identity in American Schools,” Cynthia Tindongan, Ohio University

“Language Issues in the Malaysian Education System,” Azuraida Shahadan and Harison Mohd Sidek, University of Pittsburgh

“Agency, Institutional Structures, and the Lived Experiences of Pakistan Immigrant Students at an Urban Public High School,” Melissa G. Fischer, Loyola University, Chicago

Chair: Amna Latif, University of North Carolina, Greensboro

**T1C**

**Carnegie I**  
**Education Policy and Reform Initiatives**

“Illuminating Dominant Discourses Interwoven in the ‘Title I: NCLB’ Policy Document,” Tami R. Dean, Illinois State University

“The Education Debt: A Case Study for What’s Wrong with *No Child Left Behind*,” Sheryl Conrad Cozart, George Mason University

“Accountability, Bureaucracy, and the Predictable Failure of Teacher Education Reform in Pennsylvania,” Abra Feuerstein, Bucknell University

Chair: Veronica Kozar, University of Pittsburgh

**T1D**  
**Frick**  
**Issues in Urban Education**

“Are We Hearing the Call?: Critiquing the Nature and Quality of an Urban Teacher Preparation Program,” Michelle Kelly and Anne Burns Thomas, State University of New York, Cortland

“Learning is ‘Everywhere, Everyday, Every Second’: Contradictions in Youths’ Views of Learning and Schooling,” Nancy Ares, Dawn Evans, and Alice Harnischfeger, University of Rochester

“Teaching Urban Youth to Make a Difference: Community Organizations and the Pedagogy of Activism,” Jessica Shiller, City University of New York, Lehman

Chair: Chad Dorn, University of Pittsburgh

**T1E**  
**Ballroom B**  
**Mentoring, Academic Advising, and Transitions to College**

“Transitioning from High School to College: The Stories of Five Appalachian Girls,” LeAnne A. Olson and Linda Spatig, Marshall University

“Evaluating Mentoring in Undergraduate Research: Rethinking the Paradigm,” Julia Spears, Northern Illinois University and Rhetta Seymour, Southern Illinois University

“Exploring Majors and Making Meaning: Pedagogy for Academic Advising,” Troy Martin, University of North Carolina, Greensboro

Chair: Becky Atkinson, University of Alabama, Tuscaloosa

**T1F**  
**Vandergrift**  
**Issues in Higher Education**

“Are ‘We’ Getting Accreditation Fatigue? Yes, but, Who Exactly Is that ‘We’ To Which This Title Refers?” Benjamin Baez, Florida International University

“Hubris in Higher Education: Neoliberal Managerialism, Branding, and the Erosion of Democracy in the Teacher Education Accountability Movement,” J. Joe Bishop and Christopher G. Robbins, Eastern Michigan University

“Transforming the Academy: Corporate Hegemony in American Higher Education,” Thomas Fiala and Sandra Owens, Arkansas State University

Chair: Adam Renner, Bellarmine University

### **T1G**

#### **Phipps**

#### **The Value of Historically Black Colleges and Universities (HBCUs) and the Survival of African Americans in Education as Students and Potential Educators**

“From Margin to Center: Participating in Village Pedagogy,” Otto D. Harris III, University of North Carolina, Greensboro

“Educating Our Own: The Historical Legacy of HBCUs and Their Relevance for Educating a New Generation of Leaders,” Travis J. Albritton, University of North Carolina, Greensboro

“The HBCU Experience: Liberating or Not?” Joy L. Kennedy, University of North Carolina, Greensboro

“Idol Worship and HBCUs: The Malignity of Materialism, Matricide, and Spiritual Malefaction,” Ty-Ron M. Douglas, University of North Carolina, Greensboro

“Racial Battle Fatigue at Historically White Institutions (HWIs) and the Solutions that Historically Black Colleges and Universities (HBCUs) Can Offer,” Jason H. Owens, University of North Carolina, Greensboro

Chair: Silvia C. Bettez, University of North Carolina, Greensboro

### **T1H**

#### **Ballroom C**

#### **Mission Impossible: The Scholarly Journey of Three International Women with Infants**

Hana Addam El- Ghali, University of Pittsburgh

Eun Kyung Lee, University of Pittsburgh

Kakenya Ntaiya, University of Pittsburgh

Chair and Discussant: Noreen Garman, University of Pittsburgh

### **T1I**

#### **Heinz**

#### **Multicultural Education in Teacher Education as the View from Somewhere**

“You Can Help Me by Knowing Yourself Better: White Pre-service Teachers and Racial Self-Understanding,” John Ambrosio, Ball State University

“Cultural Dyslexia: Chasms That Might Be Bridged by Listening to Student Voices,” Barbara Boznak, Ball State University

“Teaching Identity Theory in Multicultural Teacher Education: Constructive Subjectivity for Moral and Professional Agency,” Sheron Fraser-Burgess, Ball State University

Chair: Sheron Fraser-Burgess, Ball State University

### **T1J**

#### **Parkview East**

#### **Pre-service Teachers, Race, and Privilege**

“Racial Colorblindness among Pre-Service Teachers: Exploring the (Dis)Connections,” Erin Castro, University of Illinois, Urbana-Champaign

“Beyond Everyday Stress: Implications of Racial Microaggressions for Historically Underrepresented Students in University Academic Settings,” Jeremy Franklin, University of Utah

“The Sound of Fury: Teaching, Tempers, and Privileged Resistance,” Tema Okun, University of North Carolina, Greensboro

Chair: Sandra Winn Tutwiler, Washburn University

### **T1K**

**Oliver**

#### **Philosophical Studies in Education**

“Whither Education? Education, Schooling, and Teacher Training,” Seamus Mulryan, University of Illinois, Urbana-Champaign

“Permanent Education, Permanent Student,” Dylan Cook, Southern Illinois University

“Girls’ Anger in the Contemporary Republic: A Philosophical Reappraisal of *Thumos*,” Amy Shuffelton, University of Wisconsin, Whitewater

Chair: Lou Sabina, University of Pittsburgh

### **10:15-11:45 am**

### **T2A**

**Carnegie III**

#### **HBO, MTV, CBS, and Clint Eastwood**

“‘Leave No Corner Behind’: The Inherent Critique of Community in Season Four of HBO’s *The Wire*,” Kip Kline, Lewis University

“Forty Children Have Been Liquidated in the New Mexican Desert: A Baudrillardian Reading of CBS’ Reality Show *Kid Nation*,” Joshua Garrison, University of Wisconsin, Oshkosh

“Move ‘Em to the End of the Drive: The Schooling of Youth from the 1950s to the Present Set against a Backdrop of Clint Eastwood’s Filmography of the Same Period,” Pamela K Smith, Eastern Michigan University

“Engaging the ‘Mainstream Bazaar’: The Border Pedagogy of MTV,” Rachel Bailey Jones, Nazareth College

Chair: Dennis Attick, Georgia State University

### **T2B**

**Carnegie I**

#### **Insights from Qualitative and Action Research**

“Producing Film and Making Change: Supporting Students’ Community-Based Action Research on *No Child Left Behind*,” Kristen Luschen, Hampshire College

“Uncommon Utterances: Finding the Unique among the Common,” Michael E. Hess, Ohio University

“Mapping the Experiential Stages of Cultural Competence through Cross-Cultural Experience,” Yan Yang and Jennifer Sanders, Oklahoma State University

Chair: Michael E. Hess, Ohio University

## **T2C**

### **Ballroom B**

#### **Issues of Race and Ethnicity**

“Means and Ends: Theorizing the Role of Education in Ethnic Movements,” Kai Heidemann and Jane Walsh, University of Pittsburgh

“Racial Reproduction: A Structural Theory of Race, Education, and Society,” Ricky Lee Allen, University of New Mexico

“Revision and Repudiation of a Racialized Past: An Examination of African American Scholars’ Contributions to Curriculum Discourse,” Anthony L. Brown, University of Texas, Austin

“Latino Parental and Teacher Expectations of ‘Parental Involvement’ in Middle and High Schools,” Estela Zarate, University of California, Irvine

Chair: Benjamin Blaisdell, East Carolina University

## **T2D**

### **Phipps**

#### **Reflective Practitioners, Teacher Expectations, and Issues in Teacher Education**

“Testing the Limits: Norming the Reflective Practitioner,” Becky Atkinson, University of Alabama, Tuscaloosa

“The Influence of School Culture on Teachers’ Expectations for Low-Income Students of Color’s Academic Success,” Daniel D. Liou, University of California, Los Angeles

“Grounding Dispositions in Teacher Education: A Deweyan Perspective,” Erskine Dotton, Florida International University

Chair: Deborah Seltzer-Kelly, Southern Illinois University

## **T2E**

### **Parkview East**

#### **Council for Social Foundations of Education Business Meeting**

## **T2F**

### **Oliver**

#### **Chicana Feminisms’ Futures: Continuing to Re-Imagine Testimonio, Home, and Familia**

“Testimonios de Sobrevivencia y Supervivencia: Mothers’ Epistemologies and Pedagogies for Their Children (Para Sus Hijos),” Judith Flores Carmona, University of Utah

“Desatando la Lengua: Latina Educational Silent Experiences inside School Choice,” Carmen Ocon, University of Illinois, Urbana-Champaign

“I Ask and I Tell: A Queer Feminist of Color's (Re) Reading of California's Proposition 8,” Tanya Kozlowski, University of Illinois, Urbana-Champaign

“Queering La Familia: Searching for Family and Home,” Norma A. Marrun, University of Illinois, Urbana-Champaign

Chair: Wanda Pillow, University of Illinois, Urbana-Champaign

Discussant: Sofia Villenas, Cornell University

## **T2G**

### **Ballroom C**

#### **The ‘Benefits’ of Knowing/Not Knowing in Social Justice Education**

“Re-Exploring Multiculturalism: Unearthing Epistemologies of ‘Whiteness,’” Sally June Sayles-Hannon, Syracuse University

“How, Not Who: Reorienting the Question of Benefits from Diversity Courses,” Crista C. Gray, Syracuse University

“Stating an Opinion or ‘Distancing Strategy’: Why Theory Matters in Social Justice Pedagogy,” Barbara Applebaum, Syracuse University

Chair: Barbara Applebaum, Syracuse University

## **T2H**

### **Vandergrift**

#### **The Ethical Turn: Theoretical and Practical Perspectives**

“Historical Perspectives on Kant’s Ethical Imperatives,” Kim Moss, Oklahoma State University

“Postmodernist Perspective on Ethics and Morality,” Tamara Roman, Oklahoma State University

“A Review of the Ethics of Caring,” Xiaoling Ke, Oklahoma State University

“What Do We Want Our Children to Know about Morals? An Analysis of *Watchmen*,” Susan Dameron, Oklahoma State University

“Will There Be an Ethical Turn in Higher Ed?” Tiffany Nixon, Oklahoma State University

Chair: Guoping Zhao, Oklahoma State University

## **T2I**

### **Frick**

#### **Reviewing and Being Reviewed**

Patti Lather, Ohio State University

Benjamin Baez, Florida International University

Ken Saltman, DePaul University

Sara Childers, Ohio State University

Chair: Deron Boyles, Georgia State University

**T2J****Parkview West****Education for Liberation?: Gender, Race, and Class in Globalized Contexts**

“The Impact of Fosterage on the Educational Outcomes of Orphans in Zambia,” Vongai Kandiwa, Cornell University

“Education, ICT, and Inequality among Rural Women in Vietnam,” Thuy Tranviet, Cornell University

“McJob 101: Case Study of an Adult Immigrant Serving Agency in Toronto, Canada,” Alana Butler, Cornell University

Chair: Amna Latif, University of North Carolina, Greensboro

**T2K****Ballroom A****Book Chat with Author Donna Deyhle**

Donna Deyhle will discuss her new book *Reflections in Place: Connected Lives of Navajo Women* (University of Arizona Press, 2009). Woven together in Deyhle's ethnohistory are three generations and twenty-five years of friendships, interviews, poetry, and rich experiences with Navajo women. She illuminates the devastating cultural consequences of racial stereotyping in the context of education.

