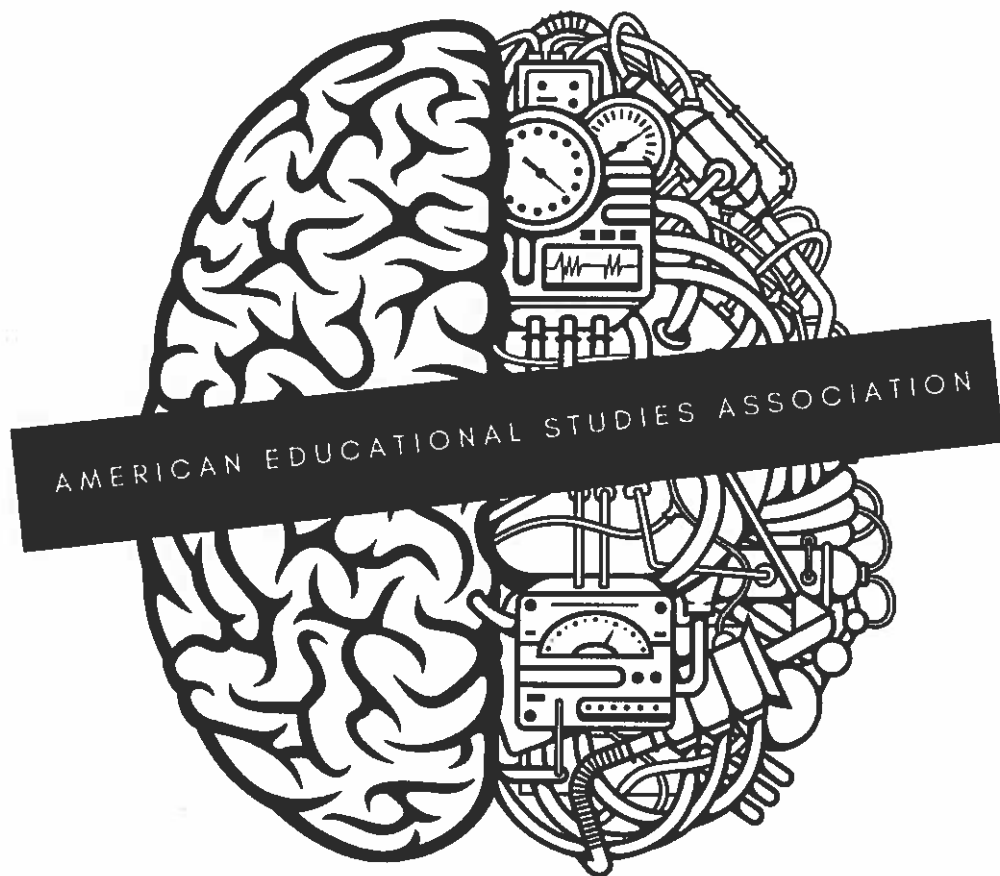


**MEMORY, REMEMBERING, &
FORGETTING: RE-ENVISIONING
EDUCATIONAL WORLDS**



AMERICAN EDUCATIONAL STUDIES ASSOCIATION

NOVEMBER 1-5, 2017

OMNI WILLIAM PENN HOTEL
PITTSBURGH, PENNSYLVANIA



WE'RE LIVE TWEETING!

#AESAS2017

Meeting attendees are encouraged to do the same!

2017 CONFERENCE THEME

Memory, Remembering & Forgetting: Re-Envisioning Educational Worlds

The ontological vocation of educational studies scholars must be to co-construct, deconstruct, and reconstruct educational worlds (spaces, practices and knowledge) so that schooling experiences become more equitable and just in our democratic society (Freire, 1993, 2000). The problem of memory looms large in our ability to do this work—whether we acknowledge it or not. Memory work, which includes remembering and forgetting our own educational experiences, shapes every aspect of our jobs as teachers, researchers, and/or activists committed to maintaining public schools and communities that serve us all equitably. Emerging educational research suggests that teachers' memories of childhood influence their teaching philosophies, classroom practices, and everyday interpretations in schools (Biklen, 2004; Chang-Kredl, 2015; Chang-Kredl & Wilkie, 2016; Miller & Shifflet, 2016). Linking memory studies to educational studies raises both new and enduring questions. The 49th annual meeting of the American Educational Studies Association will explore the role of memory, remembering, and forgetting as key features of teaching, learning, and work in and outside of schools.

Conference participants will consider many of the following questions:

- What is the place of memory, remembering and forgetting in educational research, practice and performance?
- How do individual and collective memories affect educational innovation in schools and school communities?
- How do our childhood memories shape our teaching, research, and service?
- How does autobiographical memory shape experiences of school?
- How does our society remember watershed moments and teach about them in schools?
- What are the collective voices of remembering about schooling inequalities (race, ethnicity, class, gender, disability, . . .) in the United States and abroad?
- How does student or teacher remembering affect student achievement?
- What are conflicts in memories of educational policies and practices?
- How do social memories shape current educational policies and practices in classrooms, schools, communities, and cultures?
- How might remembering facilitate student achievement in STEM? All disciplines?
- How do both individual and collective remembering affect parental participation, or nonparticipation, in schools?
- What novel perspectives might we gain from the collective remembering of marginalized groups in classrooms and schools?

- How does remembering or forgetting impact support for public education?
- How might the politics of memory impact policy agendas?
- What is the role of culture in remembering?
- How might forgetting hinder or facilitate educational innovation?
- How does forgetting contribute to inequalities in education?
- How do different generations recall our educational past?
- How does trauma or tragedy shape experiences of learning and working in schools?
- What is the potential of cyberspace for remembering and for creating a new educational world?
- What are forgotten alternatives, policies, and practices that might envision a more equitable and just educational world?

For further information about the association, please visit www.educationalstudies.org.

WHO WE ARE

The American Educational Studies Association (AESA) was established in 1968 as an international learned society for students, teachers, research scholars, and administrators who are interested in the foundations of education. AESA is a society primarily comprised of college and university professors who teach and research in the field of education utilizing one or more of the liberal arts disciplines of philosophy, history, politics, sociology, anthropology, or economics as well as comparative/international and cultural studies. The purpose of social foundations study is to bring intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools.

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Registration location and hours:

Conference Center Foyer

Wednesday: 3:00pm - 7:00pm

Thursday: 7:30am - 5:00pm

Friday: 7:30am - 5:00pm

Saturday: 7:30am - 3:00pm

Quiet workspace locations:

Carnegie II

Receptions and special meetings:

Wednesday, November 1

Opening Wine and Cheese Reception

5:00-6:00pm, Bob and Dolores Hope Room (Mezzanine Level)

Thursday, November 2

George F. Kneller Reception

7:00-8:00pm, Bob and Dolores Hope Room (Mezzanine Level)

Friday, November 3

R. Freeman Butts Reception

7:00-8:00pm, Urban (Seventeenth Level)

LECTURES AND SPECIAL SESSIONS *(including receptions)*

OPENING SESSION (Wednesday)

Womanish Ways: Re-membling & Reclaiming Black Feminist Fortitude

Nine Black feminist/womanist thinkers, who work in the field of education, reflect on classic Black feminist/womanist texts, and how they have influenced their work as educators, activists, mothers, other-mothers, and sisters. Through dialogue, performance, unmistakable and unapologetic style, these women talk back to those who think Black feminist theory has outlasted its relevancy.

Vonzell Agosto, University of South Florida

Denise Taliaferro Baszile, Miami University of Ohio

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Francyne Huckaby, Texas Christian University

Cheryl E. Matias, University of Colorado at Denver

Berlisha Morton, Independent Scholar

Sabrina Ross, Georgia Southern University

GEORGE F. KNELLER LECTURE (Thursday)

"Scenes of Subjection" in Public Education: Thinking Intersectionally As If Disability Matters

Introduction: Rubén Gaztambide-Fernandez, OISE University of Toronto



Nirmala Erevelles is Professor of Social and Cultural Studies in Education at the University of Alabama. Her teaching and research interests lie in the areas of disability studies, critical race theory, transnational feminism, sociology of education, and postcolonial studies. Specifically, her research focuses on the unruly, messy, unpredictable and taboo body – a habitual outcast in educational (and social) contexts. Erevelles asks: Why do some bodies matter more than others? In raising this question “why,” the tenor of her scholarship shifts from description to explanation to highlight the implications exploitative social/economic arrangements have for making bodies matter (or not) in particular historical and material contexts. Erevelles argues that disability, as a central critical analytic, can have transformative potential in addressing issues as varied as inclusive schooling, critical/radical pedagogies/curricula, HIV/AIDS

education, facilitated communication, school violence, multicultural education, and the sex curriculum. Her insistence on an intersectional analysis foregrounds the dialectical relationship between disability and the other constructs of difference, namely race, class, gender, and sexuality and its brutal implications for (disabled) students in U. S. public schools and (disabled) citizens in transnational contexts. Additionally, transforming her theoretical leanings to committed praxis, she deploys the lens of disability studies to urge her students to think harder, deeper, and more courageously outside the confines of normative modes of education and social theory that only seek to discipline bodies rather than empower them.

Erevelles has published articles in the *American Educational Research Journal*, *Educational Theory*, *Studies in Education and Philosophy*, the *Journal of Curriculum Studies*, *Teachers College Record*, *Disability & Society*, *Disability Studies Quarterly*, the *Journal of Literary and Cultural Disability Studies*, *Punishment and Society*, and *African American Review* among others. Her book, *Disability and Difference in Global Contexts: Towards a Transformative Body Politic* was published by Palgrave in November 2012. This book was awarded the Critic’s Choice Award from the American Educational Studies Association. She is currently working on a book-length manuscript tentatively entitled *Crippling Empire: Theorizing Intersectionality as if Black/Brown/Disabled Lives Matter*.

Dr. Erevelles has twice been the finalist for the Last Lecture Award (2009, 2015) at the University of Alabama. She was awarded the Nelly Rose McCrory Faculty Excellence Award for Exemplary Research in the College of Education in April 2015 and the University of Alabama President’s Research Award in January 2016.

R. FREEMAN BUTTS LECTURE (Thursday)

'Black Like Me': Reframing Blackness for Decolonial Politics

Introduction: Cynthia B. Dillard, University of Georgia



Ghanaian-born George Sefa Dei is a renowned educator, researcher and writer who is considered by many as one of Canada's foremost scholars on race and anti-racism studies. He is a widely sought after academic, researcher and community worker whose professional and academic work has led to many Canadian and international speaking invitations in US, Europe and Africa. Currently, he is Professor of Social Justice Education and Director of the Centre for Integrative Anti-Racism Studies at the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). Professor Dei is the 2015 and 2016 Carnegie African Diasporan Fellow. In August of 2012, Professor Dei also received the honorary title of '*Extraordinary Professor*' from the School of Education, University of South Africa,

[UNISA]. Professor Dei was voted by a Canadian community news magazine as among the top influential Black scholars and community workers in Canada. He received the '*2016 Whitworth Award for Educational Research*' from the Canadian Education Association (CEA) awarded to the Canadian scholar whose research and scholarship have helped shaped Canadian national educational policy and practice. **He has just been made a Fellow of the Royal Society Canada.** Finally, in June of 2007, Professor Dei was installed as a traditional chief in Ghana, specifically, as the Gyaasehene of the town of Asokore, Koforidua in the New Juaben Traditional Area of Ghana. His stool name is Nana Adusei Sefa Tweneboah.

PRESIDENTIAL ADDRESS

School Lunch Matters: Encountering the New Jim Crow and the Anthropocene

Introduction: Julie Davis, The University of Oklahoma



Susan Laird, Ph.D., author of *Mary Wollstonecraft: Philosophical Mother of Coeducation* (Continuum, 2008; Bloomsbury, 2014) and many journal articles and book chapters, has served AESA as presenter (often since 1988) and keynote speaker (1997), and on various program and nominating committees, and then also as George F. Kneller Lecturer (2014), as Vice President (2015) and Program Chair (2016).

Having entered the Education professoriate with the first Title IX generation at the University of Maine (1988-1992), she has taught philosophy of education and feminist thought at the University of Oklahoma since 1992, where she has developed (2002-2010) and coordinated (2010-2017) its graduate program in Educational Studies, and is now Professor of Educational Leadership and Policy Studies in the Jeannine Rainbolt College of Education, and Professor of Women's and Gender Studies and of Human Relations in the College of Arts and Sciences. Past president of the Philosophy of Education Society (2007), of the Society of Philosophy and History of Education (2013), and of the Society for Educating Women (2010, 2015), which she founded together with Susan Douglas Franzosa and Lucy Forsyth Townsend (AESAs, 2006), Laird was the founding faculty adviser for the student-led Oklahoma Educational Studies Association (2000-2017), at whose conferences several past AESA presidents and other educational studies scholars have served as distinguished lecturers.

As a high-school English teacher active in the New York Women's Studies Association, she collaborated with school colleagues, parents, administrators, and students to form the Ithaca Feminist Education Coalition (1980-83). Growing out of that experience as well as her earlier pre-professional experiences in the 1970s serving in OEO day care, Head Start, college Educational Opportunity Programs, GED, and the New York State Human Rights Commission, her scholarship has engaged extra-canonical, often literary and oratorical sources of educational wisdom, aiming thus to understand, credit, engage, nurture, commend, and learn from (rather than appropriate) the philosophical value they can bring to educational policy and practice. She has sought through her research, teaching, and service over the past three decades to make educational studies more hospitable to racially, sexually, and culturally diverse students and educators, including (but not exclusively) both women of color and white women. Over the past decade, her scholarship has engaged ecological inquiry as well.

PRESIDENTIAL PANEL

School-Talk in Philosophy of Education: What Can It Be and Do...?

What school-talk have philosophers of education undertaken, specifically, and why, with what possible consequences? How has that school-talk engaged curriculum theorists, historians and sociologists of education, or not, explicitly, and how have such engagements strengthened such school-talk? What possible contributions can diverse philosophers of education make to school-talk with other educational studies scholars in pragmatic responses to our stated concern? What difference can such cross-disciplined school-talk make for teachers, learners, curricula, and leaders in that context? This panel will be an open-ended exploratory conversation that might spark a collaborative prospectus for school-talk of philosophical, social, historical, and practical consequence for the shared concerns of AESA.

Chair: Susan Laird, The University of Oklahoma

Members:

Sheron Fraser-Burgess, Ball State University

Hilton Kelly, Davidson College

Frank Margonis, University of Utah

George Noblit, University of North Carolina

Isabel Nunez, Indiana-Purdue University at Fort Wayne

Suzanne Rice, University of Kansas

2017 CRITICS CHOICE BOOK AWARD WINNERS

Au, W., Brown, A., & Calderon, D. (2016). *Reclaiming the multicultural roots of U.S. curriculum: Communities of color and official knowledge in education*. New York: Teachers College Press.

Camicia, S. P. (2016). *Critical democratic education and LGBTQ-inclusive curriculum: Opportunities and constraints*. New York: Routledge.

Carter, J. & Lochte, H. (Eds.) (2017). *Teacher performance assessment and accountability reforms: The impacts of edTPA on teaching and schools*. New York: Palgrave Macmillan.

Cervantes-Soon, C.G. (2016). *Juarez girls rising: Transformative education in times of dystopia*. Minneapolis, MN: University of Minnesota Press.

Childers, S.M. (2017). *Urban educational identity: Seeing students on their own terms*. New York: Routledge.

Douglas, T. M. O. (2016). *Border crossing brothas: Black males navigating race, place, and complex space*. New York: Peter Lang Publishers.

Gottesman, Isaac. (2016). *The critical turn in education: From Marxist critique to poststructuralist feminism to critical theories of race*. New York: Routledge.

Meiners, E. R. (2016). *For the children: Protecting innocence in a carceral state*. Minneapolis, MN: University of Minnesota Press.

Noddings, N. and Brooks, L. (2017). *Teaching controversial issues: The case for critical thinking and moral commitment in the classroom*. New York: Teachers College Press.

Sanders, C.R. (2016). *A chance for change: Head start and Mississippi's Black freedom struggle*. Chapel Hill, NC: University of North Carolina Press.

Tavares, H.M. (2016). *Pedagogies of the image: Photo-archives, cultural histories, and postfoundational inquiry*. Springer Nature Publishing.

Wolfmeyer, M. (2017). *Mathematics education: A critical introduction*. New York: Taylor & Francis.

AESA 2017

OFF-SITE PARTY

SATURDAY, NOVEMBER 4TH
7-9PM

HOWL AT THE MOON
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WEDNESDAY, NOVEMBER, 1

001. Opening Wine and Cheese Reception

AESA

Reception

5:00 to 6:00 pm

Omni William Penn Hotel: Floor Mezzanine Level - Bob and Dolores Hope Room

002. Opening Session, "Womanish Ways: Re-membering & Reclaiming Black Feminist Fortitude"

AESA

Lecture

6:00 to 7:30 pm

Omni William Penn Hotel: Floor Mezzanine Level - Lawrence Welk Room

9 Black feminist/womanist thinkers, who work in the field of education, reflect on classic Black feminist/womanist texts, and how they have influenced their work as educators, activists, mothers, other-mothers, and sisters. Through dialogue, performance, unmistakable and unapologetic style, these women talk back to those who think Black feminist theory has outlasted its relevancy.

Presenters:

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Denise Baszile, Miami University of Ohio

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Kirsten T. Edwards, University of Oklahoma

Nichole Guillory, Kennesaw State University

M. Francyne Huckaby, Texas Christian University

Cheryl Matias, University of Colorado, Denver

Berlisha Morton, Independent Scholar

Sabrina N. Ross, Georgia Southern University

interactions with and memories of these changes. Through phenomenological experiencing, remembering, and reflection, students are better prepared to tackle constantly evolving and changing ocean-related issues and understandings for the health of themselves, their community, and the ocean.

Forgetting and Remembering as Settler Colonialism in the Colorado Gold Rush *Kate McCoy, SUNY New Paltz*

This paper approaches a history of the London Mines and Mills in Alma, Colorado by investigating how forgetting and remembering are key to the settler colonial imaginaries that cover the tracks of colonial processes. The author uses the concept of the settler colonial triad (mining investors and managers, low-wage laborers and women, and Indigenous people) to analyze the dynamics of this memory work in an effort to rethink mining histories in the US.

Sex Education, Colonialism, and Magic Tricks: A Call for Alternative Sexual Pedagogies *Caitlin Howlett, Indiana University*

In this paper, I hope to present my research on the relationship between sex education, as a federally funded project in the United States, and colonialism. This project explores the question of why sex education exists through queer of color critiques, and looks back at sex education's history in order to explore its relationship to colonial discourses, and to grapple with the colonial legacy in which contemporary federal policies continue to participate. The central argument is that we ought to look at ending sex education funding as it currently exists and, instead, commit energy to the process of developing alternative sexual pedagogies that disrupt such discourses within schools and allow for the cultivation of a more expanded understanding of what it means to be sexually educated.

Digital Memories: How Video Games Helped Me Question the World *Yacine Kout, University of North Carolina at Greensboro*

My interest in education and video games was born out of a troubling memory that gave me an insight into the power of gaming and learning. My experience playing ActRaiser as a teenager made me question my understanding of religion, worship, believers, and god(s). I was only a teenager when I played this game but this memory has stayed with me. The game and the reflection it triggered have impacted the ways in which I think about religion and the world. In this study, I explore how this specific gaming memory has shaped my understanding of gaming and education. Through an autoethnographic method, I write my memories of the game through evocative vignettes that translate my emotions and reflections. I draw on this understanding to imagine video games and digital spaces as a new educational world.

Chair:

Yacine Kout, University of North Carolina at Greensboro

005. Art of Remembering: Making Art and Doing Memory Work

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

Stories to Re-Member: Drama-Based Professional Development and Research with Teaching Artists *Shannon McManimon, SUNY New Paltz*

This paper, an arts-based research performance text, explores how professional development (PD) using written and performed stories accesses alternative ways of knowing and being that encourage us to re-member ourselves individually as teachers and to re-imagine ourselves as members of critical teaching and learning communities. As a researcher and PD facilitator, I used Teaching Artists' stories as the basis for Theatre of the Oppressed (Boal, 1985) informed activities exploring classroom crises. I then drew on these multivoiced and multi-bodied re-

THURSDAY, NOVEMBER, 2

003. Executive Council Meeting 1

AESA

Business Meeting

8:00 to 12:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

004. Subject Matter: Disrupting the World-Taken-for-Granted in K-12 Education

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Building Sand Castles: Phenomenology and Advocating for Marine Science Education through the (Re)membering of the Ocean *Rachel Anne Gisewhite Svatek, Independent Researcher*

As I think back to how my own erotic relationship with the ocean developed over time, many of my memories include what I learned through various experiences with elders and the natural environment. I learned about the health of marine ecosystems, how my actions and consumption impact aquatic environments, the power and beauty of our oceans and freshwater systems, and being brave. Discussing the memories of others taught me relationality and dependence on healthy oceans. In my paper, I discuss how our knowledge and ways of understanding changes with changes in time and space that comes with growing technological advances, globalization, and the subsequent generation and organization of information, but also through our

enactments of crises to create a multivoiced, collage-style (Leavy, 2009) research re-presentation of data centering issues of cultures, power, and identities. Embodied storytelling and re-interpretation, both in the moment and in text, invite us to remember and process together as well as to re-member our whole selves (bodies, emotions, knowledges) and to re-member ourselves as a critical teaching community that can act together to solve problems and examine multiple perspectives.

Thinking with Fleshy Philosophy, Making Art & Doing Memory Work in the Study of Educational Worlds: Honoring Sensation & Indigenous Imagination *Kelly Clark/Keefe, University of Vermont*

This writing argues that linking memory studies to educational studies needs to consider how memory functions at the interstices of the somatic, natural, and cultural realms. The idea is forwarded that we need methods that work with this interconnectivity and the dynamic images, sensations, stories; i.e. the memories, it produces. Epistemologies and methodologies that reinstall anthropocentrism and over-essentialized views of what it means to be human simply won't do. Drawing on posthumanist and indigenous philosophies that view the inextricable relations between minds, bodies, and the material world, the author argues the use of expressive arts-based inquiry approaches to doing memory work in the study of educational worlds. The work's significance is its joining with other scholar's calls and contributions to theories and practices that sensitize researchers, students, and teachers to diverse epistemologies and methodologies, especially those of historically marginalized groups, indigenous peoples, women, people of color, and people with disabilities.

Chair:

Yolanda A. Medina, Borough of Manhattan Community College - CUNY

Discussant:

Dominique Hill, Amherst College

006. Social Foundations as a Sanctuary for Memory: Remembering and Un-Forgetting - a Pedagogical Tool for Praxis

Cultural Studies of Education

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

We propose a panel discussion examining how educators in K-12 and higher education contexts experience remembering as instructors and how that impacts their pedagogical approaches. Additionally, we explore how remembering is a powerful means to un-forget issues of social justice that continue to cause inequitable outcomes in our communities.

Participant:

Social Foundations as a Sanctuary for Memory: Remembering and Un-Forgetting - a Pedagogical Tool for Praxis *Brian Sohn, University of Tennessee; Barbara J. Thayer-Bacon, University of Tennessee; Yvette Prinsloo Franklin, University of Tennessee/Tennessee Technological University; Sherrie Fairchild-Keyes, Oak Ridge Schools; Sultana A. Shabazz, Tacoma Community College at the Washington Corrections Center for Women; Brittany Aronson, Miami University*

We propose a panel discussion examining how educators in K-12 and higher education contexts experience remembering as instructors and how that impacts their pedagogical approaches. Additionally, we explore how remembering is a powerful means to un-forget issues of social justice that continue to cause inequitable outcomes in our communities.