**Noon-1:30 pm****T3A****Parkview West****Dare We Transform AESA? II: Asking the “What” Questions**

David Gabbard, East Carolina University

H.K. Christie, University of Minnesota

Philip Kovacs, University of Alabama, Huntsville

Kenneth Saltman, DePaul University

Amira Proweller, DePaul University

Jason Goulah, DePaul University

Eugene Provenzo, Miami University (FL)

Joseph Rayle, State University of New York, Cortland

**T3B****Ballroom B****Arts and Aesthetics in Education**

“Radical Educational Policy: Critical Democratic Pedagogy and the Reinfusion of the Arts in Secondary Schools,” Mary Drinkwater, OISE/University of Toronto

“Imaginations of Democracy: The Lived Experiences of Artists Engaged in Social Change,” Rebecca Ann McElfresh, University of Akron

“Being and Art: Gadamerian Hermeneutics in Museum Experiences,” Adrienne Pickett, University of Illinois, Urbana-Champaign

“‘Idlewild’: An Artistic Approach to Creating Sustainable Change in a South Bronx Community,” Jason Cory Mendez, The Potentialis Centre (NY)

Chair: Leann F. Logsdon, Georgia State University

### **T3C**

#### **Heinz**

#### **Ethics, Ethos, and Emotions in Teaching**

“Emotive Understanding in Teaching and Learning: A Portrait of Difficulty, Insight, and Empathy,” Sue Ellen Henry, Bucknell University

“You Want It? Yeah Baby, We *Ain’t* Got It: That Elusive Idea of Ethos in Educating,” Pamela J. Konkol, University of Illinois, Chicago

“Moral Sensibility and the Teaching Ethic,” Steve Broidy, Wittenberg University

Chair: Julia G. Brooks, University of Pittsburgh

### **T3D**

#### **Vandergrift**

#### **After-School Programs and Community Engagement**

“After-School Programs: What Can We Learn about Race and Culture from Looking at Effective Community Programs?” Rosario Martinez, University of Texas, Austin

“To Each Its Own: School Culture Evidenced through the Implementation of a District-Wide Afterschool Program,” Elizabeth Williams Hughes, Binghamton University

“‘It’s Not Like I Can Pass Off That I’m from around There, but...’: Extended Community Engagement Program Graduates and Place,” Stephanie Raill Jayanandhan, Miami University (OH)

“Like a Mountain: Performing Collaborative Research with Youth in Rural U.S.A.,” Linda Spatig and LeAnne Olson, Marshall University

Chair: Chad Dorn, University of Pittsburgh

### **T3E**

#### **Ballroom C**

#### **Globalizing Multiculturalism: Post-Colonialism Perspectives**

“The Border Crossed Us: Education, Hospitality Politics, and the Social Construction of the ‘Illegal Immigrant,’” Dennis Carlson, Miami University (OH)

“‘Arabophobia’ and Multicultural Education: The Battle over Cultural Representation in Detroit,” Jamal-Abuattiyeh, Miami University (OH)



“Becoming Welsh: Whose Knowledge and Whose Language Counts?” Kevin Smith, Miami University (OH)

“Reading against the Grain: British Cultural Studies, Working Class Culture, and Postcolonial Subjectivities,” Cameron McCarthy, University of Illinois, Urbana-Champaign

Chair: David Zyngier, Monash University

### **T3F**

**Oliver**

#### **What’s the “Character” of Caring and Character Education?**

“The ‘Moral Poverty’ of Character Education,” Joe DeVitis, Georgia College and State University

“Chick-fil-A and Character Education: A Critical Analysis,” Deron Boyles, Georgia State University

“Caring and Power: You Have to Give It to Get It,” Marcia Peck, Georgia College and State University

Chair: Joe DeVitis, Georgia College and State University

### **T3G**

**Frick**

#### **In the (K)now: The Contemporary Context and Consequence of Elite Knowledge**

“Widening the Mouths and Minds of the Working Class: Democratization and the Consumption of Privileged Knowledge in the Context of Education,” Amy Stich, State University of New York, Buffalo

“Layered Opportunities toward Capital Gains: Black Students within Elite Private Secondary Schools,” Heather Jenkins, State University of New York, Buffalo

“It’s More Than a Question of Access: Middle and Affluent Students’ Experiences with the College Process,” Kristin Cipollone, State University of New York, Buffalo

Chair and Discussant: Sari Knopp Biklen, Syracuse University

### **T3H**

**Phipps**

#### **Speak American! Language Colonization of U.S. Mexicans**

“Deficient or Gifted?: The Social Construction of a *Mexicano*, Spanish-Speaking Student’s Academic Ability,” Charise Pimentel, Texas State University, San Marcos

“Linguistic Whitestreaming: Why Some Latinas/os Fear Bilingual Education,” Luis Urrieta, Jr., University of Texas, Austin

“Language, Power and Identity Formation: Life in the U.S. for Immigrant Families,” Dolores E. Godinez, University of Texas, Austin

“Power, Language, and Young Adult Men in a Community College Context,” Luis Ramirez, University of California, Davis, and Melissa Moreno, Woodland Community College

Chair: Ruth Trinidad Galvan, University of New Mexico

### **T3I**

**Carnegie III**

### **Textbooks, Literary Narratives, and Critical Literacy**

“Locating North Africa and Southwest Asia: Constructions of Islam and ‘the Muslim World’ in World Geography Textbooks,” Lisa Zagumny and Amanda B. Richey, Tennessee Technological University

“Reading the Other through Literary Narratives by Iranian Muslim Women,” Alicia D. Brown, University of Pittsburgh

“*Life Magazine’s* Middle East Curriculum, 1940-1970: The Miseducation of U.S. Citizens about Palestine and Israel,” Linda Steet, State University of New York, Geneseo

“‘What the Schools Don’t Teach Our Children’: The Muslim Black Press in the Cause of Educating Black Americans, 1960–1977,” Khuram Hussain, Hobart and William Smith Colleges

Chair: Amna Latif, University of North Carolina, Greensboro

### **T3J**

#### **Carnegie I**

#### **Examining the Role of Social Foundations of Education**

“Changes in Roles and Responsibilities in Social Foundations of Education (1970s to the Present),” Melinda Moore Davis, Lees-McRae College

“The Politics of Survival in Foundations of Education: Frames, Strategies, and Borderlands,” Aaron M. Kuntz and John Petrovic, University of Alabama, Tuscaloosa

“Democracy and School Math: An Empirical Project and Reflections on Social Foundations and Educational Research,” Kurt Stenhagen, Virginia Commonwealth University

Chair: Sue Ellen Henry, Bucknell University

### **T3K**

#### **Ballroom A**

#### **NVivo Basics: Getting Started with a Software Tool for Qualitative Data Analysis**

Cynthia Jacobs, Training and Research Consultancy Regional Manager at QSR International, the makers of NVivo 8 software, will demonstrate working on a live project in NVivo. She will discuss working with and coding various types of data, such as audio, video, image and text files, and will then demonstrate features that allow users to explore and visualize their data in a number of different ways. Each participant will receive a free trial copy of NVivo 8.

### **1:45-3:15 pm**

#### **T4A**

#### **Oliver**

#### **Race and Culturally Relevant Instruction for Restructuring Schools and Learning Experiences of Teachers and Adults**

Renee Knox, University of Pittsburgh

Chantee Earl McBride, University of Pittsburgh

Nosakhere Griffin-El, University of Pittsburgh

Tamika Barrett, University of Pittsburgh

Chair: Dr. Conseula Lewis, University of Pittsburgh

Discussant: Dr. Judith Toure, Carlow University

#### **T4B**

##### **Ballroom B**

##### **Privilege and Whiteness**

“The Privilege of Privilege: Still Letting Us Off the Hook,” Jaylynn Hutchinson, Ohio University

“Bob to the Rescue: The Recentering of Whiteness in Anti-Racist Narratives,” Audrey Thompson, University of Utah

“The Paradoxical Nature of Whiteness-at-Work in the Daily Life of Schools and Teacher Communities,” Irene H. Yoon, University of Washington

Chair: Bruce Romanish, Washington State University, Vancouver

#### **T4C**

##### **Carnegie III**

##### **Rap, Sexuality, and Youth**

“Black Ones Got Big Butts’: Youth’s Perceptions of Rap Music, Race, and Sexuality,” Bettina Love, University of Northern Kentucky

“That is Just How They Are’: Race and Class in Teachers’ Perceptions of the Sexuality of Their Adolescent Students,” Regina Rahimi and Delores Liston, Georgia Southern University

“Why You All Up in My Space?” Shantel Martinez and Dominique Hill, University of Illinois, Urbana-Champaign

Chair: Bettina Love, University of Northern Kentucky

#### **T4D**

##### **Oliver**

##### **Educational Sites and Discursive Practices: Identity Markers and the Production of Difference**

“‘Everything I’m Not Made Me Everything I Am’: Black Masculinity, Intersectionality, Performativity, and Self-Concept,” Tremayne D. Robertson, Syracuse University

“Experience *as* Difference: Teach for America Teachers in Urban Schools,” Heidi Pitzer, Syracuse University

“Gender and Chineseness: Identity and Difference for Chinese Graduate Students on American Campuses,” Yuan Zhang, Syracuse University

“Strategic, Complicated and Shifting: College Women’s Cross-Racial Talk in Focus Groups,” Sari Knopp Biklen, Syracuse University

Chair: Sari Knopp Biklen, Syracuse University

Discussant: Cerri Banks, Hobart and William Smith College

#### **T4E**

## **Vandergrift**

### **Questioning Public Schooling and Leadership**

“‘Looking for Someone Who Can Show Authority’: Youth Perspectives on Leadership at a Chicago Public Military Academy,” Heather L. Horsley, University of Illinois, Chicago

“‘It’s All Very Interesting, but What Does This Have to Do with Leadership?’: Public and Community-Based Leadership Education in a Public University,” Kathleen Knight-Abowitz and Stephanie Raill-Jayanandhan, Miami University (OH)

Chair and Discussant: Benjamin Baez, Florida International University

## **T4F**

### **Carnegie I**

#### **AIDS, Obesity, and Stomach-Oriented Schools**

“Prudence, Care, and/or Scaremongering?: Social Policy Responses to the ‘Obesity Epidemic,’” Carolyn Vander Schee, Northern Illinois University, and Michael Gard, Charles Sturt University

“Food, Schools, and a Stomach-Oriented Ethos,” Bradley D. Rowe, Ohio State University

“Lives in Fragments: Approaching a Moral Response to the AIDS Crisis in Africa,” Troy Martin, University of North Carolina, Greensboro

Chair : Carolyn Vander Schee, Northern Illinois University

## **T4G**

### **Ballroom C**

#### **Toward Audacity and Forthrightness in Politics, Policy, and Practice**

“Is Jonathan Kozol Really Screwing Up America?” Richard Thomas Ognibene, Siena College

“FRAMED: Rhetoric Is Reality in Educational Policy,” Linda Irwin-DeVitis, Georgia College and State University

“Bah, Humbug!: Encouraging Knowledgeable Practice in Social Studies through the Eradication of Bullshit,” Dave Powell, Gettysburg College, and Jason K. Ritter, Duquesne University

Chair: Linda Irwin-DeVitis, Georgia College and State University

## **T4H**

### **Phipps**

#### **Towards a Decolonial Feminist Theory and Methodology: Engaging a ‘Theory In The Flesh’ in Education Research**

“Eviscerating Bodies: Fragments of a Decolonizing Feminist Methodology,” Cindy Cruz, University of California, Santa Cruz