007. (Re)Envisioning Student Teaching: Who, What, and How?
Other Disciplinary Areas
Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

Act Globally, Teach Locally: Developing an EcoJustice Stance among Preservice Teachers *Marissa E. Bellino, The College of New Jersey; Greer C. Burroughs, The College of New Jersey*

Our childhood memories play a role in one's teaching style and philosophy. As teacher educators, we prepare teacher candidates to address student audiences from diverse backgrounds. The tools and approaches teachers enact in classrooms draw upon memories and experiences with diversity. Preparing teacher candidates to question memories and assumptions, build skills of collaboration across cultural groups, to think critically and creatively, and reflect on deeply embedded assumptions about people and the earth, can be complicated by geographic and sociocultural constraints. In this paper we evaluate the impacts of an Eco-service learning trip designed to introduce students to ways of thinking about their own perspectives and collectively document how their thinking shifts. Our work explores the role experience plays in shaping perceptions about ecojustice and social justice issues. Through the voices of our participants we begin to co-construct understandings of how existing and deeply embedded beliefs can be interrogated and disrupted.

Re-envisioning the Educational World of Residency through Candidate Reflections *Nicholas Shudak, Wayne State College; Daniel Mourlam, University of South Dakota; David DeJong, University of South Dakota; Mark Baron, University of South Dakota*

The proposed paper seeks to uncover teacher candidate memory through a phenomenological investigation and analysis of teacher candidates' experiences in a yearlong residency-based student teaching program. The purpose of this investigation is two-fold, and fits well with this year's conference call pertaining to memory and re-envisioning educational worlds. First, and more generally speaking, the investigation aims toward identifying key and effective design characteristics of a residency program through an analysis of how candidates recount their experiences in residency. Secondly, and more specifically, by analyzing candidate recollections of residency, the investigation seeks to describe what it means for a candidate to be in the educational world of residency through their memory of it. This work is quite salient to the discourse on teacher education in an era of residency programming.

The Teaching Practicum and Developing Pre-Service Teacher Identities *Cara Kronen, Borough of Manhattan Community College - CUNY; Rebecca Garte, Borough of Manhattan Community College - CUNY*

The literature on educator identities indicates that how teachers view themselves as professionals, effects how well they do as pedagogues, their confidence with students, and the length of their careers (Hong, 2010; Ingersoll, 2003; Mahan, 2010) When teacher candidates begin their first pre-service experiences, there is often friction or a disconnect between their student-teaching experience and their previous school experiences, which can lead to apprehension about their future career and increases the potential for exit from the profession (Lerseth, 2013). This work looks at how a new version of the pre-service teaching practicum helps to develop the identities of future educators. This work uses several layers of student achievement data, pre and post practicum interviews, and video analysis of pre-service teaching.

008. Recalling the Principal's Office: Toward Moments of Reflection and Remembering

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

A Sketch of the Leader as a Young Rule-Breaker and Place-Maker
Alisa Algava, CUNY Graduate Center/Bank Street College of Education

A school leader's role is complex enough just trying to navigate instructional, community, and bureaucratic responsibilities on a daily, monthly, yearly basis. So why is it that some progressive school principals take an active/activist stance beyond the bounds of their typically defined "responsibilities"? During a time of punitive reforms that encourage standardization at the expense of children's learning and development, how do these leaders dedicate themselves to humanistic, culturally sustaining/critical, sociopolitical, child-centered schooling? How do they re-present their own pasts and futures as related to their visions of what schooling can and should be for all children, in and with all communities? This project, emerging out of a life story interview with one principled principal, raises pedagogical, methodological, theoretical, and political/policy questions about how educators' memories and stories can inform, illuminate, and potentially transform the relationship between inequitable educational structures and individuals' lives.

Enduring Memories of Influence: Equity-minded School Leaders Leveraging Past School and Family Experiences
Osly Flores, University of Pittsburgh; Jawanza Rand, University of Pittsburgh

This paper draws from a narrative study of five school leaders who have been recognized as holding equitable practices. We desire to reveal three forms of memories—positive, negative, and family—that lay the foundation for our five impartial minded school leaders. Through stories told by our five school leaders we explore how positive memories shape our participants' engagement with students and how participants altered and re-shifted negative experiences to shape their impartial efforts. Finally, participants reveal how their past encouraging family experiences provide lessons and role models of good character.

Chair:

Sheldon T. Watson, Central Connecticut State University

Discussant:

Loyce E. Caruthers, University of Missouri-Kansas City

009. Memory Work in History Education

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

An Internal Encounter: Collective Memory in History Education
Adam Schmitt, Michigan State University

In this conceptual paper, the author examines the relationship between memory and history in order to challenge the idea that history is external to those who encounter it. Drawing upon postmodern and psychoanalytic theory, the author considers implications for history education and what engagement with memory in the history classroom makes possible for how teachers and students make meaning of the past.

History Curriculum as a Tool of Adoptive Witnessing
Neil Orlovsky, University of Toronto

Schools are political spaces and the selective nature of curriculum frames how students come to construct psychocultural narratives of their history, their identity, and their dispositions and interpretations of the Other's action in their learning of trauma and triumph. Through "witnessing by adoption" (Hartman, 1996), history curriculum uses inter- or trans-generational memories to foster a collective narrative that groups treat as a functional truth to define their existence. In areas of intractable conflict, these memories and historical narratives embedded with official curriculum become instrumentalized by filling in the gaps, becoming the binding collective property of a group by interconnecting historical, social, and cultural perceptions into the story they tell about

themselves. As memories become habitual, they weave collective identity into the practices of a culture. While memories alone do not guide behaviour, this paper explores how these memories are given meaning within history curriculum to trigger emotions and perpetuate otherness.

Memory vs. Imagination: The Role of Soul in Social Studies
Margaret Carmody, University of North Carolina at Chapel Hill

Social Studies curriculum is tasked with the dual purposes of socializing the next generation by mastering collective memories of the past and inspiring the next generation by imagining more just civic practices in the future. Many see these purposes as contradictory, and curricula often emphasize one purpose at the expense of the other. I propose that aiming educational practice at maturation of soul instead of mastery of standardized content or utopian fantasy enables a view that these purposes are complementary. My conception of soul as phenomenon arises from hermeneutic study of texts by Rudolf Steiner, founder of Waldorf Education, and Mari Ruti, a Lacanian psychotherapist. A key function of soul as I experience it is to bridge paradox in a way which allows differences to co-exist, is open to the unknown, and creates new relationships which connect rather than divide or erase communities as Biesta (2010) claimed deliberative democracies require.

The Use of Autobiography in History Teacher Preparation
Stephanie Konle, UNC Chapel Hill

This paper proposes to enrich the scope of history/social studies teacher education through the inclusion of autobiography. Education research on the teaching of history has typically focused on what scholars call "historical thinking skills" imported from the professional discipline, including contextualization, perspective, use of evidence, etc. Often, studies revolve around teachers' ability to employ and teach those disciplinary skills. While these methods are important for the promotion of a critical understanding of the past, they neglect teachers' more emotionally fraught interests, concerns, and questions about the past they bring into the classroom. In this research, I convene six teachers who teach history or social studies in the Southeast U.S., asking them to reflect on how their own relationships to—and anxieties about—the past relate to their teaching practice. Participants generated and discussed autobiographical narratives as well as scholarly texts. Findings inform teachers' practice and social studies teacher education.

010. Putting Critical Social Justice Education to Work: Recognition and Remembrance

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Critical Social Justice Education as a Way of Remembering...
Brenna McColl, University of North Carolina, Chapel Hill; Travis J. Albritton, University of North Carolina at Chapel Hill

Re-envisioning an educational structure that is truly equitable requires a paradigm shift to a critical pedagogical approach. This approach should analyze which social groups are disproportionately benefitting from school systems' designs and create a new pedagogical framework for which the diversity of cultures within student bodies are valued as assets to the learning experience. This paper will present a model for which a National Service Program aims to disrupt these hegemonic narratives in North Carolina educational settings. Through the incorporation of Culturally Relevant Teaching and Participatory Education, learners' cultures become incorporated into curricula and learners take an active role in their learning and in effecting social change.

Culturally Relevant Pedagogy in a "Meritocratic" Education System: Knowledge, Culture and the Politics of Recognition

and Redistribution *Leonel Lim, National Institute of Education, Singapore*

Research around culturally relevant pedagogy has gained attention in North America as an approach that empowers marginalized, at-risk learners to achieve academic success and cultural affirmation. Locating its discourse and practice in other societies, however, raises a number of tensions. This presentation explores how teachers engage in culturally relevant pedagogy in Singapore, where the state's ideology of meritocracy has for long downplayed the role of culture in students' learning, even dismissing cultural biases as explanations for the systemic underachievement of ethnic minorities. The research findings suggest that in actively even if unconsciously foregrounding a cultural dimension in their teaching, the five teachers studied are resisting and challenging meritocracy's principle of non-discrimination and engaging in a politics of recognition and redistribution.

Recollections of Identity and Positionality: Critical Pedagogy as a Tool for Understanding Marginality and Addressing Issues of Social Justice in Classrooms *Renee Jeanne Martin, The University of Toledo; Lindsay Vance, The University of Toledo*

This session will probe how autobiographical memory can enable us to understand the ways that the construct of positionality and its imposition on our pedagogies can be utilized as tools to better teach about issues of social justice. It will highlight the efforts of a classroom educator and a professor of educational foundations to engage in a critical multicultural approach that leads teachers to more effectively explore social justice issues within the confines of public education. The presenters assert that helping students recognize multiple realities, and explore inequalities, requires a study of oneself in relation to those who have been marginalized. Through an analysis of the memories that shape our experiences in schools we believe that we can explore our situated historical positionalities.

011. Relationships in Schools: Memories from Childhood

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Conference Level B

Participants:

From Childhood Memories to Valuing Each Student: Re-Envisioning the Student-Teacher Relationship with Daisaku Ikeda's Philosophy *Julie Nagashima, Arizona State University; Melissa Bradford, DePaul University*

The authors used duoethnography (Norris & Sawyer, 2012, Sawyer & Norris, 2013, 2015) as method of research to investigate the *currere* (Pinar, 1975) or lived curriculum of their student-teacher relationships. Revisiting and unpacking childhood memories brought to light the lack of warmth in interpersonal relationships with teachers and other significant adults in the authors' lives. In addition, the authors considered the impact of Daisaku Ikeda's conceptualization of a student-teacher relationship based on the immanent value of each person on their educational praxis. They found that their own shift in priorities from knowledge transmission to cultivation of a personal, warm, individualized relationship with each student fostered a sense of belonging and agency in their students.

The Mis-Education of Tiffany J. Williams: Self as Praxis, Black Feminist Theory as Curricular Intervention, and Teaching as Spiritual Practice *Tiffany Williams, Miami University of Ohio*

Chair:

Kevin Lam, Drake University

Discussant:

Theodorea Regina Berry, The University of Texas at San Antonio

012. Memory and Questions of Privilege: Autoethnography as a Pathway for Critical Pedagogical Revisiting

Cultural Studies of Education

Panel Discussion

10:15 to 11:45 am

Omni William Penn Hotel: Conference Level C

Through an autoethnographic gaze into education, this panel strives to illustrate the intersectionality of race, privilege, gender identity and power relations, which define educational experiences, opportunities and the discursive regulatory dispositions of schooling. We rely on epistemological tools from various philosophical and critical perspectives to contextualize testimonial storytelling, fiction and memory as creative possibilities to seek and improvise critical spaces, counter narratives/memories, relational pedagogies and equitable forms of communal agency. Thus, we rely on philosophies that seek to disrupt the premises of normative templates of what is commonsense, acceptable and mundane in educational experiences and settings. We employ autoethnography to re-negotiate our own subject positions, while reviving a relational pedagogical engagement with otherness and individual experience. The panel strive to interrogate the dynamic interplay of experiences and memories that cultivate useful tools for transformative learning experiences to challenge the dynamics of whiteness, heteronormativity, and other forms of discrimination.

Participants:

Empowering Poetic Pedagogy: Uncovering the Memory of Privilege in College Classrooms *Engin Atasay, Bristol Community College*

please see uploaded panel proposal

Evocative Autoethnography: Using Childhood Memory to Expose the Experiences of Children with Two Moms *Zoe Hanse-DiBello, University of Massachusetts*

please see uploaded panel proposal

Autoethnographic Research-Based Fiction: Recalling the Memory...Reimagining the Story *Nicole Semas-Schneeweis, University of Massachusetts*

please see uploaded panel proposal

From Punk Rock Rebel to Public School Teacher: Trials, Tribulations, ...and Privilege (An Autoethnography) *Kelly Stanunas, University of Massachusetts*

please see uploaded panel proposal

013. Challenges and Possibilities for Developing a Black Educator Workforce

Other Disciplinary Areas

Panel Discussion

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Frick

Participant:

Challenges and Possibilities for Developing a Black Educator Workforce *Conra D. Gist, University of Arkansas; Abiola Farinde-Wu, University of Pittsburgh; Emery Petchauer, Michigan State University; Demetrius Davis, Catalyst Maria Charter School*

014. Toward a Pedagogy of Remembering: Race, Culture and Trauma

Social Context of Education

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Heinz

For educators, are some knowledges too dangerous, too repulsive, or too discomfiting for life in schools? In this symposium, we suggest that anti-oppressive education has a "remembering obligation". The first paper examines Somali youth's remembering of early childhood experiences of race and religion to consider the embodied implications of remembering for navigating Muslim and black immigrant identities. The second paper explicates the importance of social memory for Hmong American identity, to analyze the consequences of the forgetting fostered by subtractive

schooling on Hmong families and community. In a different way, the third paper problematizes the forgetting school demands in childhood trauma discourses, and calls for a humane remembering by teachers. The last paper examines the remembering of the ghosts of whiteness in the educative labor of parenting for advancing work toward racial justice. Together, the papers advances a pedagogy of remembering for addressing race, culture, and trauma in educational studies.

Participants:

"No One Wanted to Play with Me": Childhood Memories of School of Somali High School Students *Nimo Abdi, University of Minnesota*

This paper draws from a phenomenological study that explores early experiences of schooling among high school Somali students, in order to highlight the role of memory in understanding possibilities for the lived body. By examining Somali youth's lived stories about early schooling experiences that were shaped by experiences of race, and religion, I illustrate the role of the lived body as a site where remembering often happened as youth engaged with socially constructed discourse about being Muslim and black immigrant. Hence, for Somali youth remembering certain moments in school were more than recalling events, but rather, were moments of reliving specific moments that lead to new ways of engaging with the world and with the other.

The Significance of Social Memory-Making for Hmong American Education *Ariana Yang, University of Minnesota; Bic Ngo, University of Minnesota*

Social memory theorizes the bringing together of social identity and historical memory by individuals within an ethnic/racial community that facilitates the collective construction of group identity through shared experiences (Fassin & Rechtman, 2009; Olick & Robbins, 1998). The social memory of Hmong Americans include legacies of the Secret War (Hamilton-Merritt, 1999). Yet, there are growing numbers of second and third generation Hmong American students who are farther removed from their families' experiences during and after the Secret War in Laos. In this paper, we ask: What does it mean for the Hmong family and community when Hmong American youth forget the social memory that undergirds Hmong American identity? Our explication draws on in-depth, semi-structured interviews with Hmong immigrant high school students and community leaders to explore the meanings of social memory loss for Hmong students and families, and the role of school in students' forgetting and remembering.

The Intelligibility of Trauma and Remembering as a Transformational Act for Teachers *Ann Mogush Mason, University of Minnesota; Tracey Pyscher, University of Western Washington*

In a U.S. shaped by an old form of western individualism and newer eugenicist leanings, institutional responses to children and youth with experiences of trauma/domestic violence have also become individualized—removed, in other words, from their sociocultural and sociohistorical contexts (Baker, 2006). To be and become a teacher in this dehistoricized, scientifically pathologizing system, one faces consistent demands to forget how the sociocultural locations of our students are inextricably connected to how those children engage with and behave at school. We explore connections between the recent popularity of childhood trauma discourses (e.g., Dong, et al., 2004) and demands for teachers to forget their own humanity. Using critical sociocultural perspectives from (dis)ability studies, embodied resistance, and narrative inquiry, we share stories from our standpoints (as a survivor of domestic violence/researcher/educator and as a researcher/educator/parent of trauma survivors) to call for a more humane remembering.

Co-parenting with Ghosts: Nurturing Transgressive White Identity Development *Alissa Case, University of Minnesota*

The historical, political and social constructions of white supremacy haunt temporal and relational fields in our every moment. Our collective memories and truths unveiling the

violence of whiteness (Watson, 2013) invite ghosts that disrupt a linear understanding of time and have the power to sever our capacity to build authentic and intimate interracial relationships. In order to fight back against the machine of white supremacy, we must acknowledge these ghosts, forge different relationships with them, and make space for both "mourning" and "militancy" (Muñoz, 1999, p. 74). In this paper I explore narrative vignettes of parenting my white child to address the questions: What does it mean for white parents to nurture transgressive white identity development in their children? What memories and ghosts must we combat and thus, what weapons must we arm our children with?

Chair:

Bic Ngo, University of Minnesota

Discussant:

Ming Fang He, Georgia Southern University

015. Adult Memories and Mythic Childhoods: Envisioning Socially (Un)just Childhood through a Psychoanalytic Lens Social Context of Education

Symposium

10:15 to 11:45 am

Omni William Penn Hotel; Floor Conference Level - Oliver

The three papers in this panel explore how adult memories and nostalgia work to influence our beliefs as educators about socially just childhoods. Across each of the papers, memory takes on political, social, personal, and emotional significance. We work toward untangling how aspects of childhood, and perhaps especially difficult childhoods, can only be understood in a post hoc manner, that is, through the adult's perspectives. The theoretical framework drawing our papers together is psychoanalytic in nature, and addressed through representations of childhood innocence, displacement, replacement and loss. We are interested in the emotional impact of social and political memories as well as the work of the inner world to make meaning from inherited legacies. Our aim is to dislodge any universal sense of childhood as wholly coherent or without conflict, as it is embedded through our adult ways of remembering and forgetting.

Participants:

Childhood Memories of the Emigrant Experience: Filling in the Gaps *Sandra Chang-Kredt, McGill University*

Through the lens of Julia Kwan's 2005 film *Eve and the Fire Horse* and Maxine Hong Kingston's 1976 fantasy-autobiography, *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*, I examine how their child-protagonists, as second-generation Chinese immigrants in a society that unabashedly promoted the male child over the female child, are portrayed as learning about their place in the world. In the interstices of collective voices from the past, Kwan and Kingston describe how the girl-child must fill the gaps of their families' cautionary 'talk-stories' and legacies of unlucky omens. It is in these gaps that the child's imagination gets weaved into the second-hand memory stories to form personally meaningful visions of self and social justice. The paper applies a feminist-psychoanalytic framework to examine the second-generation girl's perspective advantage (Ladson-Billings, 2000).

Mourning, Melancholia, and the Replacement Child: On the Memorial Pedagogy of Loss *Lisa Farley, York University*

This paper draws from Sigmund Freud's (1917) concepts of mourning and melancholia to examine the inter-generational passage of traumatic loss as symbolized in the literary figure of the "replacement child" (Schwab, 2010). I trace the ways in which the logic of traumatic history can painfully repeat in the figure of the child, but also, how this same figure may also set into motion creative processes, needed to mourn and so resignify a relationship to this very inheritance. I take as my object of analysis Anne-Marie MacDonald's novel (2014), *Adult Onset* that features a replacement child struggling to work through a history of familial and cultural loss. The novel, I suggest, offers a window into childhood as a haunted house symbolizing the abject return of traumatic history otherwise repressed inside dominant narratives of nation and normative growth (Ahmed,

2010).

(Re)membering Childhood: Memory, Crisis, and the Myth of Childhood Innocence *Julie C. Garlen, Georgia Southern University*

This paper seeks to explore how memory, remembering, and forgetting operate to shape, limit, and foreclose arguments about social and material relations among children, and between children and adults, specifically early childhood educators. It takes up the challenge offered by Chang-Kredl and Wilkie (2016) to grapple with our "inner experiences of childhood in order to detect and perhaps interrupt unconscious links with our pasts" (p. 318). Bringing together Faulkner's (2010) sociological work on childhood innocence with Morrison's (2015) portrayals of childhood in *God Help the Child*, I consider how memory work helps us untangle our own subjective memories of the experience of childhood from our assumptions about, and understandings of, children today so that we can understand how the myth of childhood innocence operates as a form of exclusionary social practice that shapes early childhood education.

Discussant:

David Lewkowich, University of Alberta

016. (De)constructing Traditional Teacher Education to (Re)construct Social Justice Teacher Education

Teacher Education
Alternative Session
10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

This alternative session presents the transformation of the teacher education program at one mid-sized public institution. We share our collective efforts mobilizing in the smaller setting of faculty on our college campus to center social justice in our teacher preparation program. Given our local, contextualized efforts, this has led us to question what does this mean for teacher education to mobilize at a national level scale across our discipline in this current neoliberal landscape under the Trump administration? In alignment with this year's conference theme, we seek to incite a conversation that will dismember or deconstruct teacher preparation (relying on the historical memory of teacher education) at a national level to co-construct new possibilities for centering social justice teaching with our pre-service teachers. Our focus is to move from what we have done at our institution to a grassroots-dialogue with teacher educators within AESA to expand this conversation nationally.

Participant:

(De)constructing Traditional Teacher Education to (Re)construct Social Justice Teacher Education *Molly Kelly, Miami University, Oxford Ohio; Scott Sander, Miami University, Oxford Ohio; Brittany Aronson, Miami University, Oxford Ohio; Rachel Radina, Miami University, Oxford Ohio; Ashley Cartell Johnson, Miami University, Oxford Ohio; Andrew Saultz, Miami University, Oxford Ohio; Ganiva Reyes, Miami University, Oxford Ohio*

This alternative session presents the transformation of the teacher education program at one mid-sized public institution. We share our collective efforts mobilizing in the smaller setting of faculty on our college campus to center social justice in our teacher preparation program. Given our local, contextualized efforts, this has led us to question what does this mean for teacher education to mobilize at a national level scale across our discipline in this current neoliberal landscape under the Trump administration? In alignment with this year's conference theme, we seek to incite a conversation that will dismember or deconstruct teacher preparation (relying on the historical memory of teacher education) at a national level to co-construct new possibilities for centering social justice teaching with our pre-service teachers. Our focus is to move from what we have done at our institution to a grassroots-dialogue with teacher educators within AESA to expand this conversation nationally.

017. Who's Afraid of Racial Justice? Memories and Experiences

of Racism

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

How Memories of Race and Racism Shape Families and Teachers' Views of Racial Justice Curriculum *Kirsten Cole, Borough of Manhattan Community College - CUNY*

Parents and teachers often wrestle with how to talk about race and racism with young children, particularly in times when issues of racial identity and acts of racism are highly visible. Data for this paper is drawn from a qualitative study exploring how early childhood educators teach about issues of race and racism. Interviews with one early childhood teacher and parents in her racially and ethnically diverse kindergarten classroom revealed how parents and teachers' beliefs about this curriculum are shaped by their own memories and experiences of race. Use of the life history method for qualitative research illuminated these different perspectives. This paper documents what happened when the notion of "colorblindness" became "upended" and resulted in new understandings for both the teacher and parents about the importance of teaching and learning about race and racism in early childhood.