“Borderlands Methodology,” Yunnice Tsao Snyder, University of California, Santa Cruz

“Power, Epistemology, and Educational Researcher Cultural Intuition: Living Constructs of Citizenship,” Melissa Moreno, Woodland Community College

“Thinking Latina/o Education *with* and *from* Chicana/Latina Feminist Cultural Studies: Emerging Pathways, Decolonial Possibilities,” Sofia Villenas, Cornell University

Chair: Cindy Cruz, University of California, Santa Cruz

**T4I**

**Frick**

**Neoliberal Educational Reconstruction: Past, Present, and Future**

Philip Kovacs, University of Alabama, Huntsville

David Gabbard, East Carolina University

Kenneth Saltman, DePaul University

Rich Gibson, San Diego State University

David Hursh, University of Rochester

E. Wayne Ross, University of British Columbia

Chair: Philip Kovacs, University of Alabama, Huntsville

**T4J**

**Parkview East**

**Racial and Ethnic Considerations in Higher Education**

“The Not So Subtle: The Disruption of Sense of Belonging for Asian-American University Students by Racial Microaggressions,” Jeremy Franklin, University of Utah

“The Only One in the Class: Alienation, Coping, and Engagement among African American and Latino Students on Two Predominantly White Midwestern Campuses,” Beth Hatt, University of Southern Indiana, and Greg Michie, Illinois State University

“Experiencing American Higher Education: Through the Eyes of Five Chinese Exchange Scholars from English Disciplines,” Ji Zhou, Binghamton University

Chair: Beth Hatt, University of Southern Indiana

**T4K**

**Parkview West**

**Committee on Academic Standards and Accreditation (CASA) meeting**

**T4L**

**Ballroom A**

**Book Chat with Author Paul Theobald**

Paul Theobald currently holds the Woods-Beals Endowed Chair in Urban and Rural Education at Buffalo State College in Buffalo, NY. His “chat” will be structured as a conversation focused on interdisciplinary approaches to the study of education—in particular, how such approaches were used in his most recent book, *Education Now: How Rethinking America’s Past Can Change Its Future* (Paradigm, 2009).

**3:30-5:00 pm**

## **T5A**

### **Carnegie I**

#### **I'm Beginning to See Gender, Race, & Class: Doing Institutional Ethnography in a Diversity Course—How Does It Happen?**

“Sharing Our Humanity: The Consequences of the Common Narrative at Lakeview International Baccalaureate Middle School,” Carrie Boyle, Davidson College

“Odd Man Out: An Institutional Ethnography of Black Male Educators in a Predominantly White Educational Institution,” Billy Thom, Davidson College

“Hidden Curriculum in a Private School: Social Reproduction of the ‘Public School’ Stereotype,” Kelsey Smith, Davidson College

"Mental Migration: African American Boys' Psychosocial Exodus from Academia," Jordan Starck, Davidson College

Chair: Hilton Kelly, Davidson College

Discussant: Adrienne Dixson, Ohio State University

## **T5B**

### **Phipps**

#### **The Government of Inquiry**

“Government and Educational Research,” Natalie Adams, University of Alabama, Tuscaloosa

“Law and Order,” Stephen Tomlinson, University of Alabama, Tuscaloosa

“Shifting Signs: Language, Culture and Knowledge,” Becky Atkinson, University of Alabama, Tuscaloosa

“The Authority of Science,” Tedi Gordon, University of Alabama, Tuscaloosa

“Methodological Conservatism and Methodological Radicalism,” Aaron Kuntz, University of Alabama, Tuscaloosa

Chair: Natalie Adams, University of Alabama, Tuscaloosa

Discussants: Randall Hewitt, University of Central Florida and Eric Sheffield, Missouri State University

## **T5C**

### **Vandergrift**

#### **Religious Issues in Education**

“Why Religion Education Is Not Required in American Public Schools, and What We Should Do to Change This,” Jeff Thibert, University of Illinois, Urbana- Champaign

“Public Speech and Religion in the Public Square,” John F. Covaleskie, University of Oklahoma

“Why Secularists Should Want Creationism in Science Classrooms and Why Religious People Should Not,” Bryan Warnick, Ohio State University

Chair: J. Joe Bishop, Eastern Michigan University

## **T5D**

### **Ballroom C**

#### **Teacher Education, Sociological Analysis, and Post-Industrial Youth Identity**

“Multicultural Literature and Critical Literacy Response: How Picture Books Can Transform Attitudes of Pre-service Teachers,” Suzanne F. Evans, National University

“Implications of Institutionalizing Self-Regulated Learning: An Analysis from Four Sociological Perspectives,” Stephen Vassallo, American University

“Considering the Alternative: Post-Industrial Youth Identity in a Suburban Alternative High School,” Melissa Kristen Smythe, University of Buffalo

“Enhancing University Students’ Sociocultural Knowledge through Case-Based Pedagogy,” Keffrelyn Brown and Amelia Kraehe, University of Texas, Austin

Chair: Susan Schramm-Pate, University of South Carolina

## **T5E**

### **Ballroom B**

#### **Issues of Language and Learning**

“Native and Non-Native English Teachers: The Construction and De-Construction of the Native Speaker in English Language Education,” Maria Teresa Guevara Beltran, University of New Mexico and Universidad Autonoma de Sinaloa (Autonomous University of Sinaloa, Mexico)

“Complexities of a 50-50 Bilingual Program: A Thai Case Study,” Kristan Accles Morrison, Radford University

“Schools as Racial Spaces: A Critical Race Analysis of the Education of Latino English Language Learners,” Benjamin Blaisdell, East Carolina University

Chair: Amna Latif, University of North Carolina, Greensboro

## **T5F**

### **Oliver**

#### **Considering Katrina**

“Just Us/Posing: Juxtaposing Stories of Policy Elites and Black Educators in Post-Katrina New Orleans,” Daniella Ann Cook, Duke University

“Schooling for All in Post-Katrina New Orleans? A Quantitative Content Analysis of News Reports on Public Education Before and After the Hurricane,” Mark J. Garrison and Helen Kress, D’Youville College

Chair and Discussant: Kenneth J. Saltman, DePaul University

## **T5G**

### **Parkview West**

#### **On Michael Apple, Asa Hilliard, and Miles Horton**

“Life Before Gramsci: Michael Apple and the Turn to the Critical Marxist Tradition,” Isaac Gottesman, University of Washington

“Dr. Asa G. Hilliard: Redefining African (Centered) Education,” Qiana M. Cutts, Georgia State University

“The Origins of a Radical Educational Philosophy: Significant Influences on Myles Horton, 1905–1928,” Jon Hale, Muskingum University

Chair: Chad Dorn, University of Pittsburgh

**T5H**

**Heinz**

**Legalities and Critical Examination**

“Uncovering Equity: An Examination of Hartford Magnet Schools as a Response to the *Sheff* Decision,” Ethan Bradley Heinen, Central Connecticut State University

“The Sound and the Fury: An Analysis of Selected Aspects of Symbolic Discourse Involving the *Violent and Repeat Juvenile Defender Accountability and Rehabilitation Act of 1999*,” Scott Thomas Grubbs, Valdosta State University

“*Fraser* and the Cheerleader: Gender, Values, and the Boundaries of Student Speech,” Patricia A.L. Ehrensall, George Washington University

Chair: Scott Thomas Grubbs, Valdosta State University

**T5I**

**Carnegie III**

**Learning about Privilege and Power from a Mouse: Disney as Corporate Pedagogy**

“Disney and Orientalism: A Pedagogical Perspective,” Eugene Provenzo, University of Miami

“All the Princesses Were White but Only Some of Them Were Brave: Representations of Whiteness in Disney,” Jennifer Esposito, Georgia State University

“Mama, I Want to Be Beautiful Like a Princess,” Cerri Banks and Susan Pliner, Hobart and William Smith Colleges

Chair: Eugene Provenzo, University of Miami

**T5J**

**Frick**

**Dare the Schools?: Re-claiming the Discourse and Practice of Social Justice Education**

William Ayers, University of Illinois, Chicago

Jennifer Bondy, Miami University (OH)

Denise Taliaferro Baszile, Miami University (OH)

Dennis Carlson, Miami University (OH)

Daniel Liou, University of California, Los Angeles

Kevin Talbert, Miami University (OH)

Chair: Dennis Carlson, Miami University (OH)

**T5K**

**Ballroom A**

**Book Chat with Author Garrett Delavan**



Garrett Delavan, a 10-year veteran public school teacher and a doctoral student at the University of Utah, welcomes a discussion of the arguments and assumptions in *The Teacher's Attention: Why Our Kids Must and Can Get Smaller Schools and Classes* (Temple University Press, 2009).

**5:30-7:00 pm**

**KNELLER LECTURE**

**William Penn Ballroom**

“Schooled to Fear: Case Studies of Educative Feeling and Miseducative Emotion”

Barb Stengel, Millersville University

**7:15**

**Kneller Reception**

**Hope Room**

Cash Bar

**8:00-9:30 pm**

**T6A**

**Frick**

**The Promise of Pittsburgh: Educational Reform and Community Development behind the Scenes**

Gregg Behr, The Grable Foundation

Melanie R. Brown, The Heinz Endowments

William Generett, Jr., Pittsburgh Keystone Innovation Zone and Hill House Economic Development Corporation

Jeanne Pearlman, Pittsburgh Foundation

Chair: Gretchen Givens Generett, Duquesne University

Discussants: Rodney Hopson, Duquesne University, and Matthew Hawkins, University of Pittsburgh

**T6B**

**Ballroom B**

**Radical Possibilities in the Graduate Research Curriculum**

“Starting a Successful Participatory Action Research Project: Assets and Needs from Community Members’ Points of View,” Lynne Hamer and Anastasia Mirzoyants, University of Toledo and Brenda Witcher, Padua Center

“Oral History: Models of Activism from the Past,” Stacey Pistorova and Colleen Stanfield, University of Toledo

“Light the Night: A Social-Reconstructionist Approach to Community Involvement,” Amal Abdullah and Lacey Strickler, University of Toledo and Danielle Witcher, Padua Center

“After School Tutoring: The Power of the Learning Environment in Social-Emotional Growth,” Om Thapa, Gu Yue and Barbara Kovar, University of Toledo and Alicia Smith, University of Toledo and Padua Center

“Social Reconstruction through Participatory Action Research: An Assessment,” Nithya Doraiswamy, University of Toledo and Joshua Francis, Defiance College

Chair: Lynne Hamer, University of Toledo  
Discussant: Martha Kransdorf, University of Toledo

#### **T6C**

##### **Carnegie III**

##### **Co-Constructing Meanings from Nonverbal and Verbal Video Analyses: Deaf and Latina Researchers’ Collaborative Process**

Mindy J. Hopper, University of Rochester

Sandra Quiñones, University of Rochester

Chair: Nancy Ares, University of Rochester

#### **FRIDAY, November 6, 2009**

##### **8:30-10:00 am**

#### **F1A**

##### **Carnegie I**

##### **Technology Adoption as a Catalyst for Disrupting Power Relations in Schools**

“Technology Integration as a Catalyst for Disrupting School Culture,” Lisa Lutz, Wichita Public Schools, John Wyrick, Haviland Public Schools, Robin Surland, Wichita Public Schools, and Diane Nickelson, Clearwater Public Schools

“Divergent Purposes: Technology Disrupts Assumptions about Catholic School Mission,” Cameron Carlson, Kapaun Mt. Carmel High School

“Empowering Students Through Interactive Global Learning: Rwanda Alive,” Sherry Goodvin, Maize U.S.D. 266

Chair: Jean A. Patterson, Wichita State University  
Discussants: Glyn Rimmington, Wichita State University  
Mara Alagic, Wichita State University

#### **F1B**

##### **Ballroom C**

##### **The Poetics of Justice: Understanding the Experiential and Embodied Dimensions of Inequality and Social Justice**

Laarni D. Goma, University of Missouri, Columbia

Crystal Kroner, University of Missouri, Columbia

Catherine O'Brien, University of Missouri, Columbia

Peggy Placier, University of Missouri, Columbia

Chair: Peggy Placier, University of Missouri, Columbia

**F1C**

**Oliver**

**Knowledge, Power and Agency in Educational Policy, Reform, and Community Organizing: Local and Global Perspectives**

“In the Struggle: Feminist Poststructural Approaches to Community Organizing,” Daniel J. O’Connell, Cornell University

“Mediating Conflict, Negotiating Change: Albanian Educators as Subjects of Reform and Agents of Democratization,” Meg P. Gardinier, Cornell University

“Performing ‘Participation’: Performing the Jordanian Subject,” Roozbeh Shirazi, City University of New York, City College

Chair: Sofia Villenas, Cornell University

**F1D**

**Parkview West**

**A Glass-Eyed View to Education for African American Children: Considering Pedagogy, Media, and Achievement**

Yawa Agbemabiese-Grooms, Ohio University

Tamela Dixon, Ohio University

Stephanie Sanders, Ohio University

Discussants: Najee Muhammad and Jaylyne Hutchinson, Ohio University

**F1E**

**Heinz**

**The Aims of Public Education: An Evaluation of the Evolution of Purported Purposes of American Public Education**

“The Roots of American Education: Is the American Education System Fulfilling Its Early Intentions?” Don Martin, University of Pittsburgh

“From McKinley to Johnson: The Acceleration Federal Oversight,” Curtis Good, Kent State University

“The Post World War II Era: The Rise of Neoliberal Education,” Keith Trehan, University of Pittsburgh

Chair: Veronica Kozar, University of Pittsburgh

**F1F**

**Ballroom B**

**Engaged, Enacted Inquiry: Emerging Scholars Grapple with Social Justice Methodologies**

“Increasing Teacher Capacity through Social Justice Preparation Programs,” Kay Fujiyoshi, University of Illinois, Chicago

“What Is at Stake?: Research Methods for Social Justice,” Heather L. Horsley, University of Illinois, Chicago

“(Re)Framing Youth: Engaging the Contradictions of Participatory Action Research,” Cristen Jenkins, University of Illinois, Chicago

“Home/work: Engaging the Methods and Ethics of Intimate Politics,” Crystal Laura, University of Illinois, Chicago

“Methodological Choices to Question the *Status Quo*,” Karen Benita Reyes, University of Illinois, Chicago

Chair and Discussant: David O. Stovall, University of Illinois, Chicago

## **FIG**

### **Carnegie III**

#### **Taking Up Space/Place in Multicultural Education: Interrogating the Ethnic/Racial Codes of Place**

“Race Is a Place: White Space in Picture Books,” Barbara Kessel and Audrey Thompson, University of Utah

“The Stories Are Written on the Land,” Georgia Grady Johnson, University of Idaho

“Between the Classroom and Garden Gate: Rethinking the Food, Folks, and Fun Critique in Multicultural Education,” Troy Richardson, Cornell University

Chair: Audrey Thompson, University of Utah

## **F1H**

### **Phipps**

#### **Legal Issues, Court Cases, and Integration**

“Gaining Access to College: An Exploration of African-Americans’ Journeys Post-*Plessy*,” Ezella McPherson, University of Illinois, Urbana-Champaign

“Opportunities and Inopportune Legislation: Examining the Rise and Fall of a Voluntary School Integration Program,” Raquel Farmer-Hinton and Michael Bonds, University of Wisconsin, Milwaukee

“Federal Enforcement of Equity on Local Populations: *Brown v. Board of Education of Topeka, Kansas (1954)* and the Displacement of African-American Educators in Macon, Georgia in the 1960s and 1970s,” Jeremy Cole, Georgia State University

“Desegregation from the Perspective of Graduates,” Dionne Danna, Indiana University

Chair: Bryan Warnick, Ohio State University

## **F1I**

### **Vandergrift**

#### **Auto/Ethnographic and Post-Colonial Issues in Education**

“Self-Other: Hybrid Identity through a Postcolonial/Postmodern Lens,” Mary Crowell, Washington State University

“Extraordinary, Ordinary Violence: Learning Gender, Sex, Identity, and Agency,” Yenhoa Ching, University of California, Berkeley

“‘Who Am I?’ Seeking the Answer from the Ethnic Community,” Guanyu Tan, Kent State University

Chair: Mary Crowell, Washington State University

**F1J****Parkview East****Mississippi Freedom Schools**

“She Who Learns, Teaches’: Black Women Teachers of the 1964 Mississippi Freedom Schools,” Kristal Tatianna Moore, Florida State University

“The Implications of Education During the Freedom Movement: How the Mississippi Freedom Schools Shaped Local and Federal Educational Policy between 1964 and 1965,” Jon Hale, Muskingum University

Chair and Discussant: Gerald K. Wood, University of Northern Arizona

**F1K****Frick****Queering Educational Research: LGBTQ Youth, Desire, Display, and Excess**

“Contentious Observation and Queer Youth,” Cris Mayo, University of Illinois, Urbana-Champaign and Jennifer Logue, Southern Illinois University, Edwardsville

“Lesbian Youth, the Slut Discourse and the Search for Sexual Agency,” Elizabeth Payne, Syracuse University

“Excessive Feelings and the Problem of Queerness,” Lisa Weems, Miami University (OH)

Chair: Bettina L. Love, Northern Kentucky University

**F1L****Ballroom A****Book Chat with Author JoVictoria Nicholson-Goodman**

JoVictoria Nicholson-Goodman is an Assistant Professor of Educational Foundations at Penn State University, Harrisburg. She will discuss her new book *Autobiography of a Democratic Nation at Risk: The Currere of Culture and Citizenship in the Post-9/11 American Wilderness* (Peter Lang, 2009). She will speak about the shift to a post-national world, as well as the notion that the nation is an imagined community and a matter of social and textual affiliation and is thus purported to have a (national) identity.

**10:15-11:45 am****F2A****Carnegie III****The On-line Global Doing Democracy Research Project**

“Doing an On-Line International Research Project on the Smell of an Oily Rag!” David Zyngier, Monash University

“Doing Democracy: A Comparative Analysis of Pre-Service Teacher Educators in Australia, Canada and the U.S.A.,” Paul Carr, Youngstown University and David Zyngier, Monash University

“Doing Democracy - What School Leaders Are Thinking,” Carolyn Shields, University of Illinois, Urbana-Champaign

Chair: Paul Carr, Youngstown University

**F2B****Phipps**

### **Corporate and Consumer Issues in Education**

“Justice and Sustainability for All Our Kin: Exposing the Hidden Costs of Consumer Choice,” Mark R. Davies, Hartwick College

“The Commodification of Smartness in the Knowledge Economy,” Beth Hatt, University of Southern Indiana and Stacy Otto, Illinois State University

“Corporate Japan Goes to School: A Case Study of a Leading Ketchup Maker,” Kaori Takano, University of Dayton

“Gender Roles and Corporate Goals: Youth Magazines for Pre-Adolescent Readers,” Jan Armstrong, Ayesha Livingston, Anthony Rodriguez, and Tyler Weldon, University of New Mexico

Chair: Deron Boyles, Georgia State University

### **F2C**

#### **Ballroom B**

#### **Case Studies of Bible History and Bible as/in Literature Courses in Three Public High Schools: An Analysis of Neutrality-in-Use**

Walter Feinberg, University of Illinois, Urbana-Champaign

Richard Layton, University of Illinois, Urbana-Champaign

Sara Shrader, University of Illinois, Urbana-Champaign

Chair: Seamus Mulryan, University of Illinois, Urbana-Champaign

### **F2D**

#### **Ballroom C**

#### **Tropography, Conceptual Analysis, Kuhnian Frameworks, and Foucauldian Methods of Inquiry**

“Tropography: Figurations of Space in Contemporary U.S. Educational Policy,” F. Tony Carusi, Georgia State University

“Foucauldian Critical Discourse Analysis: Putting Archaeology and Genealogy to Work in Educational Research,” Brandon Sternod, California State University, Stanislaus, and Pamela J. Bettis, Washington State University

“Articulating a Kuhnian Framework for Understanding the Preparation of Educational Researchers,” Deborah Seltzer-Kelly, Southern Illinois University

Chair: Carolyn Vander Schee, Northern Illinois University

### **F2E**

#### **Vandergrift**

#### **“Touch It, Read It, Learn It, Teach It:” A Hip Hop Pedagogical Approach to Transformative Education**

Paula Groves Price, Washington State University

Kristal Tatianna Moore, Florida State University

Kawachi Clemons, Florida A&M University

Chair: Sandra Winn Tutwiler, Washburn University

**F2F****Carnegie I****EcoJustice Perspectives: Environmentalism, Food Culture, and River Advocacy**

“A Morally Defensible Environmentalism for EcoJustice,” Michael P. Mueller, University of Georgia

“The Industrialization and Globalization of Meat Production: A Holistic Education Perspective,” Bradley Rowe, Ohio State University

“Shifting from Teacher-As-Facilitator to Teacher-As-Mediator: The Challenge to Bring a Focus to ‘Thick Description,’” Kurt Love, Central Connecticut State University

“Environmental Education in an Era of Nature Deficit Disorder,” Michael Bentley, University of Tennessee, Knoxville

“River Advocacy: Seeking School Reform that Values Student River Relationships and the Complexity of Biological Systems,” Tina Pagan, University of Georgia

Chair: Michael P. Mueller, University of Georgia

**F2G****Oliver****Aesthetics and the Arts**

“Embracing Aesthetic Experiences within the Social Foundations Course,” Jeanne Connell, University of Illinois, Urbana-Champaign

“Discovering Meaningful Intersections of Culturally Responsive Native Arts Curriculum and Standards-Based Math, Science, Language Arts,” Kelly Hrenko, University of Minnesota

“Assessing the Educative Quality of Cross-Disciplinary Experiences Using Instrumentalist Approaches to Art Evaluation,” Leann F. Logsdon, Georgia State University

Chair: Jeanne Connell, University of Illinois, Urbana-Champaign

**F2H****Heinz****Black Women, Young Black Women**

“Change the Subject: Resistance, Resilience and Representation of Black Adolescent Females,” Billye N. Rhodes, University of North Carolina, Chapel Hill

“Black Women, Spirituality, and Our Fight for Social Justice,” Sheryl Conrad Cozart, George Mason University, and Gretchen Givens Generett, Duquesne University

“The Curriculum of ‘Womanhood’: Adolescent Girls of Color Deconstruct Everyday Life,” Horace R. Hall and Andrea Brown-Thirston, Depaul University

“Teaching and Learning on the Verge: Possibilities for Social Justice,” Sabrina N. Ross, Georgia Southern University

Chair: Theodora Regina Berry, American College of Education

**F2I****Parkview West****Moral Agency, Social Justice, and Social Foundations of Education**

“Futile Fights, Accountability Heroes, and the Moral Limits of Complicity,” Michael G Gunzenhauser and Treva Clark, University of Pittsburgh

“Teacher’s Moral Agency and Social Foundations of Education in a Changing Nation,” Debra L. Clark, Kent State University

“‘Methodological Nationalism’ in Social Justice Education?: ‘The Global’ as an Add-On Context or as an Intersecting Analysis,” Jianping Xu, Syracuse University

“Overloaded Schools: An Inquiry into the Program for International Student Assessment (PISA) and the Politics of Comparisons against Public Schools,” Peilun Lucy Lee, Ohio State University

Chair: Veronica Kozar, University of Pittsburgh

**F2J****Frick****Critical Theories, Radical Pedagogies, and Social Education: Towards New Perspectives for Social Studies Education**