More than Meets the Eye: Segregation's Reinscription across Continental Divides *S. Gavin Weiser, University of South Carolina*

How does segregation, separated by continental divides, divide individuals, while converging experiences? The racism endemic within segregation underlines a worldwide quandary. How does school segregation on two continents impact experiences of students, knowing that segregation, much like the racism that informs and demands this segregation, may be permanent? How can two nations, divergent in so many ways, suffer through such similar experiences with segregation, even as its explained away as other phenomena? In analyzing these cases of segregation, we can see how two nations that ended school segregation can inform one another. Attempts have been levied within both contexts to change the structures of segregation, yet few have been successful. While we conceptually understand that race and racism plays a role in the experience of students across the globe, this paper not only seeks to understand these experiences but also to amplify the narratives of those who have experienced segregation.

Standardized Testing and School Segregation: Racial Coding and Erasure of White Supremacy through Testing *Matthew Knoester, Ripon College*

Recent research suggests that high-stakes standardized testing has played a negative role in the segregation of children by race and class in schools. In this study we review research on the overall effects of segregation, the positive and negative aspects of how desegregation plans were carried out following the 1954 Supreme Court decision *Brown v. Board of Education*, and the de facto re-segregation that followed the dismantling of many desegregation plans, along with the increase of school choice plans. We then analyze these effects in light of the ways that high-stakes standardized testing has grown in importance and intensity in US education policy and practice, especially during the most recent period of school re-segregation. Based on the evidence we argue that the intrinsic features of high-stakes testing, combined with current systems of school choice, function as mechanisms used for racial coding that facilitate segregation and compound inequalities found in schools.

018. Becoming Subjects in Education: Black Women Remembering

Other Disciplinary Areas
Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift
Participants:

Black GIRLS Coalescing: Race and Gender Solidarity in Educational Discourse *Salandra Bowman, University of South Carolina; Salandra Bowman, University of South Carolina*

This research project is guided by one question, how might a Black female-centered participatory methodology look? Only recently have Black girls been engaged in research of which they are the subjects. In other cases, Black girls are quantified and misrepresented via negative statistics. Black female educators are often represented as a tension with or as pressure release valves for Black girls. But they are rarely with regard to their positionality. This project seeks to build community among Black Girls of varying generations, to celebrate our stories and engage in a process by which they can be preserved.

Daring a Radical Imagination: Black Women, Memory-Making and Memory re-Claiming in the Academy... *Elizabeth J. Cook, University of Texas at San Antonio*

This paper is driven by a Critical Race Feminism (CRF) (Wing, 1997; 2003) perspective and draws on the radical idea that Black women re-Claim and call out historical and institutional memories that impact their experiences in the doctoral pipeline and their paths to the professoriate. The multiple ways and times that Black women in doctoral programs are coerced into educating, re-educating, explaining and then 'White-splaining' situations and political positions, demographic concerns and cultural nuances creates spaces of exhausting oppression and racial battle fatigue for them. However, these requests are not new to us, our memories as both educator and student impact the way that we deal with the institutional expectations of our Black bodies. This intersectional perspective of living and being in the world and an acute awareness of our selves as Black women, challenges our memories of both home and school and our place in each of these spaces.

(Re)membering and Becoming Black Women Teacher Educators *Iesha Jackson, University of Nevada, Las Vegas; Keisha McIntosh Allen, University of Maryland Baltimore County*

Scholars are beginning to more fully critique the hegemony of Whiteness in teacher education, and the contributions of Black women teacher educators are becoming more widely known. However, less visible in the literature is the process required for Black women to (re)member their own schooling in an effort to reimagine paradigms of teaching and learning that honor Black students' ways of knowing and being. Our co/autoethnography utilizes Dillard's (2008/2016) process of (re)membering to uncover the ways in which our identities and practices as teacher educators are shaped by our lived experiences as Black girls/women in predominantly White schools. We use our personal narratives as well as our co-constructed understandings to (1) discuss the heritage knowledge that has been awakened in us through (re)membering and (2) begin to re-envision schooling for Black students.

019. Not Gone with the Wind: The Continuing Significance of Race in Educational Studies

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I
Participants:

The New One-drop Rule: Challenging the Persistence of White Supremacy in Integrated Schools *Benjamin Blaisdell, East Carolina University*

The one-drop rule refers to the process of being racialized Black when someone contains any amount of Black ancestry, i.e. one drop of Black blood (Davis, 1991; Khanna, 2010; Saperstein & Penner, 2014). In this paper, I flip the metaphor of the one-drop

rule. I use what I call "the new one-drop rule" to explain how even the smallest presence of whiteness can be used to reassert white supremacy—a cultural system where "ideas of white superiority and entitlement are widespread" (Ansley, 1997, p. 592)—and to disrupt attempts at racial equity in school settings. I explain how even one drop of whiteness can function to disrupt the development of teachers' and schools' racial literacy (Guinier, 2004). I also share the efforts of teachers and administrators who were able to use their own racial literacy to counteract reassertions of white supremacy and to maintain the pursuit of racially equitable practices

Toward a Theory of Racial Opportunity Cost *Terah Venzant Chambers, Michigan State University*

Over the last eight years, I have amassed a body of scholarship that examines the experiences of high-achieving students of color; specifically, I have articulated the costs their academic achievement has brought as well as the role of the school in making academic success more or less costly. I call this negotiation of space by high-achieving students of color racial opportunity cost. However, while this previous work has articulated various aspects of this theory as applied to the situation of minoritized students in a high school context, less well articulated has been aspects of this theory for use in other areas. Thus, the purpose of this paper is to flesh out the theoretical contributions of this construct and its potential broader use.

020. EcoJustice Education: Mad Studies and Dope Foundations

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III
Participants:

Inedible Mushrooms in the Wood: Oppressive Hierarchy in Mad Studies and EcoJustice Education *Jacqueline Pruder St. Antoine, Eastern Michigan University*

As we cannot know the sky without stars or the ocean without the tide, I cannot know myself without madness. It is me. I am it. As we accept sharks as members of the ocean and inedible mushrooms as members of the wood, I cannot believe that my madness, my "me"-ness is a sickness to be cured. Saneism and ableism are immersed in our world, creating gaping wounds among those deemed disabled and/or mentally ill. If memory shapes educational work, consider the way the lines between a sound-unsound, sane-insane, able-disabled bodymind continue inequalities of the past and present. Conflict exists between those valued and devalued in education. Ecojustice, disability, and mad studies scholars understand hierarchy as the principle crisis connecting all forms of oppression. Drawing on ecojustice, disability, and mad studies, it can begin to be explored how oppressive structures intersect and diverge in education within these frameworks.

Material Warmth of Place: Ghost-Mapping the Colonial and Tactile Compositions of STEM Pre-Service Teacher Subjectivities *Stacia Cedillo, The University of Texas at Austin*

This paper pushes critical research on STEM pre-service teacher subjectivity to "experiment" with affective and new materialist methodologies that take seriously the worldly relationality between PSTs and the animated 'nature' and 'environments' of their STEM teacher education program-worlds by asking: How are the material worlds of pre-service teachers entangled in "tactile compositions" (Stewart, 2014) with colonial pastpresents (Nxumalo, 2016) which spatialize them, and pre-service teachers of different materially-assembled worlds, as 'temperate' and affective colonial subjects? I draw upon material artifacts, including portraits/plaques of memorialized building namesakes, to situate this material worlding of STEM PST education within a colonial frame and decolonizing project. Barad's (2007) entanglement, Stewart's "tactile compositions" (2014),

Massumi's (2015) affective understandings of hives, swarming, and collective subjectivity, and Shabazz's (2015) cartographic "ghost-mapping" techniques are used in analysis. Findings suggest that STEM PST subjectivity is a multi-dimensional becoming that must include a material-affective analysis when undertaking an emancipatory project.

Social Ecology as Philosophical and Ethical Foundation for Ecojustice Education *Kevin James Holohan, Grand Valley State University*

In this paper, I examine the theory and philosophy of social ecology as developed by the late Murray Bookchin (1921-2006) as a possible comprehensive framework for a curriculum resting upon an anarchistic and ecological ethics. I first review some of the approaches to teaching and learning that fall under various labels including environmental education, ecological literacy, and/or ecojustice pedagogy. In doing so, I am interested in examining the underlying philosophical and ethical foundations of each of these approaches. I continue with a more detailed consideration of the philosophy of social ecology as well as its ethical implications for human thought and behavior. In short, social ecology advances what might be called an anarchistic philosophy of nature and an accompanying ethics based upon mutuality, cooperation, non-hierarchy, and diversity. Lastly, I consider what the philosophical and ethical foundations of social ecology imply for the content of an ecologically oriented education.

EcoJustice Approach to Education: (Re)envisioning Learning Through Love *Monica K. Shields, Eastern Michigan University*

In a neoliberal culture, worth without a price tag is paradoxical. Efficiency, high-stakes, and accountability dominate the lexicon in schools. Kindness, much less affection or love, has moved so far out of our memory it is often uncomfortable to share such feelings, experiences, and language even with close family. Imagine the ephemeral cringe a teacher would feel bringing affection and love into the classroom. I will argue that affection drives connections. It is through building and healing connections and connecting with place that we learn to experience a type of love that gives us the perseverance to make choices that alleviate or reduce suffering, even if the result is not immediately visible. Teachers in this study remember a time when affection was not subdued for efficiency. Critical discourse analysis examines how teachers internalized and incorporated the EcoJustice philosophical traditions into the classroom to challenge our negative cultural biases towards affection.

021. Remembering the Role of Advocacy and Mentorship in Latinx Communities

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Conference Level B

Participants:

Collective Invisibility as an Impetus for Continued Advocacy in a Latinx Community *Nancy Ares, University of Rochester*

The Latinx community in Rochester, NY is engaged in a decades-long struggle to be seen, heard, and included as advocates and allies press the school district and other agencies to acknowledge the particularity of the Latinx community's experiences. This paper will provide a historical overview of the challenges the Latinx community has confronted in elementary and secondary schools in Rochester, New York over three decades, and describe the resources and activism that have developed. Finally, it will describe a participatory action research project conducted by a local Latinx-serving social service agency – Ibero American Action League – and faculty and students at a local university aimed at affecting local education policy.

"I Remember My Dad Would Always Tell Me that Education is the Most Important Thing:" The Role of Latino Fathers in the Educational Pursuits of Latino Male Collegians *Oscar E.*

Patron, University of Pittsburgh

Latino males have been at the center of educational research in recent years. Although they have been labeled as vanishing from higher education, there has been a consistent increase in their postsecondary enrollments. This paper focuses on successful Latino males and the specific role that their fathers played in their educational journeys. Data for this study are based on in-depth interviews with 24 Latino males from four different institutions. Emergent themes include 1) unconditional support from fathers and 2) challenging father-son relationships as a result of Latinx cultural expectations.

Re-Envisioning Latin@ E-Mentoring as a Colored Safe Space of Love and Hope *Juan Rios Vega, Bradley University; James Martinez, Valdosta State University*

Re-Envisioning Latin@ E-Mentoring in Institutes of Higher Education is understudied and has shown support in empowering an equitable lens for all. Latin@ scholars report on a successful e-mentoring circle between six Latin@ critical educators who are learning to co-construct, deconstruct, and reconstruct memories and experiences of marginalization while developing a colored safe space of hope, affirmation, liberation, and love in predominately white institutions.

022. We Have Long Memories: Remembering the Decades Long Impact of Ideology and Philanthropy on Educational Policy Politics and Policy in Education

Symposium

12:00 to 1:30 pm

Omni William Penn Hotel: Conference Level C

This collection of papers will, overall, problematize and examine 1) the current political forces and political ideology driving education reform today, 2) the ongoing role of philanthropists in shaping education reform discourse and policies; 3) the expanding influence those philanthropists have on higher education; and 4) how philanthropic and intermediary organizations have developed influence at the state level through the creation of pro-marketization networks.

Participants:

Ideological Influences on Education: The Confluence of Neoliberalism, Neoconservatism, and Post-Neoconservatism *Jamie Atkinson, University of Georgia*

"The Haves and the Have Mores": The Continuing Ideological War on Public Education (or Tracking the Money) *Kathleen deMarrais, University of Georgia*

Tracking the Money: Philanthropy Goes to College *Kathleen deMarrais, University of Georgia*

Birds of a Feather: The Role of Venture Philanthropy and Intermediary Organizations in Developing a National Network of Education Reformers *T. Jameson Brewer, University of North Georgia*

Chair:

T. Jameson Brewer, University of North Georgia

Discussant:

Jamie Lewis, Georgia Gwinnett College

023. Teacher Activism and Higher Education: Theory, Research and Praxis

Teacher Education

Alternative Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Frick

This alternative session is about teacher activism as practice and as an object of scholarship/research. While some scholarship on teacher activism exists, it rarely finds its way into teacher preparation or masters programs, and generally rarer in discourse and policy related to teacher professionalism. We see this as perpetuating a vision of what teaching is that fosters a teaching force that rarely participates in educational policy formation or wider social action, and one that fails to recognize teacher work as existing in anything beyond their classrooms. This session

considers how teacher activism is theorized in existing literature and how these theories relate to actual experiences of teacher activists. Participants will be encouraged to share their experiences as faculty and graduate students interested in teacher activism, any work they have undertaken as activists, and their ideas about gaps and tensions within or between teacher activist theory/research and activist practices.

Discussants:

Kurt Stenhagen, Virginia Commonwealth University
Sylvia Bagley, University of Washington
Erin Dyke, Oklahoma State University
Brianna Nomi, Virginia Commonwealth University
Martha Ritter, Cabrini University
Zachary A. Casey, Rhodes College

024. "Living a Feminist Life" Within and Outside, Academia:

Thinking with Sara Ahmed

Other Disciplinary Areas

Symposium

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

This panel draws from Sara Ahmed's recent text, *Living a Feminist Life* (2017), as a theoretical touchstone to consider the actions, troubling, and becoming 'feminist' living might entail in our contemporary contexts. Grounded in women of color feminisms and positioned in various institutional settings, six feminists engage with Ahmed's ideas to re/member, forget, and disrupt conventional feminist theorizing to explore multiple dimensions of becoming, doing, and living as feminists.

Participants:

Why My Mother's Feminism Matters: It Did Not Start with You. *Jeong-Eun Rhee*, *LIU Post*

In response to Sara Ahmed's *Living a Feminist Life*, and AESA's call for memory work, I come back to Aesop's fable, "the Bat, the Bird, and the Beast" to "re/member" my intergenerational and transnational feminist becoming and living. In the fable, a bat wants to be both a bird and a beast, but being neither, s/he is refused by both. Connecting my postcolonial feminist memory-identity-desire to the positioning of the bat in the fable, I re-engage with the moral of the story that instructs exclusive loyalty and re/member the promiscuous potential of the bat.

Re/membering is the double acts of recollecting and becoming a member again. Through this memory-identity-desire work that must bridge the past, present, and future across national borders, I re/member why my mother's feminism matters. This is to offer a way to go beyond gender in feminist education work.

Trans/national "Feminist" Social Justice: Engaging with Racism and Sexism *Sharon Subreenduth*, *Bowling Green State University*

In this paper, I utilize some of the scaffolds Ahmed presents e.g. feminist/feminism, diversity work and killjoy to engage with such oppressions with/in transnational k-12 educators and settings. I begin by seeking insights into the questions Ahmed poses: 'Where is feminism? It is a good question. We can ask ourselves: where did we find feminism or where did feminism find us? I pose this question as a life question' (p.4). In this paper I seek to understand: What is feminism within transnational contexts? What does transnational feminism of color look like at grassroots k-12 level? How does transnational contexts, policies, practices shape and manage "feminist" commitments to social justice issues? Additionally, I integrate my own decolonizing understandings and analysis—as a scholar and parent — into these transnational narratives.

To Exist in the World: Notes on Misogyny *Aparna Mishra Tarc*, *York University*

There is a pressing need for renewed transnational feminist analyses of misogynist repetitions of genocidal and colonial histories. These histories give way to our present moment of social hatred towards (emasculated) others initiated by the alarming rise of strong men with inherently fascist politics. I suggest that the estrangement feminists feel from the world, of

which Ahmed refers, is an effect of their beloved attachment to their identity as feminists rather than the world beyond identity, the world as it is. Turning to the thought of Hannah Arendt, who identifies as a thinker who happens to be a woman, I suggest that engagement with the world requires suspending personal histories and grievances and a collective return to a critical examination of the ontic and relational source of its movement: misogyny.

Writing a/s Feminist Life: Anthropology, Education, and the (Not) New *Sara M. Childers*, *Ohio State University*;
Stephanie Curley, *Manchester Metropolitan University*

We discuss the interdisciplinary tensions between anthropology in education and qualitative research in education using Ahmed. To do this, we analyze a revealing conversation across two articles in *Anthropology and Education Quarterly*, Douglas Foley's (2010) and Weis and Fine's (2013) response to Foley. We ask what institutional processes and academic desires drive the quest for demarcation across disciplines and amongst scholars, for example the politics of institutional knowledge production, tropes of innovation, and the quest for non-complicity. We see knowledge as not-new in a post-world, that knowledge becomes through remembering and forgetting in the quest for innovation. Disrupting the taken-for-granted and challenging well-worn lines of dis/agreement, such as those presented in these articles, are for us writing a/s feminist(s)—a process of becoming and undoing the feminist.

Forgetting and Forging Feminisms in Academic Spaces *Lucy Bailey*, *Oklahoma State University*

Ahmed suggests that feminist 'movements' are not always easily detectable (p. 3) as their varied expressions might not align with the dominant conditions, actions and language in which notions of feminism have long been rendered intelligible. Engaging with the breadth and possibilities of feminist 'movements' requires forgetting entrenched framings of feminist legitimacy to consider how they might emerge en masse in public demonstrations as well as continually in situ and in relation. I consider the interrogative power of Ahmed's concepts for working within and against tyrannizing patriarchal and racist academic processes that result in the relentless contraction of feminist critique and spaces in the academy (Berg & Seeber, 2016, p. 63), and what a broader range of feminist 'movements' in such spaces might look like. I take up 2 'gut level' (p.17) encounters in my academic context as examples of such moments.

Chair:

Lucy Bailey, *Oklahoma State University*

Discussant:

Becky Atkinson, *University of Alabama*

025. Making "Space" in Educational Studies: Spatial Analysis and Justice in Schooling

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Diners, [Drive Ins], Dives (Bars), Porn Theaters, and Schools: Space and the Democratic Imaginary *Mark Stern*, *Colgate University*; *Khuram Hussain*, *Hobart and William Smith Colleges*

Scholars of education have documented how schools function within a larger context of rapid urban "development" and gentrification. Building off of this work and our previous qualitative work documenting grassroots resistance to urban development, this paper seeks to articulate two related things. First, we seek to bring voices from queer studies into the conversation about the public pedagogy of space. Playing with nostalgia and memory, our aim here is to understand how the hauntings of the past can work to cleave the weight of the present and open up space for a futurity-to-come. In turn, we seek to

contribute both a material and theoretical argument to the conversations about the what Muñoz (2009) calls the "anticipatory illumination" of the possibility that resides in spaces of the past that allow us to see "beyond the limited vista of the here and now" (p. 22).

Inner Work, Public Acts: Public Pedagogy and Spatial Justice in the New Latin@ South Jason Mendez, *University of Pittsburgh*; Juan Carrillo, *University of North Carolina at Chapel Hill*

This conceptual paper addresses the role of Block Chronicles, a podcast series based out of the University of North Carolina, Chapel Hill, in enacting a creative form of knowledge dissemination and political agency. Specifically, through guest interviews, storytelling, and links to activism and education, Block Chronicles (BC) serves as a form of public pedagogy (Giroux, 1999, 2000, 2004) that expands on what counts as valid knowledge (and who can name it and produce it) while rooting itself in the ways of knowing and struggles of Latin@/x communities.

Landscape Literacy: Teaching Students to Read the World Through A Curricular-Spatial Analysis Amara Pérez, *University of North Carolina at Greensboro*

Paulo Freire is among one of the major contributors to critical pedagogy (Giroux, 2011) and popular education—a philosophy and methodology associated with various social movements in Latin America and the United States (Wiggins, 2011). For Freire (1968), education is a project of freedom; educators have a responsibility to teach students how to read the word and read the world. As social justice educators, how do we teach students to read the world? How might an understanding of "the world" as social landscapes invite students to explore socio-spatial memories as entry points into deeper examinations of power? Educators often fail to recognize space and its curricular dimensions as a means of social reproduction. Acknowledging landscapes offers new possibilities for social justice education. In this paper I offer a framework for theorizing a relationship between curriculum and space to conceptualize landscape literacy, an approach to teaching students to read the world.

Mapping Policy Problems: Exploring Possibilities for Deconstructing and Reconstructing the Narratives that Shape Educational Spaces Nicole Ferry, *Washington State University*; Shannon Gleason, *University of Connecticut*

This paper explores metaphors of 'mapping' as theoretical and methodological modes of qualitative inquiry into educational discourses. In the contemporary context of neoliberal governmentality, a resurgence of scientism and 're-positivization' in education research has made problem-solving the hegemonic motif. Alternatively, this paper engages with poststructural, feminist, queer, and anti-colonial qualitative inquiry and considers forms of mapping methodologies that challenge traditional and/or positivist modes of educational research. We propose that qualitative methodologies move away from problem-solving toward problem-questioning as a valuable critical practice which illuminates the ways in which historical and social structures constitute the 'problems' we recognize in the first place and then seek to remedy. As an illustration, we describe the mapping means we have applied in our own studies on STEM and leadership discourses. We end with a discussion of the ways in which these methodologies create alternative possibilities for collecting, conducting, and presenting educational research.

026. Memories & Remembrance: Returning Home to Counter "Master Narratives"

Social Context of Education

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

This panel will focus on how immigrants mediate memory of home; and

how their heritage knowledge is portrait in school curriculum. Each paper presented here will explore the individual experiences of Muslim students, Latino students, and Nepali refugees students in schools. The objective of this panel is to discuss the ways in which "master narratives" of American history (Gordon, 2010; Brown and Au, 2014), despite efforts of multicultural educators, continues to stereotype, downplay, or simply erase immigration stories from the history of this country. Furthermore, it highlights how memories of home language, and religious beliefs are disregarded as valuable knowledge. The papers in this section understand "home" not only as the physical location from which the students or their families come from, but an "imagined community" (Anderson, 2006) with shared language, culture, beliefs and ethics.

Participants:

Literacy Crossings: A Path with Multimodality, Remembrance, and Voz Adelmira Ynostroza, *University of Utah*

This paper is a case study that illustrates the ways a male, Latino pre-service teacher placed in a dual language immersion language elementary classroom creates a social studies curriculum unit in Spanish for his emergent bilingual students. As the pre-service educator is becoming a new member of the teacher space, the new educator also participates in multiple, varied, and overlapping communities across time.

Translanguaging and Funds of Language: Remembering the Old Ways in order to Learn the New Koeun Park, *University of Utah*

This paper explores the language learning experiences of Bhutanese-Nepali older adults from refugee backgrounds through translanguaging and funds of knowledge in a government-funded ESOL (English for Speakers of Other Languages) program at a local county's senior center.

Memory of Home and Islam in Curriculum Ana Carolina Fernandes de Bessa Antunes, *University of Utah*

This paper will analyze how Muslim students understand the way Islam is presented in high school curriculum. The data presented here derives from a year-long Participatory Action Research project developed with young Muslim women in a predominantly white high school in Salt Lake City, Utah.

027. Queerness Under Black Light

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

On the website "How Stuff Works," author Tom Harris offers the following explanation of black lights: "Black lights may look just like normal fluorescent lamps or incandescent light bulbs, but they do something completely different. Switch one on, and white clothes, teeth and various things glow in the dark" (2002, para. 1). Drawing upon the black light as a metaphor, the papers in this session shine blackness onto queer identities, concepts, and experiences in order to "do something completely different" from conventional approaches to queer knowledge production in educational scholarship. Each author centers the perspective of and data on Black queer youth to investigate a broader concern in queer studies in education. What "glow[s] in the dark" across these papers are new ways of conceptualizing and doing queer work when blackness illuminates the boundaries and being of queerness.

Participants:

A Research Note on Race, Culture and Transgender Identities: Looking Under the Umbrella Ashley Woodson, *University of Missouri, Columbia*

A growing body of literature demonstrates how transgender students occupy a distinct social position characterized by profound vulnerabilities. However, research suggests that transgender identities develop and are performed differently in different racial communities. This essay reviews research experiences with two, Black transgender young people to draw attention to the cultural and structural factors that inform (trans)gender identification for young Black people, and some of the reasons that young Black people might reject (trans)gender

labels. Education researchers must engage the diverse understandings and performances of gender identity that complicate the use of transgender as a static signifier of social identity, specifically across racial contexts.

Queering Measurement: The Performative Force of Survey Measures of Youth Gender and Sexual Identity *Ezekiel Dixon-Román, University of Pennsylvania*

Growing scholarly and popular awareness of sexual orientation and gender identity argue for including measures of these dimensions of social being in social science research. However, the fluid, multiplicative, and shifting nature of these social identities and the stigma attached to queer identities raise questions about the adequacy of existing survey-based measures. This study uses data from the Black Youth Project to critically study the performative force of a unidimensional and static measure of youth sexual orientation and gender identity. The item measure employed in the Black Youth Project is found to be associated with several background factors. These results, read through queer theory, suggest that the enacted responses queer the item measure, and that new measurement approaches are needed.

"These Boys are Mixty": Queer- and Sex-Negative Discourses among Young Black Queer Males *Edward Brockenbrough, University of Rochester*

Since queer youth of color are often positioned as the monolithic, non-White Other in educational scholarship on queer youth, ample terrain exists for scholarly inquiries that decenter whiteness and, thus, create opportunities to understand the loyalties, differences, and tensions that shape and complicate these young people's experiences. Drawing upon data from a mixed-methods study of the sexually-oriented engagements of networked technologies by 22 young Black queer males, this paper analyzes the queer- and sex-negative discourses that emerged in study participants' accounts of their encounters with other Black queer males through hook-up apps and social networking sites. Using boyd's "networked publics" (2010) as a conceptual lens, this paper considers the pedagogical implications for working with young Black queer males searching for intimacy and connection within the potentially anti-queer and sex-negative milieus of networked technologies.

Chair:

Edward Brockenbrough, University of Rochester

028. Academic Labor: Memories We Shall Never Forget

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Behind the Seen: Understanding Academic Work on the Neoliberal Stage *Tina M. Bampton, University at Buffalo*

This qualitative, phenomenological study examines the (working) memory of twenty-four academics in top-tier institutions of higher education across the United States. Findings are situated against the neoliberal context pressing down on academia and the pressure this creates on institutions as well as faculty.

Neoliberalism, paired with the gendered and classed identities of the participants, had ramifications for their understandings of and their performances of work. This paper expounds upon the seen and invisible aspects of this work and the liquid and ghostly relationship between academia and one's physical, mental, and emotional well-being.

Memories and Policies: Faculty Career-Life Integration over Time *Maike Philippsen, Virginia Commonwealth University; Susan Case, Case Western Reserve University; Angela Oetama-Paul, Case Western Reserve University; Keimei Sugiyama, Case Western Reserve University*

Based upon the memories of a multi-disciplinary and multi-generational team of four women academics, this paper compares

and contrasts our experiences with career-life integration. We weave together memories of earlier career stages with accounts of current ones, employing a narrative format. The purpose of this tour-de-force through our work/lives is to generate implications for policy, institutional culture, and a more inclusive and more equitable academy.

States of Grace: Memory, Critical Race Feminism and Autoethnography for Counterstorying the Life's Work of a Black Woman Academic *Theodorea Regina Berry, The University of Texas at San Antonio*

Grace is understood as both secular and sacred. Both perspectives can be viewed as significantly useful toward the critical articulation of the life's work of a Black women academic within the field of education. Yet, grace has not been examined in the life of Black women academics through the lens of critical race feminism (CRF) as a tool for self-reflection and research. The purpose of this presentation is to highlight the ways in which both secular and sacred understandings of grace can be used to examine the life's work of a Black woman academic within the field of education. The presentation begins with discussions on grace and CRF. Memory and autoethnography as method and phenomenon will follow. The work will close with the counterstory and its interpretation via CRF.

029. Never Forget: Intellectual Contributions of Influential People in Education and Society

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Jane Addams, the "Devil Baby" and the Agency of Memory *Becky Atkinson, University of Alabama*

In this paper I offer a philosophical and conceptual examination of Jane Addams' theorization of women's memory as ontologically active, powerful, and agential, as presented in her book, *The Long Road of Woman's Memory* (1916/2002). I suggest that Addams' concept of woman's memory can be considered an agential realist account of how memory enacts agency that materializes the present and makes things matter in new ways. I fold the discussion of resonances between agential realism and Addams' three methodological tools—"perplexity," "sympathetic understanding," and narrative into a deliberation on the implications and possibilities offered by (re)envisioning how women teachers' memory narratives, composed of remembering as well as forgetting, can act agentially to transform research on teacher knowledge and practice in teacher education. More specifically I explore how Addams' social democratic ethics enacted through memory narratives holds promise for (re)envisioning teachers' work with immigrant students and their families.

Remembering Maxine: "There is Always More." *Mary Bushnell Greiner, Queens College - City University of New York*

The present manuscript considers the conference question, "What are forgotten alternatives, policies, and practices that might envision a more equitable and just educational world?" Maxine Greene is hardly forgotten – instead she is all the more present in our minds as we consider how she would respond with ferocity to the current rise of autocracy and stupidity in our democracy. To maintain our passion and optimism, particularly as teacher educators, we must remind ourselves of her argument: "There is always more." "I am what I am not yet," Greene so often reminded us – through dialogue and inquiry we engage in continual finding out, an ongoing, ever-evolving process. The process of becoming, rather than arriving, persists in its urgency.

"Remembering the Forgotten Women Who Contributed to Dewey's Philosophy of Education" *Barbara J. Thayer-Bacon, University of Tennessee*

Dewey is known for his contributions to philosophy, psychology, and sociology. However, it is his willingness to work with

women that encouraged his interest in education, philosophy of education, and education's important role in democracies. I write about Dewey's support for women's contributions to education, and their careers. I plan to describe the work of key pragmatist and feminist women who contributed much to Dewey's philosophy of education. Charlene Haddock Seigfried's (1996) important recovery work in *Pragmatism and Feminism* will serve as a key source for me, to make sure that her recovery work does not disappear as well, and the women's contributions to Dewey's thinking do not disappear, again. I will include other sources to corroborate Seigfried's findings, as well as the original publications still available.

030. The Capture and Dispossession of Subjugated Knowledges: Autonomist, Decolonial, and Relational Perspectives on Extractive Schooling

Philosophy of Education

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III Building on Clayton Pierce's term "extractive schooling," this panel seeks to explore how subjectivity and knowledge are captured in schools, either to optimize their value for capitalism, or to constrain their subversive potential. The concept of extractive schooling pushes educational theorists to be more attuned to the ways in which capitalism has always been simultaneously pitted against and reliant on forms of life. By focusing on different dimensions of extraction, we seek to describe and develop a more complex understanding of the concept of "capture" in educational theory by calling attention to the fact that these processes of exploitation and expropriation take different forms based on the populations and locations under consideration.

Participants:

"Just Be Yourself!": Educational Life and the Extractive Logics of Schooling *Gregory N. Bourassa, University of Northern Iowa*

Captured Lands – Captured Bodies: Listening to Land, the Whispers of Our Ancestors, and Moving Beyond Bondage *Isidoro Guzman, University of Utah*

Nurturing Nascent Collectivities *Frank Margonis, University of Utah*

Neoliberalism, Surplus Life, and the Political Economy of Excess in Education *Graham B. Slater, University of Nevada Reno*

031. Remembering and Writing for Envisioning New Worlds: A Conversation with the Incoming Editors of *Professing Education*

Social Context of Education

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level B

The incoming editors of *Professing Education* present their work in progress, discuss the connections to "memory, remembering, and forgetting", and lead a general discussion on publishing in *Professing Education*, a journal of the Society of Professors of Education. The works in progress include stories of educational stakeholders in neighborhoods and the role of the stories in advocacy; countering on two fronts the neoliberal meta-narrative of education as a business transaction, and the opportunity of uncertainty in pre-service teachers' fieldwork for developing assets-oriented reasoning. The discussant will consider the works in the context of conference themes and questions. A general discussion will ensue about *Professing Education* and publishing about re-envisioned educational worlds.

Participants:

Storytelling and Sense-Making in the Advocacy Process in Schools *Gretchen Givens Generett, Duquesne University*

I am interested in storytelling work that focuses on these areas of scholarship: narrative inquiry, activist research methodology, & the sociology of neighborhoods. The narrative inquiry process

(both telling & listening to stories) has a dual purpose. The most basic is the simple act of sharing stories & experiences as a way of relating to & informing one another. I consider Freire's (1970) notion of praxis, reflection (in this case on community stories) & ways that stories are related to decisions about action. This extends the work of individual storytelling and the sense-making that accompanies the narrative inquiry process to story mapping & the collective sense-making for community action that is necessary for deeper, more meaningful, & lasting change.

Business Rhetoric/Educational Reality: Countering the Neoliberal School Reform Narrative *Joseph Rayle, SUNY Cortland*

Foundations scholarship must move on two fronts to counter the neoliberal school reform narrative: 1) the meta-narrative of school/ education as business transaction, 2) the technical statistical ideas on which the business narrative rests. An article of faith on the right has been that school reform is best modeled on free market principles, starting with Free to Choose (Friedman & Friedman, 1990). The reality is that that vouchers, charter and privatized schools do not perform much better than public schools (Ravitch, 2013). Neoliberals justify "business" school reform with data generated by standardized tests. A white paper by the American Statistical Association (2014) calls into question the validity of ideas like 'value-added' teaching. Given the stakes, teachers & teacher educators must be familiar with the ideas used to justify standardized testing.

Uncertainty in Learning to Teach and in Learning to Teach Pre-service Teachers *Mary Kay Delaney, Meredith College*

In this paper, I reflect on the necessity, for learning to teach, of experiencing uncertainty and the process of making tentative beginning professional judgments early in teacher education. Aimed at developing professional judgement, this process challenges neoliberal approaches that package "best practices" and sell these as teacher education. The process also challenges pre-service teachers' ideas about teachers and teaching, in part by asking pre-service teachers to think about the purposes of/for education and to tutor in a community center under the leadership of community educators. The experience of working with K-12 students frequently requires adjustments in memories of teachers and teaching. Carefully considered structures of support are required for pre-service teachers to learn judgment informed by wealth-oriented, anti-deficit reasoning (Valencia, 2010). This reflection considers lessons learned about the ethical, social, community leadership, and instructional/curricular support needed.

Chair:

Mary Kay Delaney, Meredith College

Discussant:

Paula Groves Price, Washington State University

032. Trans Civics: Lessons in Histories, Presents, and Futures of the Gender/Sex (Non)Distinction

Other Disciplinary Areas

Panel Discussion

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level C

Transgender equality faces new challenges, this panel will explore the different paths to mitigating damaging effects of our new context. We will explore the affordances and instabilities of the gender/sex distinction in law, architecture, and practices of subjectivity related to schools and education. We argue that without a full understanding of the conceptual undergirding of policy, the literal structural reinforcement of gender/sex binaries, and the possibilities of their undoing (both in the past and the present), we approach transgender issues in education without adequate conceptual and strategic tools. We advocate that transpeople and their allies, in other words, need to build "Trans Civics," to push into the specifics of educational, governmental, and policy developments. Trans Civics, helps address gender inequity, racial exclusion, and school-based practices of subjectivity incarceration by emphasizing the trans(formative) aspects of trans practices of becoming genderWOKE, moving beyond

tokenized and segregated performances into transformative coalition.

Participants:

Trans Civics: Lessons in Histories, Presents, and Futures of the Gender/Sex (Non)Distinction *Catherine Lugg, Rutgers University*

adding another panel participant

Trans Civics: Lessons in Histories, Presents, and Futures of the Gender/Sex (Non)Distinction *Andrew Leland, Rutgers University*

another panelist

Trans Civics: Lessons in Histories, Presents, and Futures of the Gender/Sex (Non)Distinction *SJ Miller, New York University*

another panelist

033. A Space at the Table: Disability Studies within Anti-Racist and Anti-Oppressive Education

Other Disciplinary Areas

Alternative Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Frick

This conversation will critically examine current framings of disability, anti-racist and anti-oppressive theories in educational discourse, with a particular interest in race, disability, sexual orientation and gender identity. We bring together education researchers whose work call into question the erasure of disability in much anti-racist and anti-oppressive research and policy and ask instead how a fuller range of issues, perspectives, emotions and identities can enter into our conversations about race, oppression and disability issues in education. The conveners will act as provocateurs for each other and the wider conversation, responding to three questions and each other's comments: In your research and activism, how do you think about categories and theorizing about anti-racist, anti-oppressive theories and disability? What are the contours, shapes, erasures, blind spots, and possibilities? What questions do you think too often go unasked/unanswered in contemporary discussions disability and anti-oppressive, or disability and anti-racist thinking, researching and educational activism?

Participant:

A Space at the Table: Disability Studies within Anti-Racist and Anti-Oppressive Education *Lisa Loutzenheiser, University of British Columbia; Nirmala Erevelles, University of Alabama; Tara Afjoler, Middlebury College*

034. Black Male Futurism: Re-envisioning Giftedness, the Attitude Achievement Paradox, and the Public Personas of Black Male Students

Cultural Studies of Education

Panel Discussion

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

This panel seeks to recover and revitalize public images of the Black male student. This panel will silence the prevailing master narratives of Black male students as innately inferior to their white counterparts. Collectively, these papers will push the audience to re-envision Black male students as intellectuals, change agents, and organic intellectuals committed to communal uplift. Specifically, this panel makes four useful interventions in current scholarship on Black male students. First, panelists suggest that Black male students possess gifted qualities—which are largely ignored in contemporary Education scholarship. Second, the panel interrogates the attitude achievement paradox as part of a critique of mainstream educational policy. Third, this panel will re-consider the significance of cool pose as part of the Black male student athlete persona. Lastly, panelists will consider the responsibilities of Black males on historically Black college and university campuses (HBCUs).

Participants:

Re-reading Dope: Re-fashioning Gifted Black Male Student Status in Mainstream American Film *Heather Cherie Moore, Allegheny College*

This paper argues that gifted Black male student characters in film became worthy of more detailed consideration by the end of

the 20th century and the beginning of the 21st century. Unlike other types of special education, Black males, are the raced and gendered group with the lowest numbers of students represented in gifted education. I maintain that Black male students possess a form of "gifted consciousness" that is a portion of a possible self they construct in the public realm. These ideas are exemplified in films like *Dope* (2015). In this case, Black male students' gifted consciousness is multi-faceted and comes from their ability to survive against insurmountable odds, demonstrate creativity despite the sterility of formal education, and function as community leaders prior to the age of eighteen. Black male students' gifted consciousness is only a portion of the "selves" created over the course of an individual's life.

Primetime Collegians: An Analysis of Black Male Student Representations in (Fictional) HBCUs *Kevin Joseph, University of Kansas*

While several primetime television series have highlighted the collegiate experiences of Black male college students, only two have featured students attending historically Black colleges and universities (HBCUs)—*A Different World* and *The Quad*. During its six-season run, *A Different World* chronicled the experiences of students attending the fictitious Hillman College. The series is often applauded for its approach in addressing social issues, introducing audiences to HBCUs, and positively influencing HBCU enrollment and graduation rates (Carter, 2011). In 2017, Black Entertainment Television (BET) debuted its scripted series *The Quad*. Set at the fictitious Georgia A&M University, the series follows the institution's newly-hired president and the students and staff she's charged with leading. While the series continues *A Different World's* trend of introducing audiences to HBCUs and addressing current campus issues, the series received immediate criticism for what some feel is a "bogus representation" of the HBCU experience (Carter, 2017).

All About The U: Black Male Student Athletes, Masquerading Hip Hop, and Public Cool Pose *Charles Ross, Allegheny College*

Between 1984 and 1995 at the University of Miami (Florida) and the University of Michigan, Black male students athletes enacted a renewed version of cool pose that was deeply wedded to rap music and hip-hop culture. Many Black male student athletes from the aforementioned institutions were from impoverished urban cities like Miami, Detroit, and Chicago. Thus, the cool pose these students enacted was not only a survival method for their tumultuous lives in college campuses, but also a public expression that helped them remember their metropolitan roots. In essence, cool pose is "an attempt to carve out an alternative path to achieve goals of dominant masculinity" (Majors, 2001, p. 211).

Revenge of the Blerds: Re-Envisioning the Attitude Achievement Paradox through the Black Nerd Movement in Hip-Hop *Jason Hendrickson, LaGuardia Community College - CUNY*

Scholars have long been aware of the attitude-achievement paradox (Mickelson, 1990)—which captures the high regard African Americans have historically shown for education in spite of poor performance. Whereas many in education circles have embraced hip-hop pedagogy as a viable means for attempting to connect with Black males, this paper contends that more have embraced the method and not the message. It asks: what might education policy and pedagogy look like if we listened to the critiques of "Blerds," rather than appropriate their craft? To this end, this paper centers the words and actions of artists to update and add nuance to the attitude-achievement paradox (Mickelson, 1990; Downey, Ainsworth, Qian, 2009), ultimately demonstrating a positive attitude toward the principle of education accompanied by a robust and sophisticated critique of education policy.

035. Outlaw Culture: Turning on the Light in the Dark Social Context of Education

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Disparate Discipline Procedures: Sociopolitical Foundations and Current Trends *Patrick Spearman, Youngstown State University*

African American students are suspended and expelled at higher rates than students from other racial and ethnic backgrounds (Gregory & Weinstein, 2008; Skiba et al., 2002; Vavrus & Cole, 2002; Wallace et al., 2008). The end result is that African American students are being removed from classroom for extended periods of time, which causes them to fall further behind academically (Gregory, Skiba, & Noguera, 2010). While these procedures have been given increased media attention in recent years, this trend has its roots in the late 1960s and early 1970s (Children's Defense Fund, 1975). The purpose of this presentation is to review the sociopolitical foundations of these disparate discipline procedures as well as explore solutions that can be implemented in the classroom to prevent these trends from continuing (Nieto, 2010).

From Being Locked Up to Advocating for Change *Shiv R. Desai, University of New Mexico*

The purpose of this proposal is to examine how the Juvenile Justice System (JJS) impacts the educational experiences of black males. Specifically, I present a case study of Malcolm, a multiracial (Black, Latino, and Native American) male who has been part of the JJS for the last five years. I articulate Malcolm's schooling and JJS experiences to discuss how the prison industrial complex and school to prison pipeline intersect. I conclude by listing a set of recommendations in which Malcolm provides key strategies to reform the JJS and school-to-prison pipeline.

Hilando Historias. Tejiendo Vida *Nancy Emilce Carvajal Medina, Washington State University*

This paper introduces testimonios as historical memories that will contribute to the understanding of socio-cultural and political environments in the future. Lived experiences of houseless people in a rural area will be presented to illustrate how memory building becomes a pedagogical tool for critical educators/ scholars. In reifying the value that lived experiences acquire in this analysis, one more step is given towards decolonizing research and academia. This paper is the result of an ongoing critical ethnographic work that started in 2014 conducive to challenge the discursive constructions of "the homeless identity". Through the collection of fifteen lived stories, field notes, and journal notes this study aims at portraying the systemic challenges and responsibilities in the increasing number of homelessness in the U.S.

Understanding Suffering in Schools: Shining a Light on the Dark Places of Education *Joseph A. Polizzi, Marywood University*

Throughout history, suffering plays some part in learning, schooling and education and can contribute positively or detract from an individual's wellbeing over time. The question of suffering is crucial for all people. No one can avoid or escape it, and it is decisive for the meaning we give to our lives as well as our actions (Pinckaers, 2015). The act of overcoming suffering is a significant human activity that motivates individuals as well as contributes to an ideation of success that necessitates physical, psychological, spiritual and social aspects; yet, succumbing to suffering can have long-lasting negative effects. Human suffering has inspired some of the world's significant accomplishments in many fields. Yet more often than not it is the difficulty of understanding of what suffering does to people borne through this perplexity on account of the sheer burden of experience that are featured (Wilkinson & Kleinman, 2016 p.6).

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

Failing Critical Pedagogy *John Petrovic, University of Alabama; Aaron Kuntz, University of Alabama*

In this paper, we draw on the work of Louis Althusser to explain where and why critical pedagogy fails. Despite the laudable goals of critical pedagogy, it is the case that while "critical" in terms of the kinds of issues, content, and discussions that might be presented, the "pedagogy" operates within the ideological state apparatus of schooling, making critical pedagogy a tenuous pursuit. The importance of an Althusserian critique of critical pedagogy lies in the postulate that when schooling is situated as a material practice, possibilities for critical engagements productively shift and change. It is through this very materiality of ideology that Althusser finds the Ideological State apparatus as infinitely more vulnerable to possibilities for radical change than other formations of the state. Thus, we offer this critique of critical pedagogy in the interest of making possible newly critical acts of resistance to and interventions within oppressive practices of schooling.

Freire Meets Google: The Role of Memory in a Posthuman Age *Morgan Anderson, Georgia State University*

As Donna Haraway noted in her seminal piece "A Cyborg Manifesto," the relationship between human and machine is shifting. Since Haraway's groundbreaking 1991 essay, the boundaries separating human beings and technology have grown exponentially blurrier. Many cultural theorists understand this shift in human subjectivity as the emergence of a "posthuman age." One important way that humans have become reliant on machines is through what Clive Thompson has called the "outboard brain," the Internet. As we continue to navigate the posthuman era characterized by an increasing reliance on the outsourcing of memory to hardware, it seems necessary to reevaluate the relationship between critical pedagogy and the value we place on organic, human memory. This paper explores the tensions that emerge as critical pedagogues begin to understand the role and value of the human memory in a posthuman age.