“Sabotaging the System! Bringing Anarchist Theory into Social Studies Education,” Abraham P. DeLeon, University of Texas, San Antonio

“EcoJustice, Environmental Politics, and Social Studies Education,” Rebecca Martusewicz, Eastern Michigan University and Gary Schnakenberg, Michigan State University

“Neoliberalism and Social Studies Education,” David Hursh, University of Rochester

“Embattled Pedagogies: Deconstructing Terror from a Transnational Feminist Disability Studies Perspective,” Nirmala Erevelles, University of Alabama

“Guy Debord and Radical Social Education: *The Society of the Spectacle* Revisited,” Kevin D. Vinson, University of Arizona and E. Wayne Ross, University of British Columbia

“Dialectics as Method in Social Studies Education,” Rich Gibson, San Diego State University

“Critical Race Theory and Social Studies Education,” Luis Urrieta, Jr. and Anthony Brown, University of Texas, Austin

Chair: E. Wayne Ross, University of British Columbia

Discussant: Stephen C. Fleury, Le Moyne College

**F2K****Parkview East****New Admits, ABD, Now Tenured: Black Experiences in Higher Education**

“Opening the Gate Way: Minority Student Attitudes on Pursuing Advanced Degrees,” Shywon S. Berry, University of Illinois, Urbana-Champaign

“Insufficient Funds: State Disinvestment in Minority PhDs,” Jasmine Johnson, Olanipekun Laosebikan, and Ishwanzya D. Rivers, University of Illinois, Urbana-Champaign



“Vivi’s Story: The South Never Leaves You,” Chamara J. Kwakye, University of Illinois, Urbana-Champaign

Chair: Jon Hale, Muskingum University

**F2L**

**Ballroom A**

**Book Chat with Author William Ayers**

William Ayers, Distinguished Professor and Senior University Scholar at the University of Illinois at Chicago, recently published and coedited *Handbook of Social Justice in Education* (Routledge, 2009), and coauthored with Bernardine Dohrn, *Race Course: Against White Supremacy* (Third World Press, 2009).

**Noon-2:00 pm**

**Parlor E/F, 17<sup>th</sup> Floor of Omni Penn Hotel**

**Educational Studies Editorial Board Working Luncheon**

**Noon-1:30 pm**

**F3A**

**Parkview West**

**Dare We Transform AESA? III: Asking the “Who” Questions**

David Gabbard, East Carolina University

H.K. Christie, University of Minnesota

Philip Kovacs, University of Alabama, Huntsville

Kenneth Saltman, DePaul University

Joseph Rayle, State University of New York, Cortland

**F3B**

**Ballroom B**

**Compulsory Schooling, Institutional Violence, and Dropouts**

“They Wouldn’t Work with Ya. They Give Ya One Choice, and If Ya Don’t Want That Choice, Then “See Ya””: High School Dropouts Tell Their Stories,” Jeanne Cameron, Tompkins Cortland Community College

“Compulsory Schooling and Preventative War: A Comparative Analysis,” Samuel Rocha, Ohio State University

“The Passionate Teacher and Symbolic Violence: Critical Narratives of a High School English Teacher,” Brigitte C. Scott, Virginia Polytechnic Institute and State University

Chair: Samuel Rocha, Ohio State University

**F3C**

**Ballroom C**

**Teaching Social Foundations of Education: Broadening Perspectives and Practices**

“Creating Spaces for Social Foundations in Achievement Discourses,” Cathryn A. Chappell, Ashland University

“‘She Has Her Opinion and She Sticks with It!’: Teaching Social Foundations and Undergraduates,” Debra A. Miretzky, Western Illinois University

“Teaching Social Foundations of Education from a Modern/Colonial World System Perspective: Theory, Rationale, and Practice,” Michael S. Baker, University of Rochester

“Teaching Deliberative Democracy in the Foundations of Education,” Sarah Marie Stitzlein, University of New Hampshire

Chair: Andrea M. Hyde, Western Illinois University

### **F3D**

#### **Vandergrift**

#### **Autobiography and Autoethnography**

“Re-Thinking Location in Educational Autoethnography/Autoethnography of Education,” Scott William Gust, Westminster College

“Autobiography, Difference, and ‘Nation-ness’: Complicating the *Currere* of Civic-Cultural Struggle in the Post-9/11 American Wilderness,” JoVictoria Nicholson-Goodman, Penn State University, Harrisburg

Chair and Discussant: Kip Kline, Lewis University

### **F3E**

#### **Carnegie III**

#### **LGBTQ Issues**

“Visibility Does Matter: Assessing the Inclusion of LGBTQ Issues in Teacher Preparation,” Pamela J. Konkol, University of Illinois, Chicago, Kathleen McInerney, Chicago State University, Erica Meiners, Northeastern Illinois University, Connie North, University of Maryland, Isabel Nuñez, Concordia University, Morgan Halstead, University of Illinois, Chicago, and Therese Quinn, The School of the Art Institute of Chicago

“The Uses of Gay Penguins,” Claudia Matus, Florida International University, and Susan Talburt, Georgia State University

Chair: Claudia Matus, Florida International University

### **F3F**

#### **Heinz**

#### **Technology in Coeducation and Adult Basic Education**

“Teaching for Equality in the Digital Age: Reconceptualizing Coeducation for Online Education,” Julia Kathryn Daine, University of Oklahoma

“Technology, Contexts, and Texts in Adult Basic Education,” Beth L. Goldstein and Eric Reed, University of Kentucky

Chair and Discussant: Lisa Zagumny, Tennessee Technological University

### **F3G**

#### **Phipps**

#### **To Stop Trying So Hard to Be Hard: Further Adventures in Feminist (Post)Critical Policy Analysis**

“What Kind of Science for What Kind of Politics?” Patti Lather, Ohio State University

“Feminist Policy Discourse and Embodied Analysis,” Wanda Pillow, University of Illinois, Urbana-Champaign

“‘Urban Cache’: A Post-Critical Policy Analysis of Success and Achievement at an Urban High School,” Sara Childers, Ohio State University

Chair: Patti Lather, Ohio State University

### **F3H**

**Frick**

#### **“Still Got a Long Way to Go”: Faculty of Color and the Quest for Activist Scholarly Identities**

Paula Groves Price, Washington State University

Mary Stone Hanley, Initiatives for Transformative Education

Enrique Murillo, California State University, San Bernadino

Bernardo Gallegos, Development for the Indian Pueblos Federal Development Corporation

Margarita Machado-Casas, University of Texas, San Antonio

Denise Taliaferro Baszile, Miami University (OH)

Chair: Michael E. Jennings, University of Texas, San Antonio

Discussant: H. Richard (Rich) Milner, IV, Vanderbilt University

### **F3I**

**Oliver**

#### **Critical Race Theory as Reflection, Analysis, and Practice**

“The Boundaries of ‘White Habitus’: Learning to ‘Color inside the Lines’ in School,” Crystal L. Kroner, University of Missouri, Columbia

“Critical Race Reflections on a Middle School Social Studies Curriculum,” Danielle K. Estes, Southern Illinois University

“Critical Race Theory as a Lens in Teacher Education: A Framework for Practice?” Venus E. Evans-Winters and Isaura Pulido, Illinois State University

Chair: Maïke Philipsen, Virginia Commonwealth University

### **F3J**

**Carnegie I**

#### **Transformative Forces in Indigenous Education in Canada**

“All My Relations: Challenges Doing Research in Your Own Backyard,” Robert Genaille, Simon Fraser University

“Who I Am: Defining Moments in Education,” Shirley Hardman, University of British Columbia

“The Indian Residential School System and Self-Government,” Lyn Daniels, University of British Columbia

“Aboriginal Focused Teacher Education in Canada: Exploring Directions and Challenges,” Sadie Donovan, Simon Fraser University

Discussant: Dolores van der Wey, Simon Fraser University

**F3K**

**Parkview East**

**Challenging Institutionalized Education**

Dylan Cook, Southern Illinois University

Kandace Vallejo, Southern Illinois University

Erica Dodt, Southern Illinois University

Chair: Kathy Hytten, Southern Illinois University

**F3L**

**Ballroom A**

**On the Path to Tenure: Early Career Faculty Share Some Collective Wisdom**

Join an interactive discussion with recently tenured faculty as they share stories about being early career faculty. This is an informal session so come prepared to ask questions, receive and provide support around such early career issues as publishing, politics, and growth. Participants include **Kristen Luschen**, University of New Hampshire, **Hilton Kelly**, Davidson College, **Andrew N. McKnight**, University of Alabama at Birmingham, **Raquel Farmer-Hinton**, University of Wisconsin-Milwaukee, and **Stacy Otto**, Illinois State University.

**1:45-3:15 pm**

**F4A**

**Heinz**

**Considering Faculty Members’ Negotiation of the Academy**

“Challenges of the Faculty Career for Men: From Privilege to Partnership,” Maike Philipsen, Virginia Commonwealth University

“Why ‘Black’ and ‘White’ Stick in the Throat: A Portrait of Conflict in Teacher Education,” Erika Buhring, Pamela J. Konkol, Yurimi Grigsby, Isabel Nunez, Dara Soljaga, Rachel Eells, Peter Renn, and Simeon Stumme, Concordia University

“Reforming the Academy: A Study of Family-Friendly Institutions,” Maike Philipsen, Virginia Commonwealth University

Chair: Michael Gunzenhauser, University of Pittsburgh

**F4B**

**Parkview West**

**Relational Pedagogy: Death, Life, and the In-Between**

“Mapping the Culture of the Dead: Schooling and the Production of Ontological Death,” Gregory Bourassa, University of Utah

“Mentorship as a Relational Pedagogy of Love,” Mary Jo Hinsdale, University of Utah

“TV Lesbians: Their Pedagogy, Our Relationships,” Kim Hackford-Peer, University of Utah

“Power and Pedagogical Relations in a Teaching *Maquilla*,” Melissa Moreno, Woodland Community College

Chair: Jennifer Esposito, Georgia State University

#### **F4C**

##### **Carnegie III**

##### **Online, Digital, and Technology Issues in Teaching and Foundations of Education**

“Mediated Stories of Educational Mobility: Digital Stories in Foundations Courses,” Jane Van Galen, University of Washington, Bothell

“Varieties of Presence: E-Learning, Teaching and the Foundations of Education,” Dini Metro-Roland and Paul Farber, Western Michigan University

“Pre-service Teachers and Online Spaces: Developing Professional Identities that Include Culturally Relevant Ways of Learning and Teaching,” Tami R. Dean, Illinois State University

Chair: Robyn Bracco, University of Pittsburgh

#### **F4D**

##### **Ballroom B**

##### **Redemptive Education: Critical Perspectives on Higher Education in Prisons**

“Extreme Teaching: Critical Pedagogy in Total Institutions,” George Noblit, University of North Carolina, Chapel Hill

“Making Plans: Identity Construction of ‘Thrice Failed’ Prison Inmates,” Karla Martin, University of North Carolina, Chapel Hill

“(Correct)ive Literature: Examining the Role of Literature in Forming the “Right” Character in Prison,” Amy Simpson, University of North Carolina, Chapel Hill

“Re-representing Redemption: Narratives from Incarcerated Youth,” Allison Anders, University of Tennessee, Knoxville

Chair: Beth Hatt, University of Southern Indiana

Discussant: Luis Urrieta, Jr., University of Texas, Austin

#### **F4E**

##### **Frick**

##### **Geographies of Culture, Technology, and In/Visibility in Education**

“Problems with Stamp Collecting: Education and Immigration Status for Dependent Students in Ireland”, Diane-Sabenacio Nititham, University College Dublin

“Inscribing the Invisible Ether: Radio as Tabula Rasa in the Progressive Educational Era,” Josh Shepperd, University of Wisconsin, Madison