Pedagogy of the Anxious: Rethinking Critical Pedagogy in the Context of Neoliberal Autonomy and Responsibilization *Noah De Lissovoy, University of Texas at Austin*

Critical pedagogy understands the struggle for emancipation as involving the emergence, as historical subjects, of those who have been oppressed. However, scholars have not adequately attended to the reorganization of subjectivity that neoliberalism proposes. In the context of a pervasive anxiety produced by processes of precarity and fragmentation, neoliberalism asks us to understand ourselves in terms of principles of individual responsibility, freedom, and competition. Starting from the Foucauldian notion of governmentality and the Lacanian notions of drive and desire, this study describes how this recomposition of the subject requires a rearticulation of key principles in the work of Paulo Freire. In particular, Freire's account of the paralysis and alienation that characterizes the oppressed stands in contrast to the hypermobility and fragmentation that neoliberalism demands. This investigation has implications for contemporary critical education, which should invite students to betray the compulsions of their anxious autonomy in favor of a collective commitment.

Toward Humanizing Pedagogies of Embodiment: A Duoethnographic Re-membering of Corporeal Pedagogic Encounters in Teacher Education *Esther O. Ohito, Mills College; Sherry L. Deckman, Lehman College - City University of New York*

We begin this paper by sharing vignettes from our re-membered

036. Looking Back to Move Forward: Critical Pedagogy Revealed

racialized lived experiences as two Women of Color teacher educators in the predominantly White field of teacher education. This provides the context in which we explore what a "humanizing space" (Carter Andrews, Bartell, & Richmond, 2016) in this field may look, sound, and feel like for teacher educators and pre-service teachers. Using critical theories on race, racialized memories, affects, and assemblages, we engage in an duoethnographic examination of how we have grappled alongside our preservice teachers with the racialized, (inter)embodied, emotional facets of teaching and learning. Our findings illuminate how research and practice geared toward the materialization of this humanizing space may be shaped by "the act of memory, of re-membering" (Dillard, 2012, p. 220), thus adding to knowledge regarding how the field might engage researchers and practitioners in the process of re-membering in order to innovate pedagogically transformative practices.

037. Society for Educating Women Business Meeting

AESA

Business Meeting

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

Chair:

Paula Salvio, University of New Hampshire

038. Liberating Epistemologies: Myths, Lives, and Praxis

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

Differentiating Forms of Hope Borne in Social Knowledge:

American Myths and Embodied Black Memory Sheron Andrea Fraser-Burgess, Ball State University

Maintaining that democratic principles form one important basis for social foundations' critical engagement with education practices and institutions, Kathy Hytten, in her 2009 AESA presidential address, urged the "cultivating of hope and building community" as an important charge for educational studies in this politically fraught environment. In light of the racial schisms of the recent Presidential election, this theoretical/analytical paper maintains that a shared identity, encompassing a collective history and memory, is a precursor for a democratic engagement of hope. It argues that such a hope necessarily decouples a conflicted American past from prevailing myths of social democratic progress. Rooted in Cornel West's pragmatism and critical race distinctions, narratives of hope grapple with racialized social knowledge as it exists in American myths premised on the hermeneutical ignorance of white racial identity and the embodied memory of the black lived experience. A shared identity requires reconciling these divergent histories.

Memory, Spirituality, And Meanings Of Diaspora In A Black Woman's Life: An Epistemological (Re)Search Cynthia B. Dillard, University of Georgia

We know ourselves through acts of (re)membering. As such, this paper has two inspirations that ground its analysis and representation. First, from Stuart Hall (1999) who implicitly points to the notion of memory and acts of (re)membering for Black people as a means of becoming fully conscious, more fully human. Such explorations are beyond simple nostalgia or attempts to engage a static place of "return," but instead dynamic spaces of cultural and spiritual production that create new kinds of responses from Black people and can create new types of response-abilities to deconstructing unequal power relations, dominating hegemony, and enduring inequities based in/on social identities, geography, racial categories, and white supremacist patriarchy. This paper examines the ways that (re)membering is fundamental to both endarkening practices of research (Dillard, 2006), and enlivening the spirit of researchers and others in

pursuit of wholeness and freedom in the face of marginalization and oppression.

Re-visioning" Educational Praxis: Afrocentricity, Culturally Relevant Teaching and the need for Liberating Epistemologies Travis J. Albritton, University of North Carolina at Chapel Hill

In this paper the author presents a framework that centers Black people's ways of being and knowing and celebrates the numerous contributions Black people have made to education. Using both Afrocentricity and Culturally Relevant Teaching to ground the discussion, the author calls attention to the important contributions Black people have made and continue to make to K-12 educational spaces. In so doing, the author challenges the Eurocentric educational methods employed in many K-12 classrooms and exposes how those methods fail to recognize Black students important cultural knowledge. The framework discussed seeks to "re-vision" education in ways that underscore the need for justice and equity for all students.

039. Diversity Policy: Translating Discourse into Practice in the Age of Anti-Intellectualism

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Shortchanging Complexity: A Critical Analysis of Diversity Policy in the Era of Neoliberalism Andrea Arce-Trigatti, University of Tennessee; Ashlee Anderson, University of Tennessee

Diversity—conceptualized by scholars as distinct and dissimilar perspectives—is inherently a complex concept (Anderson, 2013; Paulus & Nijstad, 2003). However, scholarship underscores that when multi-dimensional concepts are integrated as elements of education reform, their complexity becomes structured around the discourse of efficiency and effectiveness, which standardizes the concepts into simplified, observable measures (Bowen, Kurzweil, & Tobin, 2005; Magnuson & Waldfogel, 2008; Manna, 2011). We argue that a similar fate has befallen diversity policy in education. For this project we explore this issue further, posing the following research question: how is the discourse around diversity policy being translated into practice? Using a cultural studies framework coupled with a case studies methodology, we investigate how discursive conceptualizations of diversity have been translated into educational policy at the federal and state levels. Ultimately, we find that how diversity is being defined and positioned is primarily economic in nature, though democratic in context.

The Way Forward is Inward: Right Action in The Age of Anti-Intellectualism and Retreat from "Diversity". Andrea Hyde, Western Illinois University - Quad Cities

This paper reflects on some hard to hear social-psychological analysis which sought to explain the popular appeal of Donald Trump as a candidate for the U.S. Presidency, by suggesting the existence, in some people, of an innate and cultivated tendency toward authoritarianism. Some of this work is directly critical of ineffective multicultural education and progressive social movements. After some careful self reflection on my own assumptions about teaching social justice content, I recognized my failure to make use of social-psychological and political theory and the field work of fellow social scientists. And so, strategically, I recommend using contemplative practices to focus on raising awareness, by creating "ground-of-being experiences", which are subjective spaces of dwelling that make encountering emotions and thoughts that are responsible for cognitive commitments or biases possible. Combining contemplative practices with critical pedagogy makes for a more effective and sustainable transformative and just approach to teaching.

Discussant:

Michael Eugene Jennings, Furman University

040. Breaking Bad: Trauma, Burnout and Wreckage in the Lives of Educators

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Climbing out of the Wreckage with Self/Other Memories: A Co/autoethnography of Education that (Never) Was/Is/Can Be *Tricia M. Kress, University of Massachusetts Boston; Robert Lake, Georgia Southern University*

In this co/autoethnography we generate original narrative reflections of our past and present experiences with public K-12 and higher education and juxtapose them with reflections of our experiences living through natural disasters in New York City and southern Georgia. We analyze the works using a bricolage of critical pedagogy, human geography, and autobiographical remembering and explore memory as a source of strength and inspiration for new beginnings in the wake of the destruction of public institutions of education. We illustrate the ways in which memories can become powerful tools for enabling us to "climb out" of the neoliberal wreckage of public education, creating new memories for rebuilding as we climb. We draw forth implications regarding the usefulness of first person remembering to afford learners agency across disciplines in K-12 education and in teacher preparation and professional development.

Finding a Witness; Learning as Witnesses *Martha Ritter, Cabrini University*

This presentation explores the idea of the teacher and/or students as witnesses and considers teacher education as a place where prospective educators might become open to listening, to being present as a witness. If we conceive of being a witness as a kind of moral and epistemological relationship required in the face of trauma, then it is an essential relationship not only in therapeutic contexts, but in classroom settings. Remembering requires the stance of a witness.

Remembering Our Way Forward: The Importance of Our Stories *Philip P. Kelly, Boise State University; Serena Hicks, Boise State University*

This paper blurs disciplinary boundaries while dissecting the phenomena of teacher burnout, from an insider's perspective, using the conference theme of "Memory, Remembering & Forgetting: Re-envisioning Educational Worlds." Pulling from the fields of auto-ethnography, sociology, philosophy, organizational change theory and dispute resolution, the paper conceptualizes teacher burnout as a phenomenon of dysfunctional change and conflict between different internal versions of ourselves. First, it addresses teacher burnout in a way that honors teachers' lives and the stories that shape them. Second, it gives voice to teachers who are often voiceless within the larger arena of public education. In conclusion, we aim to explore the role of memory, remembering and forgetting as key aspects in contributing to both the genesis of feeling of burnout and frustration, as well as resolution of such feelings.

041. Teachers' Racial Remembering and Learning: Toward Courageous Conversations

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Faculty Engaged in Courageous Conversations About Race and Racial Justice *Amy Graich Hoyle, Cabrini University*

The primary focus of this paper is on a seminar in social foundations for part-time and full-time faculty, which centered on conversations about race and racial justice inside and outside

of the classroom. Issues of racial injustice must be examined and confronted at local and national levels. Cornell West (1993) argued convincingly that race is an issue in American life, one that needs critical examination. And this examination must compel us to take action for racial justice. Through a seminar in educational foundations, faculty at a small liberal arts institution of higher education confronted racial injustice, engaging in "courageous conversations" around race. They also made commitments to taking action for racial justice. Based on findings from a qualitative research study, this paper describes the impact of the seminar on participants. The findings have implications for faculty and institutions confronted with increasing issues related to racial justice and inclusivity.

From Avoidant to Active Embrace: The Role of Conflict in Teachers' Learning about Racism *Rhiannon Maton, SUNY Cortland*

Teachers commonly draw upon the expertise of their peers as they prepare to learn about and teach new and challenging subjects. At times, complex interpersonal dynamics and conflict arise as teachers work together. This is particularly the case when teachers come together to discuss highly charged social justice topics—including systems of racial hierarchy and oppression. This paper examines the experiences of one teacher practitioner inquiry group that strove to make sense of how racism affected teachers' personal, professional and organizational lives. Specifically, the paper examines how teachers navigated conflict in the inquiry group. I argue that teachers' decisions about how to navigate conflict informed the breadth and quality of their learning about race and racism in the group.

The Place of Racial Re-membering: Pre-service Teachers and High School Students Learning to Re-member Side-by-side *Joy Howard, University of Southern Indiana; Timberly Baker, University of Southern Indiana*

The purpose of this paper is to share insights based on our examination of space as curriculum and its impact on racial remembering. This exploration is based on findings from our project BHS221, a re-design of a diversity course for pre-service teachers that was taught alongside high school students enrolled in an African American Studies course. Based on a comparative case study of three sections of the course, we share insight about space as curriculum. Several implications for research and teacher education are highlighted.

042. A Utopian Vision for the Future: Notes from the Present Cultural Studies of Education Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Conference Level B

This symposium addresses utopian impulses arising through a critical engagement with the social foundations of education and a forward-thinking imaginary. The theme of this year's conference on memory and forgetting situates this symposium within a future imaginary that is yet to be engaged. Each paper envisions what a utopian and future vision rooted in the social foundations of education can produce for the educational imagination. We do not see utopia as a place in which to build a new society, rather, we argue utopia is a critical approach to the present, offering possibilities for the social foundations to engage now for an unknown tomorrow. We delve into future possibilities through an engagement with critical social theory, a re-imagining of our connections to the environment, rethinking mathematics, the power of narratives in challenging our assumptions, examining the spontaneous practice of graffiti, to opening windows to an entirely different kind of curriculum.

Participants:

Mathematics for a Future Humanity: A Radical Onto-epistemological Approach *Mark Wolfmeyer, Kutztown University of Pennsylvania; Nataly Chesky, State University of New York - New Paltz*

The Mothership Connection: Utopian Funk from Bethune and Beyond *Boni Wozolek, Independent Scholar*

Encrypting a Utopian Vision: Graffiti-Writing, Street Art, and Storytelling for the Future *John Lupinacci, Washington State University*

From Reconceptualist to Post-Reconceptualist to Progressive Syntheticist: The Future of Curriculum Theory Through Intersectional Culture Identity *Theodora Regina Berry, The University of Texas at San Antonio*

Chair:

Abraham P. DeLeon, University of Texas at San Antonio

043. Reconstructing Pedagogical Spaces of Personal and Professional Lives of Educators

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Conference Level C

Participants:

How Remembering, Forgetting and Storytelling Shape

Graduate Advisor and Advisee Relationships *Manee Moua, Washington State University; Pamela J. Bettis, Washington State University*

The purpose of this study is to illuminate the nuance of advisor and advisee relationships through memories and storytelling of forgotten conversations that were [mis]communicated and [mis]understood. A critical autoethnography for my study engenders a different kind of relationship between advisor and advisee, as my dissertation chair and I found out during the writing of my dissertation. We deconstruct and re-evaluate relationships through remembering these moments, which are used in a collaborative critical autoethnography to learn and teach cultural understanding. Thus creating ways to make meaningful connections of these academic relationships that can help better understand and support first-generation, students of color succeed and feel a sense of belonging in graduate education. Overall, advisor and advisee relationships must be taken beyond the traditional academic dialogue. It takes time to build a relationship of trust and cultural understanding, and it is through remembering these significant moments that relationships and bridges are built.

Living and Remembering Stories: Deconstructing and Re-Constructing Pedagogical Spaces *Loyce E. Caruthers, University of Missouri- Kansas City; Dianne Smith, University of Missouri- Kansas City; Shaunda Fowler, Hickman Mills School District*

As three black women, who have childhood memories of being "womanish", we call on these memories and their connections to our pedagogical spaces. Womanish is derived from the black folk expression of "you acting womanish," wanting to know more and in greater depth than is considered good for the individual, also captured in the womanist tradition of feminist theory (Walker, 1983) with its emphasis on the intersectionality of gender, sexuality, race, class, and other differences. For us, memory is not a tapestry of facts for individuals, but it is always filtered through the meanings of our current lives (Reyes, 2010), colored by the memories of race. As data, critical autobiography, was used to provide shades of our childhood experiences as acts of empowerment. Deconstructing lessons from the past and present, can be sources of critical consciousness and identity, for reconstructing pedagogical spaces of personal and professional lives of educators.

Teaching in Disjuncture: Understanding Teacher Educators as "Nurturing Disruptors" through Collective Memory Work *Shannon McManimon, SUNY New Paltz; Jenna Cushing-Leubner, University of Minnesota; Erin Beeman Stutelberg, Salisbury University; Ann Mogush Mason, University of Minnesota*

In this paper, four white female teacher educators used the methodology of collective memory work (Haug, 1999, 2008) to

explore "moments of disjuncture" in our teacher education classrooms. We are committed to student-centered, participatory classrooms; we also recognize our role in disrupting narratives and practices that echo society's oppressive political, institutional, and social contexts. We thus wanted to examine our practices as "nurturing disruptors": facilitators who nurture emerging teachers while concomitantly disrupting oppressive knowledges (e.g., Apple, 2004; Kumashiro, 2009). But closely examining the stories we tell about our attempts to address issues of race, social class, and deficit narratives revealed deep-seated tensions between our beliefs and practices. Through collective analysis of written memories, we recognized how our desire for control conflicts with our beliefs about learning, complicating conceptualizations of our work as critical social justice educators and highlighting a need for collective work with memories as stories we tell ourselves.

044. Meet the Editors of the Educational Studies Journal

Other Disciplinary Areas

Panel Discussion

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Participant:

Meet the Editors of the Educational Studies Journal *Roland Sintos Coloma, Northern Kentucky University; Stephanie Curley, Manchester Metropolitan University; Jeong-Eun Rhee, LIU Post; Sharon Subreenduth, Bowling Green State University; Binaya Subedi, The Ohio State University*

045. Memories of Class: The Impact of Socioeconomic Status on Academic Performance and Extracurricular Involvement in Schools

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

How Elementary School Teachers Perceive Children's Social Class Status vis-à-vis Corporeal Performativity *Sue Ellen Henry, Bucknell University; Abe Feuerstein, Bucknell University*

Disciplinary memory in sociology of education has produced several key explanations of the correlation between student social class and educational achievement. This paper presents preliminary findings from a study that investigates how children's corporeal performances are interpreted by teachers as a function of social class. The purpose of the study was to ascertain the types of nonverbal gestures and behaviors teachers associate with children of differing social class status. Results indicate that teachers associate physical behaviors that show restlessness, and lower awareness of other's body language, emotions, and feelings, with lower class students. Conversely, teachers indicated that children from upper class backgrounds had greater bodily control, were more aware of others body language, emotions, and feelings, and were less likely to engage in "invasive" physical behaviors. Such findings provide new insights into the connection between teacher's perceptions of students and their social class backgrounds.

How Socioeconomic Status Affects Extracurricular Involvement in College *Kristine M. Kengor, University of Pittsburgh*

Extracurricular involvement has become a cornerstone of the higher education experience in the United States, however, not all students have the same access to or knowledge of the importance of extracurricular participation. This paper uses data from the Cooperative Institutional Research Program's 2003-2007 Freshman Survey and College Senior Survey, examining the difference in rates of participation in extracurricular activities in higher education based on socioeconomic status. I use

binomial logit to show differences in participation. I argue that as higher education becomes more accessible, extracurricular activities have become another means of credentialing, therefore, it is important to know who is able to participate in these activities.

Working Class, Culturally Diverse, Adolescent Females: Counter-storytelling in a Rust Belt City. *Julia Hall, D'Youville College*

High school females are pivotal to the present economic narrative. Access to STEM courses, and leadership, coding, and entrepreneurship curriculum and boot camps position such young women as 'proof' that limitless career opportunity exists for anyone who carefully plans their future, makes good choices, and works hard. This array of options however is the experience of some privileged females. Such teens become a foil against which broader narratives about open social mobility are upheld. All other groups of young people and adults who do not achieve education/career success can be compared against this 'success' group. But what are the expectations/experiences for young women on the bottom? Here I share results ethnographic data collected among 20 working-class, culturally diverse females in high school in a rust belt city in the Northeast. The overarching goal is to understand how these young women construct a sense of the future inside contemporary neoliberal relations.

046. Remembering the Desegregation Movement: Before, During, and After(math)

History of Education

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

African American Teachers at the Onset of Desegregation, 1952 to 1956 *Louis Ray, Fairleigh Dickinson University*

A "high water mark" in the employment of African American teachers in US public education occurred around the time the Supreme Court announced its landmark ruling in *Brown v. Board of Education of Topeka* (1954) that racially segregated public education in the US was unconstitutional. By 1954, the average African American teacher in the southern states had earned slightly higher educational qualifications than their white peers. Thus, parity, if not superiority in training, of the average African American teacher at the onset of desegregation did not protect them from experiencing high attrition rates as a unitary public school system took shape. This paper asks: Why? What happened? It examines the experiences of African American teachers during the onset of desegregation for practical insights for dealing with climates that are hostile to teaching and teachers.

"Nobody Wanted to go There": Remembering School Choice and Desegregation in Chicago *Dionne Danms, Indiana University*

Chicago school desegregation policy led to a series of school choice options for students. Through the use of oral history, this study examines how participants made decisions about which high schools to attend once they had a choice. In essence, Chicago school desegregation reveals the ways in which institutional racism is operationalized. The plans the Chicago Board of Education created after the negotiations with the federal government did little to overhaul the inequality in Black and Latino schools, but instead opened more space at White schools for those students to attend. How participants decided which schools to attend is reminiscent of contemporary school choice opportunities and limitations.

Looking Behind the Veil: Critical Notes on Teaching in Segregated and "Re-Segregated" Schools *Sophie Johnson, Davidson College*

047. Race and the Politics of Educational Exclusion: Explaining the Persistence of Disproportionate Disciplinary Practices in an Urban School District

Politics and Policy in Education
Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

This symposium will take a critical look at lessons learned through a case study of a rapidly changing school district with urban characteristics (Milner, 2012) in central New York as it attempts to address its problems with racialized disproportionate disciplinary practices. Each of the four papers in this symposium contributes to a chronological qualitative narrative combined with quantitative disciplinary data that looks across three years of interventions in the district. Using a critical race and whiteness theory framework to unpack the colorblindness (Pollock, 2001) and silencing of race talk (Castagno, 2014) at the district and school level, the papers take a holistic and race-conscious approach to the problem of disproportionate disciplinary practices and the complexities of organizational change.

Participants:

Race and the Politics of Educational Exclusion: Explaining the Persistence of Disproportionate Disciplinary Practices in an Urban School District *Denise Yull, Binghamton University; Marguerite Wilson, Binghamton University; Lisa Blitz, Binghamton University; Sean Massey, Binghamton University; Marion Martinez, Binghamton University; Lawrence Parham, Binghamton University*

This symposium will take a critical look at lessons learned through a case study of a rapidly changing school district with urban characteristics (Milner, 2012) in central New York as it attempts to address its problems with racialized disproportionate disciplinary practices. Each of the four papers in this symposium contributes to a chronological qualitative narrative combined with quantitative disciplinary data that looks across three years of interventions in the district. Using a critical race and whiteness theory framework to unpack the colorblindness (Pollock, 2001) and silencing of race talk (Castagno, 2014) at the district and school level, the papers take a holistic and race-conscious approach to the problem of disproportionate disciplinary practices and the complexities of organizational change.

Race-Conscious Parent Engagement and Restorative Justice: Lessons Learned from the First Three Years of Two Interventions to Disrupt Disproportionate Discipline in Rivertown *Denise Yull, Binghamton University; Marguerite Wilson, Binghamton University; Lawrence Parham, Binghamton University*

This paper will discuss two interrelated research interventions developed through a school-community-university collaboration to address the problem of racially disproportionate discipline: race-conscious parent engagement and a restorative justice pilot. Building upon critical work in parent engagement (e.g., Beckett, Glass, & Moreno, 2012; Delgado-Gaitan, 1991, 1993; Dymess, 2008; Perez Carreon, Drake, & Barton, 2005), we report on a community-based race-conscious parent engagement project in which marginalized parents are in charge of the means and process of their engagement with schools, rather than assimilating to the school's norms of conduct. The second intervention: a restorative justice pilot that seeks to move away from punitive zero tolerance and towards community-building

Using a Culturally Responsive Trauma-Informed Pedagogy to help Teachers Unpack Structural Racism *Lisa Blitz, Binghamton University*

Decades of federal economic policies that have concentrated poverty into isolated communities have devastated urban education (Anyon, 2014), and exposed youth and families to high stress and trauma (Wade et al., 2014). Disproportionately negative outcomes for students of color and those who are economically disadvantaged can be understood as manifestations of negative racial school climate and inadequate responsiveness to student trauma (Blitz, Yull, & Clauhs, 2016). Developing a culturally responsive trauma-informed approach requires

teaching skills of healthy resistance and integrating strengths-based strategies to work toward racial and economic justice (Gay, 2014). This paper focuses on understanding White teachers' perceptions about race, trauma, and the stressors their students face as crucial factors to inform the development of such a model.

A Superintendent's Story: Rivertown Challenges Racial Inequities in Schools *Marion Martinez, Binghamton University*

Drawing primarily on a first-hand qualitative narrative from the former district superintendent who was brought in to transform the organizational culture of the school system, the paper will use critical discourse analysis (CDA) to deconstruct the ways that the district's problems were defined in contested and contradictory ways by the existing leadership. The paper will include a description and analysis of the framework the superintendent used in her efforts to build a school-community-university collaboration, with implications for considering the complexity of introducing organizational change in a district characterized by color muteness (Pollock, 2001).

Are You Sure it's Racialized Disproportionality: Interrogating the Data to Disrupt Disproportionate School Discipline *Sean Massey, Binghamton University*

Claims of disproportionate suspensions of children of color are understandably concerning to school boards, school administrators, teachers, and parents, not to mention students of color within school districts (Skiba, Michael, Nardo & Peterson, 2002). These claims are sometimes met with denial from school administrators and teachers in Rivertown School District. Alternative explanations deemphasizing or rejecting the possibility of racial bias or disparate treatment are often proposed. Using archival data publicly available through the State Department of Education's Basic Educational Data System (BEDS), this paper describes an easily replicable approach to assessing existing rates of racial disproportionality in out of school suspensions, as well as possible changes in those rates due to current (and future) interventions, in addition we challenge the common explanation for the existing disproportionality: economic advantage. The results suggest that even when controlling for economic disadvantage, significant disproportionately based on race exists within schools across the district.

Chair:

Denise Yull, Binghamton University

Discussant:

Marguerite Wilson, Binghamton University

048. School Choice, Level Playing Fields, and States Rights: Why Betsy DeVos Needs to Study History

History of Education

Panel Discussion

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

Betsy DeVos couches her support of tuition vouchers, charter schools, and privatized education in the rhetoric of "school choice" - a term with a troubling historical precedent. When white Southerners abandoned public schools for private schools in the 1960s, they emphasized a parent's right to "choose" a "quality education" for their children. When conservatives today use the term "government schools" to refer to public schools, they are engaging the "states' rights" language used by segregationists to vilify the federal government during school desegregation enforcement. The purpose of this panel is to present historical case studies from the era of school desegregation to highlight the success and failures of educational reforms built on a language of choice, harmony, and level playing fields.

Participants:

A History of Schooling in Shreveport, Louisiana during the 1970s: Racing Away from Race *Douglas McKnight, University of Alabama*

When Caddo Parish schools desegregated in the 1960s and 1970s, conservatives were agile enough to understand that the old tactics of overt racism and public threat were counterproductive and not necessary to maintain white privilege. Council leaders simply changed the discourse. Public discussion shifted away from the racist discourse to efforts to recreate the effects of Jim Crow laws using the rhetoric of states' rights. In this presentation, I demonstrate the tactics used by city officials to delay, obfuscate, and wear down the Department of Justice and HEW to ensure that any school change or compromise would favor whites.

More Than a Game: Leveling the Playing Field in School Desegregation *Robert Robinson, University of North Georgia*

This presentation examines the impact of sports in school desegregation efforts in Valdosta (GA). The Valdosta High School football team had a tradition of excellence recognized throughout the state and nation. But Valdosta also had a horrific history of racial violence and bigotry. When the community was faced with mandated desegregation of the high school, sports was offered as a way to ease the transition since sports supposedly levels the playing field and rewards individual hard work. This is the public story that many involved in school desegregation in Valdosta like to tell, however, this narrative of individual hard work and making good decisions is complicated by a counter-narrative of the loss of Black teachers and principals, the continued discrimination of African American athletes off the field, and the White flight that slowly occurred in the decade following initial school desegregation.

"Negro-White Harmony": The Desegregation of a Head Start Teacher Program *Amanda Ingram, The University of Alabama*

While Head Start was explicitly designed to address disparities between socioeconomic classes, it also played a role in the efforts to desegregate schools in the South. At a time when most public schools were still segregated in Alabama, Head Start specifically called for integrated facilities. Head Start also called for teachers to be from the communities that they served resulting in integrated teacher training programs. In the summer of 1965, The University of Alabama hosted the second largest Head Start teacher training program in the country. The integration of 1700 black and white trainees was often cited as an example of "Negro-White harmony" - two years after Governor Wallace refused to comply with desegregation orders at UA. This paper explores how a narrative of "racial harmony" was used to frame the success of the Head Start training program at UA.

No Choice at All: Freedom of Choice and School Desegregation *Natalie Guice Adams, University of Alabama; James Adams, Mississippi State University*

In 1966, 250 Black students in Grenada, Mississippi were arrested and carted off to Parchman Penitentiary because they availed themselves of the "freedom of choice" option in their hometown. In 1965 Mae Bertha and John Carter were evicted from their sharecropper's home in Drew (MS) because they returned the "freedom of choice" forms to their local superintendent. In 1968, more than half of the Black parents who signed "freedom of choice" forms in Noxubee (MS) withdrew their applications because they were fired from their jobs. Drawing from an historical study of school desegregation in Mississippi, this presentation examines how "school choice" then and now systematically and intentionally furthers white supremacy.

049. Queer Memories and New Futures

Cultural Studies of Education

Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

This panel takes up the theme of nostalgia to look at past queer generosities--willingnesses to share knowledge and practices related to

sexuality, rethink kinship in the midst of devastation, and a kind of extended invitation to those who don't share queer subjectivity to rethink their embodied relationships and communities. As new social contexts both harken back to earlier more restrictive times and perhaps also encourage people to disidentify their struggles from other people's struggles, our panel looks at queer affordances for connection in the midst of difficulties. While our stories are not simplistic or entirely positive, we argue that queer doubled gestures like those of particularity and cruising, difference and kinship, analogy and difference may provide a way to think, teach, and learn together.

Participants:

Remembering and Repopulating HIV in Times of Returning Criminalization *Adam Greteman, School of the Art Institute of Chicago*

This paper examines the role of memory and community in developing a queer sense of relationship between the viral and the human. If the human and viral are inseparable, how does the transmission and replication of HIV illustrate a mode and model of intimacy that disrupt education's normative logics of health and reproduction while also encountering new legal threats via criminal transmission laws? In this new time of HIV as a chronic disease, how do we attend to its perverse ontologies and the continued challenges of "education"? Queerness, this paper argues, persists in challenging norms around sex, education, and becoming human, pushing between memories of HIV activism and new forms of relationalities.

Trolling Pedagogies *Matthew Thomas-Reid, Appalachian State University*

Thinking from personal queer identity and queer traditional practices like trolling can help enhance dialogue in social justice classroom spaces by relying on what it means to both express interest in strangers and notice interest expressed in ourselves. First I explore how the phenomenon of trolling came from queer non-normative experiences intent on connection, and how this notion of trolling evolved into modern day internet parlance intent on disconnection. Next, I consider how we troll past normative spaces into hidden worlds created in response to the normative confines of dialogue in social justice classroom spaces. Finally, I suggest that using queer traditions, we might refigure trolling responses to social justice topics to push at the hidden desires for connection, however contentious, embedded in their meanderings. In short, how might the queer experience of trolling inform pedagogies?

When We Needed Allies, Like Now: Queer Generosities as Pedagogical Promise *Cris Mayo, West Virginia University*

The queer histories of the homophile movement, lesbian feminism, gay liberation, and LGBTQ women of color feminists all provide resources for thinking and learning with others, even in disagreement. This paper returns to their gestures of welcome in this process of learning through difficult differences, looking at how the necessity of outward address helped shape communities that were also working to find their own particularities. Rather than focusing only on distinctive difference and oppositionality, I will trace the forms of opening and cross-identification comradeship invited by these earlier movements and community formations, arguing that the memory of that call to coalition has receded in times that seems more likely to focus on the pedagogical problems related to an inability to think and act from the perspective of others.

050. Immigrants, Refugees, and Undocumented: Speaking Truth to Power

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Adaptive Practices among Immigrant Students in U.S. Rural Areas *Ramona Fruja, Bucknell University; Nneoma Ibezim, Bucknell University*

This paper examines the adaptive practices of rural immigrant youth, identifying the resources they draw on as they transition to and settle in such communities, as well as the needs they continue to experience in contexts with comparatively fewer networks of support for newcomers. Though ethnographic participant observation and open-ended, in-depth interviews at a "Lunch and Learn" summer program conducted at two affordable housing programs in a college small town, the paper highlights how the youth expressed themselves creatively, intellectually and affectively through photographs they took of themselves and their home communities—an approach called Photovoice. This participatory action research approach facilitated the development of visual, written, and other communication skills among participants as they narrated their lives, as well as rich sociological data that allowed insight into immigrant adaptive practices towards generating "school-relevant selves" who can envision themselves succeeding in environments of higher education.

"Pedagogies of Puppetry: Marginalization, Hegemony and colonized treatment of Immigrant and Refugee Families" *Margarita Machado-Casas, University of Texas at San Antonio; Haetham Abdul-Razaq, University of Texas at San Antonio; Katherine Talati-Espinoza Talati-Espinoza, University of Texas at Austin; Alpha Martinez-Suarez, University of Texas at San Antonio; Miguel Fonseca, University of Texas at San Antonio; Cindy Peña, Texas State University at San Marcos*

Pedagogy of the Puppet draws upon the theoretical underpinnings of LatCrit reviews through a decolonizing discourse of the deficit ways Latino and refugee families have been positioned in marginalized ways regarding their engagement in schools. Drawing on ethnographic methods, we unpack the disconnect these families experience in schools regarding barriers through the symbiosis of power relations between the puppeteer (school, administrators, teachers) related to the language, culture, and perceptions they hold of Latino and refugee families. We engage in unmasking the discourse of invisibility of the puppet, the Latino and refugee families, in order to address how schools can actively resist these hegemonic behaviors and actively awaken the puppeteer and take action to address these injustices.

Qué estás haciendo en South Carolina? The Relationship between Immigration and Education Policy in a Restrictive State Context *Timothy Monreal, University of South Carolina; Sophia Rodriguez, University of North Carolina, Greensboro*

Using a content analysis of policy of South Carolina proposed and enacted legislation between 2003 to the present this paper seeks to uncover the relationship between immigration and education policy in restrictive state contexts. Given the importance of local policy contexts and the changing demographics of the South because of the New Latino Diaspora the relational nature of policy reveals themes pertinent to Latinx students and communities. As teachers, counselors, and administrators interact with immigrant youth on a daily basis it is necessary that they be policy literate to both support these young people and also refrain from spreading false information

"This Place..Immigration Knocks on My Door. Where Do I Belong?": Examining Undocumented Youth Experiences of Discrimination in the U.S. South *Sophia Rodriguez, University of North Carolina, Greensboro; Timothy Monreal, University of South Carolina*

This paper examines undocumented immigrant youth experiences of identity formation and schooling in a restrictive southern state. The study offers insight into the differences among recently arrived undocumented youth with undocumented youth that came to the U.S. during early childhood and that benefit from the Deferred Action for Childhood Arrivals program initiated under the Obama administration. Drawing on data from

an exploratory comparative case study (Yin, 2014), the paper argues that undocumented youth face constraints navigating the educational process due to a larger process of racialization and limited educational opportunities and institutional supports in high poverty schools. Despite the negative schooling and societal encounters they have with racism and stereotyping, these youth critique social policy and institutions that seek to limit their progress in society.

051. George F. Kneller Lecture, "'Scenes of Subjection' in Public Education: Thinking Intersectionally As If Disability Matters"

AESA

Lecture

5:30 to 7:00 pm

Omni William Penn Hotel: Floor William Penn Level - William Penn Ballroom

Presenter:

Nirmala Ereveles, University of Alabama

052. George F. Kneller Reception

AESA

Reception

7:00 to 8:00 pm

Omni William Penn Hotel: Floor Mezzanine Level - Bob and Dolores Hope Room

FRIDAY, NOVEMBER, 3

053. Educational Biography: Remembering Those Who Come Before Us

History of Education

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Charles W. Eliot, Ralph Waldo Emerson, and Herbert Spencer: The Synthesis of Educational Philosophy and Practice *Alar Lipping, Northern Kentucky University*

Charles W. Eliot became the 22nd president of Harvard University on May 19, 1869. He held this position for 40 years, and following his retirement in 1909, he continued to be active for 17 years as president emeritus. During this period, Eliot loomed large in American education. In initiating educational reforms Eliot relied on the philosophical treatises of Ralph W. Emerson and Herbert Spencer. In essence, Eliot attempted to directly apply philosophy to practice. Influenced by Emerson's thoughts on self-reliance, Eliot was inspired to put into practice the elective principle; the elective principle was one of Eliot's significant reforms which influenced higher education throughout the United States. Eliot was attracted to the philosophical writings of Spencer on sense training. Spencer's writings influenced Eliot to advocate the laboratory method, and it was this method that he influenced high school education while serving as Chairman of the Committee of Ten.

Is that a Stamen or a Pistil in Your Pocket? Re/membering the Feminist Science Roots of Almira Hart Lincoln Phelps *Karen Case, University of Hartford*

Almira Hart Lincoln Phelps was a nineteenth century American botanist who was among the first proponents of science education for women. By employing a feminist historiography, and presenting Phelps's ideas within an historical context, this paper provides linkages to ecofeminism. Although little re/membered, Phelps writings offer significant historical insight into botany, feminist science and pedagogy.

Socialism, Anarchism, Feminism: Recalling Emma Goldman's and Henrietta Rodman's Search for the Modern School in 1910-1920s *Patricia A. Carter, Georgia State University*

This paper reviews criticisms drawn from anarchism, socialism, and feminism, which drove the educational activities of Goldman and Rodman in the second decade of the 20th century. The research draws on both secondary and primary historical sources to remind us in this era of neoliberal control that the US educational system has long been the site of criticism and efforts to seize power from dominating political forces to move schools and society closer to their democratic premise.

054. Remembering Our Bodies: Aesthetics of Liberation & Decolonial Education
Other Disciplinary Areas
Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level B

The purpose of this presentation is to introduce an aesthetics of liberation into the project of decolonizing education. A decolonial aesthetic turn is occurring today that contributes toward remembering and recognizing the significance of embodied existence (i.e., modes of comportment, senses of being) in the ongoing reproduction of the modern world order, interpreted here as the modern/colonial world system. The aesthetic realm of experience has been narrowly determined and maintained within the conceptual/narrative (space/time) framework associated with the modern worldview and project. A modern interpretation of aesthetics has been central to the educational formation of modern subjectivities and modes of existence. An aesthetics of liberation is emerging within the long-term project of opening educational practices to the plurality of embodied ways of knowing and being previously excluded within the production and reproduction of the modern/colonial world system.

Participant:

Remembering Our Bodies: Aesthetics of Liberation and Decolonial Education *Michael S. Baker, University of Rochester*

Discussant:

Sue Ellen Henry, Bucknell University

055. Graduate Student Session: Writing Group Workshop
AESA

Business Meeting

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level C

In this workshop, participants will work collaboratively to create new writing groups in common interest areas. Facilitated by graduate students and faculty, participants will help each other to create structured and reliable writing groups that will provide the support that is needed but often hard to find in your own university. The objective of this workshop is to create writing groups which will be sustainable, provide opportunity for collaboration, and prepare all with the tools necessary to create new groups independently in the future.

Chairs:

Nora A. Devlin, Graduate Student
Eliot Sykes, University of Utah

056. Education, Resistance and the Management of Memory in an Age of Trump
Sociology of Education

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Heinz

What is remembered or forgotten? By whom and for what end? There has never been a more pressing time to explore how memory is managed within power relations. After a divisive campaign season with racially-charged rhetoric and sexist themes and a continued divisive presidency, exposing how memory is constructed or erased, and with what effects, is crucial for educational researchers and practitioners committed to social justice. This panel will address the role that manipulating memory plays in education, especially in the current political climate.

Participants:

Troubling Discourses of Safety, Sanity, and Schooling *Laura*

Jaffee, Syracuse University

Waking from Nightmare to Nightmare: Reliving Memories of Ahmadinejad in the Age of Trump *Fatemeh Moghaddam, Syracuse University*

The Management of (Dis)comfort and Memory: White Ignorance and White Fragility in the Age of Donald Trump *Barbara Applebaum, Syracuse University*

Respondent *Mary Jo Hinsdale, Westminster College*

057. Autobiographical Occasions: When I Allow Myself to Remember

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Autobiographical Research as a Means to Developing New Curricular Approaches: My Currere Journey *Biljana Samoukovic, Independent Scholar*

The author examines her experiences of learning about "the other" in both formal and informal educational settings, and of her realization that what she had been taught about "the other" wasn't necessarily grounded in reality, but rather in prejudice and fear. She considers her experiences within the framework of the currere method, which can serve as a tool to analyze curriculum and its relationship to personal experience (Pinar, 1975). The currere method has four stages: the regressive, the progressive, the analytical, and the syncretical. The author argues that as she has moved through these stages in her experience of learning and reaching new understandings about "the other," she has realized that this synthesis has created a new curricular approach to learning about otherness.

Contingencies of Autobiography: Post-Foundational De-Centerings of "Self" and "Memory" *Janel L. Miller, Teachers College, Columbia University; Elizabeth Macedo, Universidade do Estado do Rio de Janeiro*

This paper springs from myriad interrogations of Enlightenment conceptions sovereign, rational, fully knowable selves who remember fully and perfectly. Responding to calls for heightened curiosity and accompanying experimentation in the becoming of existence (St. Pierre, Jackson & Mazzei, 2016), we here posit conceptions of autobiographical inquiry that challenge that Cartesian self and knowledge projects that reproduce dividing practices of "self" and "other." We examine potencies of "post-foundational autobiography" for challenging not only exclusionary versions of self and other that can inhibit promises of equitable educational opportunity, but also of memory as mere retrieval of intact "truths" from a memory bank.

Solidarity and Autobiographical Identity: A Successful White Teacher's Complicated Notions of Her Emotional Labor *Michael L. Boucher, Texas State University; Meagan Hoff, Texas State University; Amber L. Sarker, Texas State University*

This session will discuss the autobiographical understandings of a White teacher in an urban, Midwestern school. As a teacher dedicated to antiracist action in solidarity with her students, (Author 1, 2016), she describes her complex and, at times contradictory, understanding of her emotional labor (Holschild, 1983) as a function of her life story as a daughter of a teacher and a White ally dedicated to social justice. This paper arose from a larger ethnographic case study of White high school teachers of largely African American students from a Midwestern urban district and the contradictions inherent in her narrative informs and troubles the narratives of White teachers as monolithically race evasive (Jupp, Berry, & Lensmire, 2016). The question that guided this study was: How do successful White high school social studies teachers negotiate their teaching relationships with their African American students?

058. Returning to the Word: Language, Reading, and Literacy
Cultural Studies of Education

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

Memory, Racial Trauma, and Troubling Curricular Constructions of Black Girlhood in Young Adult Literature *Esther O. Ohito, Mills College; Ezekiel Joubert, III, University of Minnesota*

In this paper, we revisit the past in order to inquire into the curricular configuration of Black girlhood in the present. We do so by analyzing the (de)construction of Black girlhood in relationship to the characterization of Black adolescent girls in two young adult novels, and as juxtaposed against our racial memories vis-à-vis these texts. We find that Black girls are constituted as tragic in conjunction with racial violence. We contend that texts such as these contribute to the curricula making of Black girlhood as a subjectivity rife with racialized pain. This is consequential for how Black girls perceive themselves and are perceived, and for what is (im)possible for Black girls to be(come) in and through their educational experiences.

Returning the 'Social' Back to Reading Motivation *Amanda O. Maher, Eastern Michigan University; Robert D. Carpenter, Eastern Michigan University*

Reading is a complex process, and dominant discourses often portray the phenomenon as a neutral, measurable cognitive product. Despite the shroud of objectivity, literacy practices are interest-bound, social constructs. Since the publication of the National Reading Panel, (2000), reading instruction has been dominated by developing cognitive strategies and has disregarded classroom practices that foster motives for reading. Quantitative research into reading has also jettisoned social reading motives. This study aims to challenge the current direction of quantitative reading motivation research by revisiting social constructs of reading motivation. Our goal is to create an instrument that reflects social motives and investigate reading motivations of high school students. The survey was administered to 286 students (grades 9-12) from a charter school located in a Midwestern city. Initial findings indicate differences in attitudes and social behaviors among racial groups, gender, and students who report reading more.

The Meanings and Various Forms of Adolescent Nostalgia in Teacher Education: Experiments in Memory, Comics, and Visual Response *David Lewkowich, University of Alberta*

In responding to contemporary coming-of-age comics, this paper questions how future educators narrate their fears, anxieties, desires, and dreams about adolescence and educational life. In particular, I focus on the appearance of oppositional forms of nostalgia in response to two graphic novels: Jillian and Mariko Tamaki's "This One Summer", and Lynda Barry's "My Perfect Life", which each focus on adolescent girlhood and moments of disillusion in growing up. Working with reader's discussion-based and visual responses, I theorize the presence of nostalgic feeling as a means of readers negotiating their myriad, unsure, and potentially dynamic relationships to memory. The appearance of divergent forms of nostalgia suggests a similar divergence in how readers relate to their adolescent past. Nostalgic expressions in reading – which manifest at a point that a reader's past and future desires converge – may tell us something significant about the educational lives that preservice teachers unconsciously desire or fear.

Towards a Feminist Literary Education: Following the Traces of Feminisms in English Language Arts Scholarship *Emily L. Freeman, University of North Carolina at Chapel Hill*

This paper examines one publication of the National Council of Teachers of English (NCTE), English Education, to better

understand how feminisms are present and/or absent in English Language Arts scholarship. A simple key word search ("feminism" and "feminist") of the journal returned 110 articles, and this paper explores the variety of feminism(s) utilized by the authors to better understand the ways that English Education engages with feminist scholarship. Using Butler's notion of language as a frame, this feminist content analysis investigates the types of feminisms present in the selected articles to determine what feminism means in the context of the journal. This paper concludes with a call for education researchers to embrace feminist theories in order to move towards a conception of feminist literary education that works to undo hegemonic systems of schooling.

059. Using Bourdieuan Theory to Foster Critical Spaces of Resistance for Structural and Social Change in Teacher Education Programs

Teacher Education
Alternative Session
8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Phipps

This workshop will center Bourdieuan theory to promote dialogue and ideas for how teacher preparation programs can undergo structural changes to validate the habitus of historically marginalized populations. We will begin the workshop with our own research about an alternative teacher education cohort in a midwestern university, and an alternative school along the U.S./Mexico border. Using a Bourdieuan theory we found that institutional structures can be changed through the validation of historically marginalized students (i.e. non-traditional pre-service teachers, and teen mothers of Mexican-origin). Using a Bourdieuan lens and our research findings as context, our goal is to engage teacher educators and other practitioners in a dialogue of how their own respective teacher education program/institution can change to engage social justice.

Discussants:

Ganiva Reyes, Miami University, Oxford Ohio
Rachel Radina, Miami University, Oxford Ohio

060. Goodness and Education Shall Follow Us All the Days of Our Lives

Other Disciplinary Areas
Paper Session
8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

The Miseducation of the Good Girl *Meghan Levi*, *Washington State University*

The years post World War II often invokes certain images of American life. Prosperity was predicated on the consumer family unit. This study examines how the post-war social norms were implemented on the college campus. Administrators and students alike socially reproduced expectations for women students that had little to do with education. Veterans needing re-socialization and support overwhelmed college campuses. Research shows the marriage and birth rates soared for college educated women at the same time. Fathers wanted to transfer their daughter's dependency to another man, and the nation wanted to avoid another depression. This study examines how behavioral expectations were communicated to women and whether taming veterans through marriage was part of their allowable contribution to the post-war prosperity.