“Towards a Critical Governmental Approach to Research: Analytics, Power, and (In)Visibility in School Security and Surveillance Practices,” Alex Means, OISE/University of Toronto

“The Gift of Education: From Venture Philanthropy to Education Beyond Economism,” Kenneth Saltman, DePaul University

Chair: Kenneth Saltman, DePaul University

#### **F4F**

##### **Vandergrift**

##### **Peace Education: Theory into Practice**

“The Earth Charter as a Framework for a Pedagogy of Peace,” Dale Snauwaert, University of Toledo

“Padua Possibilities: An Immediate Response to Children in Distress,” Lynne Hamer, Alicia Smith, Om Thapa, and Liu Ming Yang, University of Toledo

“The Peace Club: Bringing Peace from the Community to the School,” Cynthia Knechtges, Terri Stibaner, Stacey Pistorova, Linda Alvarado, and Nithya Doraiswamy, University of Toledo

“An Assessment of Padua Possibilities and the School Collaboration: How Can We Know if Peace Can Be Taught and Learned?” Joshua Francis, Defiance College

“Connecting Local Needs with Global Resources,” Fuad al-Daraweesh, University of Toledo

Chair: Dale Snauwaert, University of Toledo

#### **F4G**

##### **Oliver**

##### **Principal, Teacher and Teacher Education Students’ Beliefs about Children from Diverse Backgrounds**

“A Systemic Effort to Understand How Teacher Leaders’ Beliefs and Practice about Children from Diverse Backgrounds Can Shape School Improvement (Texas, U.S.A.),” Sarah Nelson and Patricia Guerra, Texas State University, San Marcos

“Despite Working in a Highly Multicultural Environment, Teachers Continue to Maintain Deficit Attitudes to Diversity within Their Classrooms,” Meredith O’Bree, Cleeland Secondary College

“Pre and In-Service Teacher Beliefs about Children from Diverse Backgrounds: Why What Teachers Believe (Still) Matters,” David Zyngier, Monash University

Chair: David Zyngier, Monash University

#### **F4H**

##### **Ballroom C**

##### **A Brave, New World: Education in One Post-Katrina Charter**

Jenny Gordon, Binghamton University

Kwame Floyd, Teach for America

Aminisha Ferdinand, KID smART

Lara Lebhertz, Pride College Prep

Timmolyn Samms, Neighborhoods Partnership Network

Chair: Jenny Gordon, Binghamton University

**F4I**

**Carnegie I**

**Teacher, Teaching and Teacher Education: Collisions and Collusions of Difference and Equity**

“White Teachers and School Librarians as Mentors of Equity: Narrating the Transformation of Self as Leaders in Anti-Racist, Equity-Minded Education,” Alana Butler, Cornell University, Jisun Yoo, Columbia University, Sofia Villenas, Cornell University, and Alison Remillard, Cornell University

“*Conciencia con Compromiso*: Latina Bilingual *Maestras* Journey from Pre-Service to Novice Teachers,” Linda Prieto, University of Texas, Austin

“Disrupting Comfortable Multiculturalism in Teacher Education and Teaching Practices,” Dolores Calderon, University of Utah

“Mixed Race Asian Americans and the Implications for the Study of Race in Multicultural Teacher Education,” Paul Humbert-Fisk, University of Utah

Chair: Yolanda (Jolie) Medina, Borough of Manhattan Community College/City University of New York

**F4J**

**Phipps**

**Camp, Hoochie Mamas, Lambs to the Slaughter: Constructions of Cultural Texts on Urban Education**

“‘Camp’ at an Urban Middle School: The Leaky Formation of Texas Testing Technologies,” G. Sue Kasun, University of Texas, Austin

“Lambs to the Slaughter: Popular Culture Constructions of Teaching in Urban Schools,” Amelia M. Kraehe, University of Texas, Austin

“Western Discourses of Black Femininity in Contemporary Education: An Analysis of Literature,” Tifani Blakes, University of Texas, Austin

Chair: Anthony L. Brown, University of Texas, Austin

Discussant: Keffrelyn D. Brown, University of Texas, Austin

**F4K**

**Parkview East**

**Theorizing Gender in Educational Spaces: Discourse and the Subject in Poststructural and Postcolonial Frames**

“Desiring-Machines: Deleuze, Cheerleaders, and Girl Culture,” Alecia Jackson, Appalachian State University

“‘More Than Meets the Eye’: Challenging the Trivialization of Gendered Performances,” Lisbeth Berbary, University of Memphis

“Performing Gender as ‘Third-World-Other’: De/colonizing Transnational Feminist Possibilities,” Kakali Bhattacharya, Texas A & M University, Corpus Christi

Chair: Lisa Weems, Miami University (OH)

**F4L**

**Ballroom A**

### **Book Chat with Author Stephanie Mackler**

Stephanie Mackler, Ursinus College, discusses her new book *Learning for Meaning's Sake: Toward the Hermeneutic University* (Sense Publishers, 2009) in which she argues that institutions of higher education should shift their emphasis from knowledge and vocational training to an emphasis on questions of meaning, which lays the philosophical foundation for a hermeneutic approach to education. In this author chat, participants will discuss the implications of these ideas for programs in teacher education and educational studies.

### **3:30-5:00 pm**

**F5A**

**Carnegie III**

### **Access to the Game: Lessons on Equity and Engagement from a Mathematic Reform Effort**

“Challenging Minds: Enhancing Mathematical Reasoning through Games,” Crystal A. Hill, Indiana University-Purdue University, Indianapolis

“A Call to Action: Engaging Parents in a Rural Community,” Daniella Ann Cook, Duke University

“The Practitioner’s Voice,” Monica Gibbs, Wake County Public Schools

Chair: Monifa Beverly Green, University of Central Florida

**F5B**

**Carnegie I**

### **Issues of Gender**

“Power and Popularity: Examining Femininity through the Lens of the Popular,” Sandra Spickard Prettyman, University of Akron

“Continued Apartheid from the West? South African Educational System and Oprah Winfrey,” Sabrina Boyer and Erin Brownlee Dell, University of North Carolina, Greensboro

“Ritualized Girling: School Uniforms and the Performance of Gender,” Alison Happel, Georgia State University

Chair: Sandra Spickard Prettyman, University of Akron

**F5C**

**Parkview East**

### **Challenging Colonial Legacies: Aboriginal and American Indian Survivance and Resistance**

“Disrupting the Status Quo in Aboriginal Students’ Transition to Graduate Studies,” Dolores van der Wey, Simon Fraser University, and Bonnie Waterstone, Simon Fraser University

“‘Go West Young Man’: Manifest Narratives in Social Studies Textbooks,” Dolores Calderon, University of Utah

“Cultural Safety in Teaching Praxis,” Shirley Anne Hardman, University of the Fraser Valley

“Aboriginal Educational Policy in British Columbia and Aboriginal Student Selfhoods,” Lyn Daniels, University of British Columbia

“Urban American Indian Navajo Students Utilization of Holistic Navajo Traditional Teaching to Navigate Higher Education,” Sharee Tso-Varela, University of Utah



Chair: Donna Deyhle, University of Utah

**F5D**

**Oliver**

**Qualitative Research in the Shifting Federal Scene**

“Pedagogies of a Public Market: The Biopolitical Discipline of Bare Life,” Joshua J. Kurz, Ohio State University

“How to Be a Widow,” Nancy McDonald-Kenworthy, Ohio State University

“Mixed Methods in Educational Research: Melting Pot or Salad Bowl?” Daniel Newhart, Ohio State University

Chair: Patti Lather, Ohio State University

**F5E**

**Parkview West**

**Liberal Democracy, Citizenship, and Public Education**

“Civic Virtue: The Role of the States in Public Education at the Time of the Founding,” Stephen Lange, Morehead State University

“Enlightenment and Virtue in Jefferson’s Civic Education,” Stephen Wirls, Rhodes College

“On Statesmanship Education,” Timothy L. Simpson, Morehead State University

Chair: Robert Faulkner, Boston College

**F5F**

**Ballroom B**

**“Unconventional Ways”: Analyzing Youth of Color Culture through Alternative Spaces**

Shantel Martinez, University of Illinois, Urbana-Champaign

Dominique C. Hill, University of Illinois, Urbana-Champaign

Jonathan L. Hamilton, University of Illinois, Urbana-Champaign

Chair: Lisa D. Weems, Miami University (OH)

**F5G**

**Ballroom C**

**Que Onda with Latina and Latino Students: Examining Power, Language, and Identity**

“Beyond the Melting Pot: Exploring a Multicultural and Multiethnic School Setting,”

“Production of Academic and Music Identity Practices: A Chicano Struggling Towards Agency in the Context of Community College,”

“‘So I Don’t Have to Depend on a Man’: Understanding Educational Attainment as Form of Resistance to Gender Oppression,”

“Structural Reform and Empowering School Culture: Improving Academic Achievement of Latino Students,”

Chair: Luis Urrieta Jr., University of Texas, Austin  
Discussant: Melissa Moreno, Woodland Community College

**F5H**

**Phipps**

**Research, Counter-Storytelling, and Critical Race Feminism**

“Shifting Bottoms and Rotating Centers’: Race Scholars on the Politics of Race, Identity, and Research,” Sibby Anderson Thompkins, University of North Carolina, Chapel Hill

“Suited for Resistance: Counterstorytelling the Zoot Suit Riots,” Emily A Daniels and Tomás Boatwright, University of Rochester

“DuBois, Duality, and Critical Race Feminism: African American Women in the Context of Education,” Theodora Regina Berry, American College of Education

Chair: Benjamin Blaisdell, East Carolina University

**F5I**

**Heinz**

**Mentoring through Storytelling for Graduate Students: The Road to Academia**

George Noblit, University of North Carolina, Chapel Hill

Raquel-Farmer Hinton, University of Wisconsin, Milwaukee

Wanda Pillow, University of Illinois, Urbana-Champaign

Sofia Villenas, Cornell University

Denise Taliaferro Baszile, Miami University of Ohio

Adrienne Dixson, Ohio State University

Chairs: Alana Butler, Cornell University, and Ezella McPherson, University of Illinois, Urbana-Champaign

**F5J**

**Ballroom A**

**Editor’s Roundtable: Getting Your Work Published in Journals**

The Editor’s Roundtable will allow conference attendees to meet Darrell Cleveland and Rebecca Martusewicz, the editors from The Journal of Educational Foundations and Educational Studies, respectively. Participants will discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session should be especially beneficial for doctoral students and early career faculty.