Remembering and Re-shaping "Good" and "Ethical" in Special Education *Maureen E. Squires*, *SUNY Plattsburgh*; *Brad Countermine*, *Beekmantown Central School*

The past can be used as a prism to analyze and provide context in the present. Specifically, using an historical approach "provides perspective for interpreting a part of the contemporary educational context" (Wiersma, 1985, p. 175). Within the scope of this project, memory and perspective pertain to two integral issues within teacher education: teaching and learning. First, "good" and "ethical" approaches to teaching and learning are

analyzed within the context of critical theory and theories of ethics. Second, we discuss the impact of a recent Supreme Court ruling on what is "good" and "ethical" in special education. We use duoethnography to study "how two or more individuals give similar and different meanings to a common phenomenon as it was experienced throughout their lives" (Norris, 2008, p. 233). In this way, we, the participants, are "both the researcher and the researched" (Norris, 2008, p. 234).

061. Taking Memory Work Seriously: Politics, Perspectives, and Promise

Other Disciplinary Areas
Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Collective Memory and the Challenge to Oral History *Sam F. Stack Jr.*, *West Virginia University*

This paper attempts to explore the theory of collective memory in a more intellectual history format, briefing addressing how memory has been perceived through the philosophy of Plato, Aristotle, Locke, Hegel, Droysen, Dilthey, Freud, Benjamin, and Maurice Halbwachs. As primarily an educational historian, I am also concerned when memory is perceived only through the eyes of the individual remembering when in reality and according to the theorists of collective memory it remains part of one's lebenswelt or lifeworld and that implies it is public

Conjuring Memory by Marking Complicity: A Critical Discourse Analysis *Robyn Stout Sheridan*, *SUNY New Paltz*

In this paper, I explore the question of how does forgetting contribute to inequalities in school by thinking about the pedagogical significance of marking complicity in pedagogies aimed at disrupting systemic oppression. What role, pedagogically, does marking complicity play in the conjuring of memory? Complicity matters and is inherently a part of any pedagogy that works towards social justice. Kapoor (2005) considers complicity "inescapable" and observes that complicity shows "up somewhere and at least part of the time" (p. 1214). Teachers who aim to work towards social justice must somehow grapple with and make complicity an explicit part of their classroom practice because it is there regardless of whether they acknowledge it or not. I argue that marking complicity in social justice pedagogies, facilitates a remembering that is visceral and has the potential of sustaining memories of connection that are vital in challenging oppression.

The Politics of Collective Memory in the Classroom: Constructing a More Coherent Narrative *Andrew Zima*, *University of Pittsburgh*

The classroom is a contested site for the politics of collective memory because of its role in the construction of national memory and determining what narratives we commit to memory and how we remember them. In this sense, the classroom is a place where national history and collective memories are deposited, or interpreted, negotiated and reconstructed. The collective memory, constructed through political contest, is meant to establish and preserve the dominant ideology and the "official knowledge" transmitted through schooling in the U.S. The collective memory of "official knowledge" has insufficiently grappled with counternarratives addressing historical racial injustices. I want to examine how the failure to address historical injustices in the classroom leaves our collective memory incomplete and incoherent, followed by an analysis of how interpretive historical and hermeneutic approaches provide a deeper understanding of the events embedded in our collective memory.

062. Comparative Education: Making and Challenging Memories Cross-culturally

Other Disciplinary Areas
Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Assemblages of Violence: Women's Voice, Violence and Curricula of Agency and Resistance in India *Boni Wozolek, Independent Scholar*

This paper is the result of a case study with ethnographic underpinnings that analyzes the surrounding context and work undertaken by a women's shelter in India. While there is significant scholarly dialogue on domestic violence in India that exists across the social sciences, little emphasis is placed on how these shelters function as a form of curriculum. The author concludes several points from this analysis of presences and absences in these spaces and places of normalized violence. First, the shelter itself, although exceptionally present in its physical location, is culturally absent. Second, the physical presence of these women in their daily lives subjects them to normalized physical and emotional abuse. Finally, as women go back to their homes and return to the initial site of violence, it becomes clear that the women's home is more than just a shelter but place where a curriculum of agency and resistance is enacted.

Challenging the Memory of Ibuism: Young Women Participation and Leadership in a Children's Rights Youth Organization in Indonesia *Dian Mitrayani, University of Wisconsin Milwaukee*

Indonesia, as the fourth most populous country in the world, has a large population of youth. After decades of civic life suppression, Indonesian youth raised to second place among 12 Southeast & East Asian countries for percentage participation in activism at 46%. Unfortunately, there is a large gap between women & men's civic engagement and sense of empowerment. Another large gap appears through unequal opportunity in civic participation and leadership for younger youth. This research attempted to analyze civic participation and leadership practices of seven female youth leaders, ranging in age from 15 to 20 years, in Forum Anak Da'Bajay, a youth civic organization in Surabaya, Indonesia. The research seek to illuminate how these leaders constructed and practiced participation and leadership, with focus on dissemination and implantation of children's rights. This research also analyzed challenges in navigating the memory of ibuism/gendered responsibility of women and ageism in their leadership roles.

Memory (Generational) as a Negotiated Space, and its Everydayness in the Living and Schooling of Somali Bantu Youth *Nimo Abdi, University of Minnesota*

In this paper, I draw from the lived stories of Somali Bantu youth in an urban high school in the Midwest, to illustrate the relationship between historical remembering and everyday meaning making of being racialized bodies both within Somali community and in mainstream society. As a group, Somali Bantus are racialized in Somali society, because they are descendants of slaves (Besteman, 2014). The discourses surrounding the slave status of Somali Bantus persist in the Diaspora. For young Somali Bantu in U.S. school, old boundaries of Somaliness haunt them as they interact with Somali school staff and students. Hence, Bantu youth stories shed light on the dialectic between remembering and forgetting their painful past as racialized bodies. Remembering is necessitated in their interaction with others Somalis, and forgetting is needed in order to imagine new possibilities for an equitable existence in their current Somali Bantu-American subjectivities.

On the Market: Competition and Signaling at a Swedish High School Fair *Paul Myers, University of Illinois at Urbana Champaign*

The Swedish school milieu has undergone dramatic changes since the 1990's. This paper, using the high school fair in Stockholm as both an example and proxy for these shifts towards choice and competition as well as marketing and branding, will explore the deleterious effects of these changes on the

conceptions of schooling. As the shifts in Sweden mirror, and at times serve as a harbinger for changes elsewhere, this work has great significance in the consideration of choice policies.

063. Creating Free Spaces for Counterhegemonic Actions In Teacher Preparation

Other Disciplinary Areas

Panel Discussion

10:15 to 11:45 am

Omni William Penn Hotel: Conference Level B

Teacher preparation programs are often embedded in technical and rational perspectives; these perspectives and approaches reject or negate claims to social justice, diversity, and democracy (Bartolome, 2008). While educational foundations scholars may serve to challenge these approaches and view "teaching as political and intellectual work" (Nieto, 2003, p. 15), these courses may not be able to fully counter the deeply embedded assumptions of "teachers as technicians." This panel made up of faculty and undergraduate students examines the ways in which students and faculty can create counterhegemonic spaces through both co-curricular and extracurricular activities that push against the grain through the organization of undergraduate research conferences and other events. Using the concept of free spaces, we examine the ways in which these spaces can challenge the assumptions of teacher education.

Participant:

Creating Free Spaces for Counterhegemonic Actions In Teacher Preparation *Gerald Wood, Northern Arizona University; Christine Lemley, Northern Arizona University; Shawn Thomas, Northern Arizona University; Gretchen McAllister, Northern Arizona University; Laura Michael-Blocher, Northern Arizona University; Kyra Lee Bennett, Northern Arizona University; Katie Jackson, Northern Arizona University; Karla Arteaga Cortes, Northern Arizona University; Devon Swanson, Northern Arizona University; Kevin Alvarez, Northern Arizona University*

064. Lest We Forget: Engaging Memories of Displacement at the Crossroads of Race and Disability

Social Context of Education

Panel Discussion

10:15 to 11:45 am

Omni William Penn Hotel: Conference Level C

This panel explores the social memories of exclusion for students of color and students with disabilities in schools in two ways--through qualitative research and personal experience. Each of the panelists is currently engaged in qualitative research projects that examine how the memory of segregation (for both African American students and disabled students) is reified through current educational policy and practices and in the lived experiences and memories of students, educators, and administrators. Through our qualitative coursework we have formed an informal research group in which we have also begun discovering how each of our projects is influenced by our personal memories of feeling out of place at school because of race or disability. We hope that through conversation across identity and location our projects will illuminate the necessity of remembering past and present exclusionary practices so that as educators we may co-construct a more just future for all students.

Participant:

Lest We Forget: Engaging Memories of Displacement at the Crossroads of Race and Disability *Hetsie Veitch, Syracuse University; Katie Roquemore, Syracuse University; Camilla Josephine Bell, Syracuse University*

This panel explores the social memories of exclusion for students of color and students with disabilities in schools in two ways--through qualitative research and personal experience. Each of the panelists is currently engaged in qualitative research projects that examine how the memory of segregation (for both African American students and disabled students) is reified through current educational policy and practices and in the lived experiences and memories of students, educators, and administrators. Through our qualitative coursework we have

formed an informal research group in which we have also begun discovering how each of our projects is influenced by our personal memories of feeling out of place at school because of race or disability. We hope that through conversation across identity and location our projects will illuminate the necessity of remembering past and present exclusionary practices so that as educators we may co-construct a more just future for all students.

065. Memory Work, Teachers' Work: Who Cares About Teachers' Feelings in Classrooms and Schools?

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Frick

Participants:

Culture, Memory, and the Praxes of Novice, African American, Elementary School Teachers in Urban Schools *Morgan Faison, University of Georgia*

This research examines the cultural memories and socialization experiences of a younger generation of African American teachers, as compared to the literature on veteran, African American teachers. Using a blending of case study and narrative inquiry methods, this study also examines the role that cultural memories and socialization experiences play in the teachers' beliefs and practices. Findings from the study support the theory of intergenerational cultural transmission and culturally responsive pedagogy and add to the knowledge base about equity for African American students in urban settings via culturally responsive teacher education. The study concludes with implications for teacher education policy, research, and practice.

You Don't Fit Here: Teachers of Color Coping with Racial Microaggressions in Schools *Lynette Mawhinney, The College of New Jersey; Carol Rinke, Marist College*

This paper comes from a larger, national study where life histories of former teachers were collected in order to understand their reasons for leaving the profession. This story looks at two teachers of color from the study and their radicalized experiences with microaggressions that occurred while teaching. We provide suggestions for administrators and teacher educators in order to help address this issue to ensure stronger teacher attrition and retention in the future.

Chair:

Iesha Jackson, University of Nevada, Las Vegas

Discussant:

Marta Sanchez, University of North Carolina at Wilmington

066. The Politics of Reclamation in Memory Work: Sexual Haunting, Whiteness and Straightness as Family, and Discourses of Purity

History of Education

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Heinz

While memory work serves as an integral tool for educators to reconstruct educational worlds, the problematic of forgetting still looms large for educators vested in social justice, resistance, and equity. Wherein institutional spaces work to script, regulate, and oppress racialized and sexualized bodies for the purposes of capitalist production, schools have been and continue to be sites that reproduce norms of compulsory heterosexuality and racist neoliberal scripts, distinctly marking them as oppressive, unwelcoming spaces invested in the maintenance and reification of whiteness and collective forgetting. To effectively address this exigency, this panel will seek to interrogate several threads of scholarship related to race and sexuality and the work of institutional memory and the politics of reclamation: sexual haunting, the trope of family in the reproduction of whiteness and straightness, and the discourse of purity and cleanliness that directs institutional memories.

Participants:

More than a Feeling: White Hegemonic Heteropatriarchy and

Sexual Haunting in Education *Jimmy Kendall, University of Utah*

This paper seeks to examine the ways to which spaces of schooling are not only inculcated within larger external sociopolitical and socioeconomic structures that reproduce homophobia, white supremacy, and heteropatriarchy, but become haunted by the historical norming of white hegemonic heteropatriarchy. It's the author's contention that sexual discrimination and oppression operates within a similar framework as that of racial haunting, wherein racialized subjects are not only oppressed by institutional and individual racism, but haunted by its enduring legacy of erasure and collective forgetting (Bentley, 2006; McGlotten, 2012). The author will explore the politics of what he is terming sexual haunting, wherein individuals who do not identify/mark themselves as the idealized heteronormative, western, optimal Eurocentric scholastic subject must not only incur the oppressive politics of white hegemonic scholastic spaces, but dually confront the haunting of homophobic cultures that carry with them plethoric historical traumas removed from our collective memory.

Queer(ing) Genealogies in Education: A Critical Treatment of Whiteness and Straightness as Family *Ashley Seitz Kramer, University of Utah*

This author calls attention to, and encourages educators to resist, the cultural amnesia that is prevalent in institutional spaces around issues and histories of race and sexuality—amnesia that tends to serve dominant groups and paradigms, and oppressive racial and sexual projects (Buenvivista, et. al, 2009). Drawing from queer theory, cultural phenomenology, and critical race theory (and the theorization of *la familia* in LatCrit), this paper interrogates the theme of “family” in anti-oppressive education and calls for a complex consciousness about it. Ultimately, this paper has two main aims: first, to look closely and critically at how we already rely on the trope of family to navigate and structure our institutions and relational dynamics; and second, to consider how we might resist, queer, or “reconceive” those patterns, structures, histories, and memories, as well as the praxis that emerges from them.

Cleanliness: The Discourse of Purity and Active Confrontation *Anne Innis, University of Utah*

This paper examines the performance of purity and the creation of “clean” spaces or “cleanliness” in schools. As Michelle Fine and Sara McClelland argue, “national policies have an uneven impact on young people and disproportionately place the burden on girls, youth of color, teens with disabilities, and lesbian/gay/bisexual/transgender youth” (2006, p. 297). The promotion of a pure homosexuality places queer youth in a precarious position: perform purity or fail to qualify for humanness (Moriell, 2004; Rofes, 2004). If children require such careful scripting, is white heteropatriarchy behaving as though youth are primed for rebellion? Borrowing from Cris Mayo's pedagogy of accusation (2007), this author argues that a policy of active confrontation is needed to address the straightening and purifying of students and the discourse of cleanliness in youth reading programs.

067. Embodied/Embedded Spaces Where Memory Resides *Social Context of Education*

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Oliver

This collection of papers examines the role of memory in shaping our research and teaching practices. We examine memory with and in relation to various methodological traditions including critical autoethnography, youth participatory action research, and critical analysis of poetry. We answer the questions, “How do present circumstances catalyze ‘hauntings’ of memory and vice versa?” “What is forgotten or missing from memory that lingers in our peripheries nonetheless?” “What does this say about the perspectives we bring to our work about education?” We draw forth implications for the ways memories can guide us toward recalibrating our commitments to education and social justice in a neoliberal academic

world.

Participants:

Eureka Moments in Critical Autoethnography: Embedded Ontology/Epistemology Collides with Ontological/Epistemological Expectations *Gresilda Tilley-Lubbs, Virginia Tech University*

This paper uses critical autoethnography to examine embedded and embodied memories of my past as a Spanish literature master's student and curriculum and instruction Ph.D. student in relation to my memories as a researcher and tenure track faculty member of education. I explore how I discovered academic and spiritual wholeness after years of fragmentation by engaging with research genres that allow for interdisciplinarity and fully engaging the self in the research process.

Ghosts from The Past: Hauntings in Participatory Research for Courageous Social Re-Imaginations *Patricia Krueger-Henney, University of Massachusetts Boston*

This paper explores the ways my memory work during a PAR study at the 2005 Children's World Water Forum (CWWF) both recalls and forgets about how much young people's grassroots and community-wide educational activism was commodified by global water policymakers, who acted on behalf of multinational corporations seeking the privatization of land and water. By juxtaposing it with current events of water and land rights activism, this paper attends to "both new and enduring questions" that memory work in PAR sparks, including: What is the relevance of memory work across PAR sites to educational research, practice and performance? How can memory work in PAR build a critical mass of education researchers? I revisit data from the 2005 CWWF to argue that the usefulness of memory work in PAR for re-imagining social worlds depends on making visible past structures of social inequalities still in place.

When the Research Site Disrupts Embedded Traumatic Memory: (Reluctantly) Sharing Memories of School Violence with an Adolescent Research Participant *Jennifer Sink McCloud, Transylvania University*

In the paper, I engage in a meta-autoethnography of a book chapter I wrote that illustrated my interview work with a 15 year old English language learner student who upended the researcher-researched relationship by asking me questions about my experiences during the 2007 Virginia Tech shooting while I interviewed him. I challenge the researcher-participant binary and present possibilities for how to ethically interact with research participants.

Triggering the Spotlight: Memory and the Researcher/Practitioner Gaze *Tricia M. Kress, University of Massachusetts Boston*

In this paper, I take a postformal autoethnographic approach informed by critical pedagogy and critical body studies. I examine newly crafted reflective narratives of my experiences with schooling in relation to my prior published research findings about urban education, bringing to the surface the interconnections between my personal memories, participant-observer experiences in urban schools where I conducted research, and my practice as a University faculty member. Using an analogy of a motion-sensor activated spotlight, I demonstrate emotion and physical sensation of embodied memories as triggers for my researcher's gaze. This work highlights the limitations of notions of "qualitative researcher" as instrument and calls into question assumptions about the purpose of qualitative research in education. It raises possibilities for tapping embodied memories as valuable knowledge for informing researcher/practitioner praxis.

Examining Immigrant Student Identity Formation through Poetry *Rong Bai Chang, Virginia Tech University*

Using poetry, the author investigates twenty years of life experiences in a mid-size town in America as a female Chinese immigrant and nontraditional doctoral student. She examines her multiple names acquired through her immigrant life in the

American society. She also describes how each of these names calls forward a different identity. She portrays the evolutions and even confrontations among these names. In exploring her identities' formations as an immigrant and student, the author interprets her encounters with the powers of dominant culture along with social constraints in the context of higher education and local community. Through the lens of critical pedagogy, the author conceptualizes the power struggles among the issues of gender, and culture differences.

068. The Trouble with Forgetting: Defending against Difficult Knowledge, Mourning, and the Processes of Memory

Divestiture
Cultural Studies of Education

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

In this symposium, the authors theorize the purposive push away from memory by examining the perils and promise of forgetting in different contexts. How might educators negotiate the seemingly impossible task of engaging students in dialogue about the trouble with forgetting in the face of our need and desire to forget our troubles? This becomes even more complex when we account for the ways in which memory is motivated and stories of the preferred life include only preferred memories. We contend that forgetting is strategic on both cultural and subjective levels. How, for example, are national days of remembrance tied into strategies of forgetting, and how can we disentangle them in diverse classrooms? In this context of increasing social amnesia and institutionalized political ignorance, forgetting becomes a dangerous business, and yet we cannot possibly survive without it.

Participants:

Active Forgetting, Structural Ignorance, and the Return of the Repressed: Toward a Pedagogy of Epistemic Vulnerability
Jennifer Logue, Southern Illinois University Edwardsville

Mourning and Forgetting: Memory and Reaching Abroad to Trouble the Myth of "Closure"
Stacy Otto, Illinois State University

069. Author Meets Critics: "Border Crossing Brothas" by Ty-Ron Douglas

Other Disciplinary Areas

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

Border Crossing Brothas
Ty-Ron Douglas, University of Missouri

Author Meets Critics: "Border Crossing Brothas" by Ty-Ron Douglas
Heather Cherie Moore, Allegheny College; Lance McCready, University of Toronto, Ontario Institute for Studies in Education; Chezare Warren, Michigan State University

070. Sonic Oppression in Schools: Bringing the Noise, Bringing the Criticality

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Decolonization of Deaf Education
William Garrow, California State University, Northridge; Samantha Etlin, CSU Northridge; Faith Escher, CSUN

The current educational system in the U.S promotes a master narrative, which strives to over-value some groups of people, and under-value others. This research identifies the ways in which the Deaf education system has been colonized to promote those

in power, to continue in power (i.e. hearing, white etc.) By identifying patterns, we can work to decolonize the space, curriculum, policies and epistemology, and pedagogy (Yosso et. al. 2011). Deaf children are largely taught through a deficit-based approach—either in a setting where they are devalued because they can't hear, or in one where their intersectionalities are largely ignored resulting in the undervaluing of Deaf students of color, Deaf women, Queer Deaf individuals, etc. This research is rooted in Critical Race Theory (CRT), looking at Community Cultural Wealth (Yosso, 2005) and various Identity Development theories with the goal to decolonize and "inspiritize" our Deaf Education System.

Hearing Stronghold of Deaf Education: Experiences of a Multigenerational Deaf Educator *Leala Holcomb, University of Tennessee, Knoxville*

To understand the current state of Deaf education, people need to understand the history to know when, how, and why things came to be. My interest in exploring Deaf ways of knowing was largely shaped by the history in which I am part of as a multigenerational signing Deaf person. Deaf people have always functioned as a cultural and language minority attempting to take back Deaf education in face of ongoing domination. My Deaf parents, grandparents, and great-grandparents experienced and endured efforts to destroy our native language and culture, and managed to preserve and transmit American Sign Language and Deaf culture for four generations. It was not until my Deaf parents entered high school that they were allowed to use ASL. Capitalism, medical industrial complex, and normalcy aim to eradicate Deaf heritage, and Deaf people resist by using our history as a driving force to take back Deaf Education.

Policing Deafness: Everyday Sonic Oppression in Schools *Walter S. Gershon, Kent State University*

In many classrooms, sounds are anathema to learning. But not all sounds. Teachers are to be heard loud and clear. There is, however, an exception to this rule: deaf schools. For those who have never spent time in a classroom where the majority population is deaf or hard of hearing, it can be a rather loud space. Yet, when speaking with deaf people about their experiences in majority hearing schools, what they share underscores the opposite perspective, a lack of resources and deep difficulties getting federally mandated services. The irony is profound. We want hearing kids to be deaf, deaf kids to be hearing, and both deaf and hearing kids to listen to their teacher. This paper attends to three central ways that sound manifests in contemporary schooling: sound policing, deafness as sonic deficit, and kicking ass through band.

071. Reclaiming Identity: Memory, Remembering, and Forgetting

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Challenging Static Conceptions of Indigeneity: Identity, Violence and Memory *Luis Urrieta, University of Texas at Austin*

Indigeneity has often been constructed on romantic ideas of what it means to be indigenous and also on the notion of the disappearing Indian. Such static conceptions of what it means to be indigenous have also been "officialized" by governments through institutions that attempt to regularize and erase indigeneity. This paper challenges static conceptions of indigeneity by critically engaging two personal memories about complex indigenous identity making experiences. One experience takes place in Mexico and the second in the United States. These experiences highlight the separate, but intersecting, complicated, and contested ways indigeneity gets constructed in diaspora for indigenous migrants compared with the structured dictates of nationalist constructs of indigenismo in home

countries. Finally, this paper puts forth a Critical Latinx Indigeneity framework in education that aims to help educators better understand the social and educational needs of indigenous Latinx students in the U.S.