**5:30-7:00 pm**

**BUTTS LECTURE**

**William Penn Ballroom**

“School Change and the Culture of Democracy: One Year into the Age of Obama and the Social Challenges Ahead”

William Ayers, University of Illinois, Chicago

Introduction by Dennis Carlson, Miami University (OH)

**7:15**

**Butts Lecture Reception**

Urban Room, 25<sup>th</sup> Floor

**8:00-9:30 pm**

**F6A**

**Carnegie III**

**The Riot In My Soul: Critical Race Testimonies of Black Rage in the Struggle for Social Justice**

Denise Taliaferro Baszile, Miami University (OH)

**F6B**

**Ballroom B**

**Ecological Educational Reform: Citizen Stewards in Southeast Michigan**

Johnny Lupinacci, Center for EcoJustice Education, Ypsilanti

Ethan Lowenstein, Eastern Michigan University

Danielle Conroyd, River Raisin Institute

Gloria Rivera, Bioneers Detroit

Rebecca Martusewicz, Eastern Michigan University

Gary Schnakenberg, Souhegan High School

Shug Brandell, Michigan Coalition of Essential Schools

Chair: Johnny Lupinacci, Center for EcoJustice Education, Ypsilanti

**F6C**

**Carnegie I**

**Inching Towards Inclusion: Social Foundations in Inclusive Teacher Education Programs**

Holly Manaseri, University of Hawaii, Manoa

Christine Murray, The College at Brockport

**SATURDAY, November 7, 2009**

**8:00-10:00 am**

**S1A**

**Ballroom C**

**Toward Eco-Democratic Reforms in Education: A Conversation with Madhu Prakash and Joel Spring**

Madhu Prakash, Penn State University

Joel Spring, Queens College, City University of New York

Chairs: Rebecca Martusewicz, Eastern Michigan University and Steven Wade Mackie, Northwestern Oklahoma State University

**8:30-10:00 am**

**S1B**

**Oliver**

**Methodological Gifts: Reflexivity and Tacit Hopes and Beliefs in Community Research with Burundian Refugees**

Allison Daniel Anders, University of Tennessee

Karen Gill, University of Tennessee

Jessica Lester, University of Tennessee

Nick Mariner, University of Tennessee

Katharine Sprecher, University of Tennessee

Josh Diem, University of Miami

Chair: Jeremy Cole, Georgia State University

**S1C**

**Carnegie III**

**Spatial Analyses, Generation Y, and the Subaltern**

“The Importance of Spatial Analysis in Sociological Education,” Daad Naserdeen and Jeffery Warnke, University of Toledo

“Embodied Re-imagining of Pedagogical Spaces/Places,” Lyudmila Bryzzheva and Shilpi Sinha, Adelphi University

“The Theoretical Playlist: Generation Wh/Y: Implications for the Field of Education,” Mary Crowell, Washington State University

“Theorizing Youth as Subaltern: Discontinuities and Forms of Kinship,” Gerald K. Wood, Northern Arizona University

Chair: Maike Philipsen, Virginia Commonwealth University

**S1D**

**Carnegie I**

**Dewey Studies: In Recognition of the 150<sup>th</sup> Anniversary of John Dewey’s Birth**

“Where Did John Dewey Sit in China: 1919-1921?” Jeff Morrison, Georgia State University

“John Dewey and Contemporary Politics,” Ben Johnson, Ohio State University

“Recovering a Forgotten Critic of Science and Technology: C.E. Ayres’ Challenge to Dewey,” David Isaac Waddington, Concordia University

“The Educational Implications of the Democratic Friendship of Jane Addams and John Dewey,” Ned Gallaway, University of Virginia

Chair: Bruce Romanish, Washington State University, Vancouver

**S1E**

**Heinz**

**Indigenous Issues in Education**

“‘Seeing in the Dark’: Educational Implications of Urban Indigenous Youths’ Understandings of Place,” Tracy Lynn Friedel, University of British Columbia

“Public Education without Government Intrusion: A Freirean Approach to the Problems Inherent in Indigenous Education,” Richard John Reynolds, Eastern Connecticut State University

Chair: W. James Jacob, University of Pittsburgh

Discussant: Donna Deyhle, University of Utah

**S1F**

**Phipps**

**Listening: An Exploration of Philosophical Traditions**

“Plato’s Philosophy of Listening,” Sophie Haroutunian-Gordon, Northwestern University

“An Aristotelian Account of Listening,” Suzanne Rice, University of Kansas

“The Role of Listening in Rousseau’s Ethics,” Megan Jane Laverty, Teachers College, Columbia University

“Dewey and Listening,” Leonard Waks, Temple University

“Herbart and the Moral Dimension of Listening,” Andrea English, Mount Saint Vincent University

“Martin Buber on Listening,” Mordechai Gordon, Quinnipiac University

Chair: Sophie Haroutunian-Gordon, Northwestern University

**S1G**

**Vandergrift**

**Reading Paulo Freire**

“Clashes in Historical Consciousness of White Middle-Class Teacher Candidates: Paulo Freire as Anti-American / Paulo Freire as Quintessentially ‘American,’” Caroline Eick, Mount St. Mary’s University

“Dear Mr. President, Is There Hope?: Working With Pre-Service Teachers to Build Cultural Competence and Transformative Praxis in the Pursuit of a Just Society,” Suzie Henning, Whitworth University

“Standing in the Shadow of Solidarity: Contextualizing Revolution and Justice in Our Readings of Paulo Freire,” Martha Ritter, Franklin Pierce University

Chair: Frank Margonis, University of Utah

**S1H**

**Ballroom B**

**Educating Women: A Conversation about Terror, Peace, Justice, and Healing**

“The Gothic Sublime Schooling Violence: An Aesthetic of Monstrosity,” Kristen Holzer, University of Oklahoma

“Peace: What Does Law Have to Do With It?” Virginia Henson, University of Oklahoma

“The Habits of Educative Healing,” Julie Davis, University of Oklahoma

Chair: Connie Titone, Villanova University

Discussant: Wendy Kholi, Fairfield University

**S1I**

**Parkview West**

**Issues in Teacher Education**

“Equity in FOCUS: An Examination of the Effect of an Incentive Program on Teacher Satisfaction and Turnover,” Whitney Naman, University of Virginia

“In the Line of Duty?: Teachers Who Risk Their Lives to Protect Students,” Sandra Winn Tutwiler, Washburn University

Chair: Sandra Winn Tutwiler, Washburn University

Discussant: Susan Schramm-Pate, University of South Carolina

**S1J**

**Frick**

**Questions of Method in Philosophy of Education: Field of Possibilities?**

“Philosophy of Education as Social Science?” Terri S. Wilson, Southern Illinois University

“The Empiricist's New Clothes,” Chris Higgins, University of Illinois, Urbana-Champaign

“Philosophy of Education as a Way of Life,” Stephanie Mackler, Ursinus College

“The Role of the Normative in Educational Research,” Natasha Levinson, Kent State University

Chair: Cris Mayo, University of Illinois, Urbana-Champaign

**10:15-11:45 am**

**William Penn Ballroom**

**AESA Business Meeting**

**Noon-1:30 pm**

**S2A**

**Parkview West**

**Dare We Transform AESA? IV: Asking the “How” and “What” Questions**

David Gabbard, East Carolina University

H.K. Christie, University of Minnesota

Philip Kovacs, University of Alabama, Huntsville

Kenneth Saltman, DePaul University

Joseph Rayle, State University of New York, Cortland

Ramona Santa Maria, Buffalo State University

Melissa Kristen Smythe, Buffalo State University

## **S2B**

### **Phipps**

#### **Neoliberalism, Decolonialism, and Globalism**

“Timely Reflections: Neoliberalism, Morality and Education,” Bryan David Metcalfe, OISE/University of Toronto

“Decolonial Pedagogy and the Ethics of the Global,” Noah De Lissovoy, University of Texas, Austin

“Reification of the Neoliberal Culture of Control through Induction Programs: School Administrators’ Perspectives,” Laura Elizabeth Pinto, John P. Portelli, Cindy Rottmann, and Karen Pashby, OISE/University of Toronto

Chair: F. Tony Carusi, Georgia State University

## **S2C**

### **Vandergrift**

#### **Historical and Philosophical Inquiry**

“The Influence of Labor in the Establishment of the U.S. Educational System,” Steven Napier, University of Cincinnati

“Globalization and Philosophy of Education,” Joseph Watras, University of Dayton

“Making Teachers/Re-making America: Transformative Teacher Education at Teachers College, 1932-1954,” Sonia Elena Murrow, Brooklyn College

“The Road Less Travelled: A Case Study of the Journey to Coeducation at Randolph-Macon Woman's College,” Michelle Kessler, University of Virginia

Chair: Adam Renner, Bellarmine University

## **S2D**

### **BallroomB**

#### **Aesthetics, Education, and Social Foundations: A Dialogical Inquiry**

Mary Bushnell Greiner, Queens College, City University of New York

David A. Granger, State University of New York, Geneseo

Chris Higgins, University of Illinois, Urbana-Champaign

Wendy Kohli, Fairfield University

Margaret Manson, York University

Yolanda (Jolie) Medina, Borough of Manhattan Community College/City University of New York

Chair: Leann F. Logsdon, Georgia State University

## **S2E**

### **Carnegie III**

#### **Teaching Social Theory: Crossing Borders, Reflecting Back**

“Sexuality in the Arab World,” Rachel B. Jones and Shawgi Tell, Nazareth College

“‘In the Spirit’: Defining Democracy and Public Education in South Africa,” Donyell Roseboro, University of North Carolina, Wilmington

“Indigenous Knowledges and Pedagogy: A Bicultural Approach to Curriculum,” Diti Hill and Adirenne Sansom, University of Auckland

“Religious Identity in the Classroom and the Looking Glass Self,” Christopher Darius Stonebanks, Bishop’s University, and Melanie Stonebanks, McGill University

Chair and Discussant: Daniel Chapman, Georgia Southern University

## **S2F**

### **Ballroom C**

#### **Queer Kids/Straight Schools: Research and Teaching for Change**

“Stand Up, Keep Quiet, Talk Back: Agency, Resistance and Possibility in the School Stories of Lesbian Youth,” Elizabeth C. Payne, Syracuse University

“Teaching for Change: Narratives of Creativity and Persistence,” Melissa Smith, Syracuse University

“Research, Responses, and Reflection on Three Years of the Reduction of Stigma in Schools Program,” Elizabeth Payne and Melissa Smith, Syracuse University

“Out to In: Reflections of a Queer First Year Teacher,” Lauren Hannahs, Syracuse University

Chair: Elizabeth C. Payne, Syracuse University

## **S2G**

### **Frick**

#### **Educating Women: AAUW Research Reports as Documents of Thought**

“AAUW’s Thought as a Theory of Gender,” Connie Titone, Villanova University

“AAUW’s Thought on Coeducation,” Susan Laird, University of Oklahoma

“AAUW’s Feminist Thought on Education, Computer Technology, and Sexual Diversity,” Janet Handwerk, University of Oklahoma

Chair: Sari Knopp Biklen, Syracuse University



## **S2H**

**Oliver**

### **Connecting Schools and Communities: Using Alexis de Tocqueville's *Democracy in America* to Contextualize Contemporary Educational Issues**

"Alexis de Tocqueville as Ethnographer, Political and Social Scientist, and Oracle: Did His 'Equality of Condition' Exist in the 1830s? Does It Exist Today?" Mary Elizabeth Riley Lloyd, College of Charleston

"'Tocquevillean Dualism' in Contemporary American Education," Whitney Anne Naman, Excel Academy Public Charter/University of Virginia

"The Egalitarian Myth and Early American Education," Benjamin Graham Sands Paxton, University of Virginia

"Understanding Alexis de Tocqueville's Curious Notion of Equality and Its Application to Our Search for Equality through High School Graduation Rates," Justin Stone, American Federation of Teachers

"The Equality of Conditions: A Contested Conception within Contemporary Debates about Civic Education," John T. Stroup, Champlain College

Chair: John T. Stroup, Champlain College

## **S2I**

**Carnegie I**

### **Activism at Work: Stories of Sisters in the Struggle Laboring (with)in a Comprehensive Student Support Program**

"Before the Water Broke: Challenging the Great White Hope (with)in a Comprehensive Student Support Program," Daniella Ann Cook, Duke University

"Listening to Ruth: Valuing Community Knowledge (with)in a Comprehensive Student Support Program," Lorie Clark, Chapel Hill Carrboro City Schools

"All Other Ground is Sinking Sand: The Importance of Knowing Your Place (with)in a Comprehensive Student Support Program," Deborah Eakins, Wild Acres Leadership Initiative

"It Will Take More than Salsa: Dismantling Stereotypical Approaches to Latino Student Achievement," Marta Sánchez, University of North Carolina, Chapel Hill

Chair: Michelle Jay, University of South Carolina

## **S2J**

**Heinz**

### **Historicizing Pedagogical Relationships**

"Examining Pedagogy within Networks of Biopower," Gregory Bourassa, University of Utah

"Pondering a Progressive Chronotope: Involving within Time and Space," Mark Brenneman, University of Utah

"Theorizing Neocolonial Educational Relationships," Frank Margonis, University of Utah

Chair: Frank Margonis, University of Utah

**1:45-3:15 pm**

## **AESA PRESIDENTIAL ADDRESS**

### **William Penn Ballroom**

Kathy Hytten, University of Southern Illinois

Introduction by Ameer Adkins, Illinois State University

### **3:30-5:00 pm**

#### **S3A**

**Oliver**

#### **Identity, Performativity, and Transformation**

“Performative Pedagogy: Rehearsals for Reimagining Difference,” John T. Warren, Southern Illinois University

“What is a ‘Transformative’ Pedagogy? Teaching Among the Tensions of Multiple Pedagogies,” Kurt Love, Central Connecticut State University

“On the Value of Corporal Education,” Thomas M. Falk, Ohio State University

Chair: John T. Warren, Southern Illinois University

#### **S3B**

**Ballroom C**

#### **Leo Strauss, Education and Political Thought**

“Democracy’s Friend: Leo Strauss and Liberal Education,” Justin G. York, University of Illinois, Urbana-Champaign

“Leo Strauss and the Neoconservative Critique of the Liberal University: Postmodernism, Relativism and the Culture Wars,” Michael A. Peters, University of Illinois, Urbana-Champaign

“‘Do No Harm’: Leo Strauss and the Limits of Remedial Politics,” Timothy L. Simpson, Morehead State University, and Jon Fennell, Hillsdale College

Chair: Justin G. York, University of Illinois, Urbana-Champaign

Discussant: Stephen Lange, Morehead State University

#### **S3C**

**Phipps**

#### **Present Educational Policy and Modes of Control: Insights from Dystopian Literature**

“Education for a Brave New World,” Eric Sheffield, Missouri State University

“Tests, Consumerism, and the Cruel Drone of White Noise,” Andrew McKnight, University of Alabama, Birmingham

“Curriculum, Standards, and Testing: Orwell’s 1984 and a Ministry of Education for 2009,” Dennis Attick, Georgia State University

“Damned If Rhino or Not: A Foucauldian Read of Ionesco’s *Rhinoceros* in Light of *No Child Left Behind*,” F. Tony Carusi, Georgia State University

Chair: Eric Sheffield, Missouri State University  
Discussant: Jeff Cornelius White, Missouri State University

### **S3D**

#### **Carnegie III**

##### **Taught on Film: Tensions of Desire and Teacher Identity in Popular Media**

“Saints, Scoundrels, and Zombies: Teaching in the Social Imaginary,” Chris Higgins, University of Illinois, Urbana-Champaign

“Unresolved: Student Striving and Institutional Identity in *The Paper Chase*,” David Jelinek, The Collegiate School

“A Note on Scandals: Pedagogical Desire and Institutional Fantasy in Film,” James Stillwaggon, Iona College

Chair: Philip Kovacs, University of Alabama, Huntsville

### **S3E**

#### **Frick**

##### **The Eugenic Impulses of (Special) Education: Historical and Contemporary Examples**

“Eugenics and Intelligence Testing,” Puneet Gill, University of Alabama, Tuscaloosa

“That Which Does Not Exist Cannot Be Heard: The Eugenics of Selective Abortion and the Science Curriculum,” Tasha Parrish, University of Alabama, Tuscaloosa

“The Unspeakable Offenses of Eugenic Ideologies: Untangling Race and Disability in Discourses of Intersectionality,” Nirmala Erevelles and Andrea Minear, University of Alabama, Tuscaloosa

“The Retraction of Independence: The Difficulty of Adopting Inclusive Education in the United States,” Louis Ginocchio, University of Alabama, Tuscaloosa

Chair: Nirmala Erevelles, University of Alabama, Tuscaloosa  
Discussant: Stephen Tomlinson, University of Alabama, Tuscaloosa

### **S3F**

#### **Heinz**

##### **Working with Immigrant and Refugee Youth and Families: Ethnographic Research from the South**

“‘By the End of the Year in May They Were Fully Assimilated’: School Definitions of Success for Burundian Children with Refugee Status in an U.S. Public School,” Allison Anders, University of Tennessee, Knoxville

“The Constraints of ‘Freedom’: Experiences of Refugees from Iraq and Burma,” Silvia C. Bettez, University of North Carolina, Greensboro

“Unaccompanied Immigrant Children: Journeys through U.S. Custody,” Josh Diem, University of Miami

Chair: Margarita Machado-Casas, University of Texas, San Antonio

### **S3G**

#### **Vandergrift**

##### **Academia and Constraints on Faculty Intimate Relationships**

“Academia and Constraints on Intimate Relationships: Framing the Issues,” Andrea M. Hyde, Western Illinois University

“Raising a Toddler Bilingually in a Monolingual Society with Both Parents in Academia: Cake Walk It Is Not,” James Cohen, Western Illinois University

“Thrown into the Mix: How Academia Covers Over Relational Possibilities with/for the Self,” Julia G. Brooks, University of Pittsburgh

“Career First, Family Second: Academia and a Mother’s Compromise,” Robyn Bracco, University of Pittsburgh

“Pure Commitments: For and Against,” Michael Gunzenhauser, University of Pittsburgh

“Anxiety: Consequences for Professors’ Relational Worlds,” Jan Armstrong, University of New Mexico

Chair: Andrea M. Hyde, Western Illinois University

### **S3H**

#### **Ballroom B**

#### **A Crazy Little Thing Called Community: Reflective Inquiry Through Collective Practice**

Deborah Kowal, Eisenhower Junior High School

Cheryl Manade, Steeple Run Elementary School

Jessica Schleimer, Steeple Run Elementary School

Anna Lathrop, Westview Hills Middle School

Angela Trotter, Westview Hills Middle School

Elaina Ktitsou, Neuqua Valley High School

Jean Domanyic, Owen Elementary School

Nicole Bodie, Kendall Elementary School

Lisa Ness, Granger Middle School

Pamela J. Konkol, Concordia University

Chair: Brian D. Schultz, Northeastern Illinois University

### **S3I**

#### **Carnegie I**

#### **Using Action Research to Address Homelessness and Hunger in Urban Schools and to Engage Urban Youth in Social Justice Issues**

Monica Brase, Classical Magnet School

Susannah McGlamery, Classical Magnet School

Patrick Bracken, Classical Magnet School

Classical Magnet School Students

Chair: Monica Brase, Classical Magnet School

**S3J**

**Parkview West**

**Writing to “In Press”: Demystifying the Process of Publishing for Graduate Students**

Jung-ah Choi, Governors State University

Michael G. Gunzenhauser, University of Pittsburgh

Sherick Hughes, University of Maryland, College Park

Bettina Love, Northern Kentucky University

Stacy Otto, Illinois State University

Susan Schramm-Pate, University of South Carolina

Brad Porfolio, Saint Louis University

Chair: Daniel D. Liou, University of California, Los Angeles

**SUNDAY, November 8, 2009**

**8:00-10:00 am**

**Parkview West**

**Executive Board Meeting**

**8:30-10:00 am**

**Sun1A**

**Carnegie III**

**Deconstructing Whiteness in Education, K-20**

“A School for Our Children: A Case Study of Successfully Educating African American Students,” Monica Lamar, Pittsburgh Public Schools

“The Role of K- 12 School Leadership in the Deconstruction of Whiteness,” Judith Touré, Carlow University

“The Enactment of Whiteness in Higher Education from a Doctoral Student and Latina Perspective,” Gabriela Silvestre, St. Cloud State University

“Affirmative Action in Higher Education: A Case Study of the CLEO Program and Whiteness as Property,” Dana Thompson Dorsey, University of Illinois

“In Their Own Words: First-Year College Writers Resist Their Whiteness,” Irene Lietz, Carlow University

Chair: Renee Knox, University of Pittsburgh

**Sun1B**

**Phipps**

**Considering Liberal Education**

“Liberal Education and the Ideal of the Educated Person,” Daniel Mulcahy, Central Connecticut State University

“*Sine Qua Non?* Liberal Education, The ‘Educated Person,’ and Foreign Language Study,” Timothy Reagan, Central Connecticut State University

Chair: Timothy L. Simpson, Morehead State University

Discussant: Stephen Lange, Morehead State University

**Sun1C**

**Ballroom B**

**From Perpetual Motion Machine to Organically Developed Sustainable Assessment**

“Designing Sustainable Assessment With and For Faculty Engagement: The Role of Academic Leadership,” Maria Boada, Art Institute of Pittsburgh

“Another Fine Mess Assessment’s Gotten Us Into: How Composition Faculty Came Together through Qualitative Assessment,” Marjorie Stewart, Art Institute of Pittsburgh

“Intelligent Seeing: Critical Thinking as a Crucial Cross-Disciplinary Educational Outcome,” Maura Doem-Danko, Art Institute of Pittsburgh

“From Resistance to Results: Faculty Reaction to Assessment,” Rebecca Suhoza, Art Institute of Pittsburgh

Discussant: Michael M. Williamson, Indiana University of Pennsylvania

**10:15-11:45 am**

**Sun2A**

**Carnegie III**

**Racism, Poetry, and Teaching**

“If It Walks Like a Duck: Research and Poetry on Race in Education,” Mary Stone Hanley, George Mason University, Jenice Leilani View, George Mason University, and Elizabeth Costello, University of South Carolina

“Embodied Knowledge: Opportunities to Reduce Systemic Racism,” Deborah Rachelle Burns, Southern Illinois University

“Do They Want Me to Wear a Mask?: The Influences of Race and Gender in the Evaluation of Teaching,” G. Rasheeda Ayanru, Shepherd University

“Learning to Find Their Place: Racialized Social Structure in School and Immigrant Students’ Social and English Learning Experiences,” Heekyong Teresa Pyon, University of Illinois, Urbana-Champaign

Chair: Mary Stone Hanley, George Mason University

**Sun2B**

**Phipps**

**Studies on Whiteness**

“The Production and Naming White Allies: Success Stories that Remain White,” Allison Daniel Anders, University of Tennessee, Knoxville, and Michelle Jay, University of South Carolina

“What Have We Done with Our Knowledge of White Privilege? Assessing the Potential Legacy of Peggy McIntosh’s ‘White Privilege: Unpacking the Invisible Knapsack,’” Elizabeth Barwick and Michelle Jay, University of South Carolina

“Confronting Whiteness,” Erin Brownlee Dell and La Wanda Wallace, University of North Carolina, Greensboro

Chair: Allison Daniel Anders, University of Tennessee

## **Sun2C**

### **Ballroom C**

#### **Ecology, Space, and Possible Action**

“Conceptualizing Environmental Refugees in Education: A Transformative Framework,” Jason Goulah, Depaul University

“From the Comic Book to the Classroom: *Animal Man* and the Case for Critical Animal Studies,” Abraham Paul DeLeon, University of Texas, San Antonio

“Cultivating the Master: Learning the Master's Design,” Crystal L. Kroner, University of Missouri, Columbia

Chair : David Mackie, Oklahoma State University

## **Sun2D**

### **Ballroom B**

#### **Emerging Perspectives on International Educational Leadership Practice and Praxis: Studies in Individual, School, Community Success and Resilience**

“Transformation within Community-Engaged Research: A Review of the Literature,” Lina Dostilio, Duquesne University

“Black Male Experiences and Responses to Racism at PWIs,” Rahmon Hart, Duquesne University

“Creating Virtual Learning Opportunities in Kindergarten,” Debbie Burkey Piecka, Wheeling Jesuit University

“Closing Educational Disparities, Closing the Gap: The Case of One Successful School,” Monica Lamar, Pittsburgh Public Schools

“Challenging Conceptions of Quality in Education: ‘Postcolonial Spaces’ and the Urban English Second Language Classroom in Namibia,” Erin Dougherty, Edinburgh University

Chair: Rodney Hopson, Duquesne University

Discussant: Gretchen Givens Generett, Duquesne University