Re-membering Ancient Wisdoms in a Mexican School: Visions from Dystopia to Healing and Community *Sue Kasun, Georgia State University; Jyoti Kaneria, Georgia State University*

In this session, we examine the impacts of a Mexican, indigenous pedagogy-based school in a way that works directly against a violent society surrounding them. The lead author explores work she has done over the last five years with the school in Mexico, one who has, as part of its mission, an interest in "sharing the fire" with others, the world over. We invert our lens to show U.S.-based educators that there exist enormous possibilities of healing through practical applications in education and despite dystopian circumstances.

072. Memories of Citizenship: Narratives and Counternarratives *Cultural Studies of Education*

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

We propose a panel discussion examining how citizenship practices are interwoven with what we remember and what we forget through the citizenship narratives and counternarratives we produce. Each panel member will share their own memories of citizenship-formative practices and trouble the notion of universalist citizenship by including reflections of women inmates who have been stripped of their citizenship. Our focus is the intersection of citizenship, education, voting, and disenfranchisement. Building on theories of citizenship from Turner, Quantz, and Lister, we theorize the concept of mock citizenship, a practice of possibilizing different futures in the space of prison. Mock citizenship is built on an impotent conceit and the status quo that fosters socialized apathy and helplessness in those given the citizen label.

Participants:

American Woman: Questioning Citizenship, Race, and Space in Memory Work *Brittany Aronson, Miami University*

White, Colombian, Swedish- nationality ambiguity- white skin, white privilege- geographic confusion as to who she actually is ... American citizenship? Yes. Female, middle-class, Christian upbringing. Guided still by faith, but seen as lost by those around her- prayers for her to find her way back. In my discussion, I will conduct a positionality archeological dig through theories of citizenship. It's 2003, I am singing this song "I'm tired of looking 'round rooms Wondering what I've got to do Or who I'm supposed to be I don't want to be anything other than me" (I don't wanna be by Gavin DeGraw) But now, it's 2010, education, learning, reading, thinking. Who is "me?" 2014 my doctorate degree tells me 2016 I come back to wondering who am I? 2017 I hear this tune on the radio again. Remembering things I have forgotten. Forgetting things I don't want to remember.

Democratic Legitimacy: Remembering And Forgetting What Citizenship Is And Isn't In The United States *Melissa Ann Harness, University District of Columbia*

White, female, mom and wife, upper-lower class, disabled by the government but perfectly abled to myself, outspoken, a 'new' Southerner (i.e. liberal), a feminist, a hopeful political warrior for change who stands for law and justice. Using the ideas behind "democratic legitimacy," I will lead an exploration of what our political and judicial ideas of citizenship might look like, and how they may change for many under our current political arena. For those who believe that Justice will not be served until those who are unaffected are as outraged as those who are . . . you would be RIGHT. For those who are right they must be the change that affect the unaffected and bring about the outrage that turns right into . . . change right NOW.

Insider and Outsider as Appalachian Citizen: Remember and Repress *Brian Sohn, University of Tennessee*

White, male, upper-middle class, Appalachian, Boy Scout, began to meet punk rock, hip hop, environmentalism, peace and justice advocacy. Using poetics and feminist citizenship theory, in this paper I chart remembering and forgetting across my conceptions of citizenship formation. Citizens, citizens, say the pledge. Say it every day, drudgery, monotony don't matter. That's what we do. Be good citizens, do a good turn daily, (not like them) kind courteous brave thrifty. But keep shopping, no stopping if you love your country you support its economy. Buy American, citizens, Walmart said that. Walmart came in, downtown shut down. I loved Anderson's hardware, narrow aisles full of bins with penny, roofing, and finish nails, some in pails. Wing-nuts, tee-nuts, hex nuts, Carriage bolts, lag bolts, and my favorite eye bolts. But see? Lowes had lower prices. Sunday school said boycott capitalism. I thank the lord for leftist Catholics in my young life.

Lame/Liberty: "Double Consciousness," Citizenship, and Memory *Sultana Shabazz, Tacoma Community College*
Black, female, SES rollercoaster, weird Southerner, ex-Muslim, first with Prince's poster in my 9th grade locker, recoiled from hypocrisy and ran off to Japan where I was AMERICAN. Using Du Bois' conception of "double consciousness" to theorize my experiences, I explore how absence of memory liberates and disables in the formation of citizenship from the margins. I never stood for the pledge of allegiance (how could I? allegiance to who?) I wore pantaloons and a headscarf to school (until I didn't...) I sang spirituals during Black History Month (secretly, but never went to church) I cried when Elvis died (and bought bootleg Al Green CDs in Seoul) I was taught that "America" was white (felt not anger but...nothing. Rootless) I taught the English dream on foreign soil (yep, I'm Black. Nope, I don't rap or play sports) I am American like I am Booker St (it's where I live)

Chair:

Brian Sohn, University of Tennessee

073. Envisioning Better Educational Worlds through Focus on Foundational Concerns

Teacher Education

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Conference Level B

Participant:

Envisioning Better Educational Worlds through Focus on Foundational Concerns *Bernardo Gallegos, National University; Noreen Garman, University of Pittsburgh; Ming Fang He, Georgia Southern University; M. Francyne Huckaby, Texas Christian University; Isabel Nuñez, Indiana University - Purdue University Fort Wayne; William Schubert, University of Illinois at Chicago; John Weaver, Georgia Southern University*

We propose a conversational session built on excursions of memory wherein participants autobiographically address: Re-envisioning Educational Worlds. Representing different educational concerns (e.g., curriculum, teaching, supervision, teacher education, culture, sociology, philosophy, culture, and history), participants will be challenged address their past, present, and sense of possibility by focusing on the following questions: 1. How, and by whom, have you been influenced to value the educational foundations in your educational sub-discipline(s)? 2. What has facilitated and impeded your pursuit of education through addressing foundational matters? 3. How have the foundations of education contributed to ways in which you have re-envisioned educational worlds throughout your career and currently?

Chair:

William Schubert, University of Illinois at Chicago

074. The Language of Freedom and the Teacher's Authority: Cases and Collaboration-Turkish and U.S. Teacher Educators Social Context of Education

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Conference Level C

This panel is an effort to bring together representatives of two communities of educators to explore, from different perspectives, the condition of the fundamental authority to teach in two different countries where the right to a fair public education has put educators at risk. We present the story of intertwined two-year collaboration between Turkish and U.S. colleagues. It refers to shared commitments built in institutions with the help of students, colleagues, comrades and friends in a struggle for an education committed to fairness, and social justice, on two sides of the world. It was a collaboration which resulted in a collection of stories that mine the sources based on past practices as they collide with current challenge, current crisis that has enveloped both countries' education projects.

Participant:

The Language of Freedom and the Teacher's Authority: Cases and Collaboration-Turkish and U.S. Teacher Educators *Jeanann Foley, Northern Arizona University; Sharon Gorman, Northern Arizona University; Christine Lemley, Northern Arizona University; Gretchen McAllister, Northern Arizona University; Fatma Mizikaci, College of Education Sciences, Ankara University; Guy Senese, Northern Arizona University; Yasemin Tezgiden-Cakcak, Middle Eastern Technical University; Joe Wegwert, Northern Arizona University; Gerald Wood, Northern Arizona University*

Chair:

Carolyn J. White, Rutgers University

075. Educational Studies Journal Editorial Board Meeting

AESA

Business Meeting

12:00 to 2:00 pm

Omni William Penn Hotel: Floor Seventeenth Level - Franklin & Greene Rooms

076. Remember Not to Forget: The Political Necessity of (Self) Care

Other Disciplinary Areas

Symposium

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Frick

The papers in this panel bring different professional and epistemological vantage points (education leadership, curriculum studies, social foundations and teacher education) to remembering important experiential protective factors that are often rendered silent. A more nuanced understanding of the political necessity of (self) care as a radical and just act is central to sustainable justice work that we must remember not to forget. If we are to serve, scholars must better theorize and remember the protective factors that have and still exist that support the individual and collective quest of African American communities to unapologetically and courageously pursue educational opportunity. This necessitates rethinking self-care as a political act seriously as a crucial component of social justice work in education.

Participants:

The Political Necessity of (Self) Care: Towards a Radical Black Humanity *Daniella Ann Cook, University of South Carolina*

Fostering an Ethic of (Self) Care *Lisa Bass Freeman, North Carolina State University*

Spirituality in Educational Leadership: Rooted in a Place Called Home *Gretchen Givens Generett, Duquesne University*

Unraveling Stress and Coping among Black Females in Higher Education: Building a Model for Mentoring through Counseling *Rhonda Jeffries, University of South Carolina*

My Labor is Not in Vain: The Continuing Legacy of Black Women Mathematics Educators *Crystal Hill Morton, Indiana University Purdue University Indianapolis*

Chair:

Crystal Hill Morton, Indiana University Purdue University Indianapolis

Discussant:

Theodora Regina Berry, The University of Texas at San Antonio

077. Resisting Alternative Memories: Breaking Silences, Telling Tales, and Taking Action

Other Disciplinary Areas

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

"Breaking silences, telling our tales, is not enough...Historical responsibility has, after all, to do with action—where we place the weight of our existences on the line, cast our lot with others, move from an individual consciousness to a collective one" (Rich, 1994). This symposium invites conversation about resistance in art, design and music curricula—educational resistance to counter the silencing of voices on the margins. All three papers attempt to re-envision the educational value of individual and curricular voices that have traditionally been absent from educational discourse. These papers are grounded in educational philosophy and suggest possible ways of influencing current education practices and curriculums as a means of re-envisioning our educational worlds.

Participants:

Resisting Alternative Memories: Re-envisioning a World for Native Americans *Kendra Davis Abel*, *University of Oklahoma*

Resisting Alternative Memories: Re-envisioning an Environmentalism of the Oppressed *Thomas Jerome Cline*, *University of Louisiana at Lafayette*

Resisting Alternative Memories: Re-envisioning Music Curricula for Amateurism *Johnnie-Margaret McConnell*, *University of Oklahoma*

078. To Be Young, Gifted, and Black (Male): New Narratives for the 21st Century

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Access and Re-Entry: The Social and Cultural Experiences of Black Males Upon Returning Home From College *Jessica Spradley*, *University of Toledo*

This paper details the social and cultural experiences of three college educated men when they return to low-income neighborhoods. I argue that a third consciousness is developed that is used as a new lens to view social and cultural exchanges both past and present.

Recognizing the Academic Talents of Young Black Males: A Counter-story *Sabrina N. Ross*, *Georgia Southern University*; *Alma Stevenson*, *Georgia Southern University*

Using theory and methods of critical race counter-storytelling (Baszile, 2015; Solorzano & Yosso, 2002), the purpose of this presentation is to challenge majoritarian educational stories about Black male learners by highlighting examples of Black male academic talent demonstrated during a four-week summer literacy program focusing on culturally relevant curriculum for Black youth. This presentation will highlight specific examples of academic talent that were observed in the midst of Black male behavior that is typically categorized as "bad" or "unruly." By providing alternative readings of these behaviors and the academic talents of critical thinking, creativity, symbolic thinking, and linguistic complexity they reveal, our purpose is to call attention to examples of Black male academic talent that are too often rendered invisible when assumptions about these learners are made based on majoritarian stories.

Chair:

Cleveland Hayes, University of La Verne

Discussant:

Amber Pabon, Kutztown University

079. (Re)Call to Action: Grappling with Diversity within Organizations and Programs

Other Disciplinary Areas

Paper Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

"Fear of What We Don't Know": Grappling with Diversity in a Youth Theatre Program *Betsy Maloney Leaf*, *University of Minnesota*; *Bic Ngo*, *University of Minnesota*

This paper examines how youth participants in a community-based theatre program were able to confront and grapple with issues of diversity and difference as part of rehearsing and performing a mainstage production of a play focusing on the life of Ruby Bridges. The findings are particularly important to theatre educators and policymakers who aim to foster opportunities for youth to learn about and counteract racial inequalities as part of a commitment to social justice education and culturally relevant pedagogy (Ladson-Billings, 1995). By examining an interracial, intergenerational cast perform work about segregation during the Civil Rights movement, the research considers how memory can be used as a tool to name social injustices while also positioning artistic practice as a way to counteract educational contexts that reproduce inequality. It also considers learning that occurs in out-of-school contexts, such as community organizations, as critical to understanding "how different generations recall our educational past."

Resistance, Remembering, and Realizations: Facilitating a 3-Day Equity Institute for Public School Teachers *Silvia Cristina Bettez*, *University of North Carolina at Greensboro*

Public school teachers often have minimal exposure in their teacher education programs to equity issues from a critical and/or cultural foundations perspective. Exposure to discussions of equity and foundations of education are often left to professional development (PD) workshops. In this auto-ethnographic, reflective engagement of a practical 3-day "equity" training I created and facilitated for public school teachers, I a) outline the curriculum, exposing the rationale behind key choices, b) describe resistances and how these can be viewed as connected to remembering, along with an explication of how we moved through them, c) articulate teacher realizations or "ah-ha" moments as named throughout the training and explicated in the evaluations (three evaluations were collected during the training), and d) share lessons learned that contribute to implications for future research and future equity PD trainings.

"Something Inside So Strong": Parents and Scholars Reminisce on Hip-Hop Based Education and the Freedom School Experience *Kristal Moore Clemons*, *Florida State University*; *Paula Groves Price*, *Washington State University*; *Kawachi Almon Clemons*, *Virginia State University*

Hip-Hop Based Education (HHBE) can be a culturally responsive alternative to traditional educational practices that are devoid of African American and youth culture. This work articulates how a civil rights based educational approach, when combined with a Hip Hop pedagogical approach, can aid children in developing the "capacity to make a demand" (Perlstein, 1990, p. 298) for their educational futures. Utilizing data collected from a Children's Defense Fund Freedom Schools® partner, we (1) discuss HHBE as a culturally responsive framework to engage urban youth in their education and community; (2) discuss HHBE as a critical thinking and social activism vehicle for youth to mobilize and find voice; and (3) present the voices of urban

youth and parents engaged the program.

080. CASA (Committee for Academic Standards and Accreditation) Business Meeting

AESA

Business Meeting

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

Chair:

Sophia Rodriguez, University of North Carolina, Greensboro

081. Eco-Democratic Reforms in Education SIG sponsors: Naturalizing Hierarchy: The Problem of Male/White/Human Supremacy By Robert Jensen

Other Disciplinary Areas

Alternative Session

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

While every system of domination/subordination has its own specific history and practices, at the core is the naturalizing of hierarchy and the assertion that human beings cannot live without it, seen in clichés such as “there will always be winners and losers.” Whether attributed to divine or evolutionary forces, this claim of the inevitability of hierarchy is widely accepted. Is hierarchy, and the struggles for ownership/control that come with it, really just human nature? Robert Jensen will challenge the supremacist thinking behind the cultural, political, economic, and technological systems that structure the modern world, rejecting the necessity of hierarchy not only within human societies but in humans’ relationship to the larger living world. This critique of hierarchy is central to both social justice and ecological sustainability.

082. Working Toward What’s Possible: YPAR and the Politics of Remembering in Education

Politics and Policy in Education

Panel Discussion

12:00 to 1:30 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

The advent of neoliberal reform and restructuring in U.S. education has spelled disastrous consequences for both students and teachers committed to social justice and engaged citizenry. Increased accountability metrics, Eurocentric standards, testing regimes, student tracking technologies, and juxtaposition of venture philanthropists and for-profit educational ventures has made it nearly impossible for individuals to imagine a system of schooling outside the purview of capitalist production. In summation, U.S. schooling has undergone an ideological and discursive shift from being recognized as a public institution committed to engaged citizenry, critical thinking, and democracy, to that of a necessary consumer good optimal for the global knowledge economy. To combat and examine this problematic, this panel will specifically examine Youth Participatory Action Research (YPAR) as a framework that can allow educators and students to work to radically reclaim and remember the democratic nature of schools in the name of equity, empowerment, and emancipation.

Participant:

Working Toward What’s Possible: YPAR and the Politics of Remembering in Education *Jimmy Kendall, University of Utah; Jacob Jobe, University of Utah*

Chair:

Leticia Alvarez Gutiérrez, University of Utah

083. The School as a Workplace: Moving Beyond Teaching and Learning

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Teachers, Race Talk, and Sociopolitical Development: A Critical Race Perspective on Teacher’s Beliefs and

Preparedness *Ira Murray, University of Pittsburgh; DaVonna Graham, University of Pittsburgh; Derric Ivan Heck, University of Pittsburgh; Jawanza Rand, University of Pittsburgh*

This paper reports on the results of the Teachers Race Talk Survey (TRTS), a 33-item exploratory survey of over 400 pre-service and in-service educators regarding feelings and beliefs about engaging in race talk and sociopolitical development in the classroom. Specifically, critical race theory is used as a conceptual tool to analyze and counter a master narrative that teachers should not spend time engaging in race talk with their students. Evidence from the study revealed that student racial composition was a better predictor of whether respondents believed they should engage in difficult race talk than the race of the teacher. Respondents who believed in engaging in race talk centralized the experiences and experiential knowledge of students of color. Implications for teacher education and development are drawn from the responses of teachers who felt prepared to engage in race talk and student sociopolitical development in the classroom.

Why Experienced Teachers Left a High Needs Elementary School in North Carolina from 2014-2017: A Case Study
Jessica F. Benton, UNC - Chapel Hill

Many teachers transfer schools and leave the profession, but the reasons for this are not altogether clear. According to the National Center for Educational Statistics, 58% of teachers moved from one school in their district to another. Why those teachers transferred or what is better about those changed working conditions is not clearly defined. Most survey information is too limited in scope to capture all of the emotional, psychological and physical reasons teachers chose to transfer or leave the profession. This becomes increasingly problematic when we consider which student populations are hurt the most by this attrition and mobility. In-depth interviews capture detailed information about experienced teacher attrition and mobility. The purpose of this case study is to describe experienced teacher attrition and mobility at a high needs North Carolina elementary school. Findings from this study could contribute to future policies aimed at teacher retention and inform school administrative practices.

Chair:

Rhiannon Maton, SUNY Cortland

Discussant:

Donyell Roseboro, University of North Carolina at Wilmington

084. Past and Present Tense: Memories of Schooling and Learning Reflected Through Normative, Interpretive, and Critical Lenses

Social Context of Education

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Each presenter in this symposium has prepared an “autoethnographic life review” (Ellis, 2012) of schooling experiences as perceived to affect current practices. Individual stories from each ethnography have been chosen for analysis. Our analysis is grounded in Critical Race Theory (Ladson-Billings & Tate, 1999) and critical whiteness studies (Sleeter, 2011), but the presentation is organized using the three cornerstone approaches of SFE: normative, interpretive, and critical

Participant:

Past and Present Tense: Memories of Schooling and Learning Reflected Through Normative, Interpretive, and Critical Lenses *Jessica Spradley, University of Toledo; Mohammad Aljaidyah, University of Toledo; Mary Ellen Edwards, University of Toledo; Marjory Goodloe, University of Toledo; Lynne Hamer, University of Toledo; Colins Imoh, University of Toledo; Josie Mazza, University of Toledo*

Each presenter in this symposium has prepared an “autoethnographic life review” (Ellis, 2012) of schooling

experiences as perceived to affect current practices. Individual stories from each ethnography have been chosen for analysis. Our analysis is grounded in Critical Race Theory (Ladson-Billings & Tate, 1999) and critical whiteness studies (Sleeter, 2011), but the presentation is organized using the three cornerstone approaches of SFE: normative, interpretive, and critical. Participants in the panel contribute international and domestic memories of schooling and learning. International perspectives detail primary and secondary experiences, as well as memories of parents' and grandparents' tales, from Nigeria and Kuwait, spanning the decades of the 1980s, '90s, and 2000's. Domestic experiences include a range of rural, suburban, and urban school experiences and additional family stories that span the 1900s through the 2000s. Themes unearthed include structural inequalities, educational trauma and culturally responsive teaching (in and out of the classroom).

085. (No) Remembrance of Things Past: The Consequences of an Ahistorical Pedagogy

History of Education

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level B

Numerous consequences such as a narrowing of curricula, the constriction of teaching methodologies, and the privatization of public education have been well documented as arising out of current neo-liberal inspired educational policies. Less well documented are the pedagogical effects of some of the underlying anti-historical philosophical assumptions of neo-liberal educational reform efforts. With theoretical roots deeply entrenched in modernity theory's assumption of consistent progress and in logical positivism's conception of reality as exclusively objective and inherently quantifiable, neo-liberal educational reform bends toward the ahistorical. Such perspective to reform engenders a pedagogy without a past approach to education that fosters both negative classroom and cultural consequences as well as an occasional curious juxtaposition of conflicting philosophical perspectives. The symposium explores some of these consequences in the following papers: "Marx Among the Baptists;" "Breaking Bad: Assessment Run Amuck;" and "Moving Forward by Looking Back: (Re)Connecting to Tradition in American Indian Education."

Participants:

Marx Among the Baptists *Richard Hartsell, University of South Carolina Upstate*

Breaking Bad: Assessment Run Amuck *Sarah Hunt-Barron, University of South Carolina Upstate*

Moving Forward by Looking Back: (Re)Connecting to Tradition in American Indian Education *Jim Charles, University of South Carolina Upstate*

Chair:

Richard Hartsell, University of South Carolina Upstate

086. All Alone with Memory: (Re)Envisioning Current Praxis by Connecting to Personal Experience

Other Disciplinary Areas

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level C

In this panel presentation, six critical educators reflect upon childhood memories of trauma, radical love, struggle, and healing in educational settings. Autoethnography allows us to explore the intersection of self and environment to create portraits of social moments that represent loving spaces as well as those that are descriptive of surveillance, injury, and oppression. Through a series of vignettes, authors describe how these experiences shaped their current praxis of education toward proleptic hope. Slatery (2013) describes proleptic hope as an eschatology that "offers a way to access the strength and determination to act for justice even in the midst of personal tragedies" (p. 87). Although each author utilizes autoethnography, authors' employ a range of autoethnographic methodological approaches to contextualize lived experiences, wherein arguments are made for the loving reshaping of our educational environments to more fully include peace and justice.

Participants:

Looking for love in all the right places: An abused daughter's navigation toward loving teachers who probably saved her for 11 years *Sue Kasun, Georgia State University*

Out of the server closet: Early impact of homophobia and interpretations of authority *Rurik Nackerud, Portland State University*

A collaborative autoethnographic story about school, punishment, and parenting in three acts *Amanda Bethel Richey, Kennesaw State University*

Sticks, Stones, and Microaggressions: The Roles of Names Remembered, Mis-remembered, Forgotten, and Erased *Anita State University Bright, Portland State University*

Violence, healing, and critical consciousness: Re-envisioning education as a praxis of proleptic hope *James A. Gambrell, Kennesaw State University*

087. You Must Remember This: Educational Policy Analyses for the 21st Century

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Participants:

Control the Troll: The Libertarian Ethic and Political Discourse in the Age of Disinformation *Daniel Chapman, Georgia Southern University*

How is trolling influencing our current education and politics? In the 1990's, the Internet was imagined as a public sphere where citizens from all walks of life could engage in rational discourse toward the common good in a space outside of the state and the economy. And, yet, discussion boards are filled with the vilest racist, sexist, and anti-Semitic sentiments one could imagine. The Internet is anchored on the term "openness." The vitriol we confront daily online is justified as "freedom of expression," and resisting it is vilified as "censorship." The troll celebrates creating chaos and laughing at self-righteousness. And, while this should be celebrated in some circumstances, openness and anonymity does not protect vulnerable groups and allows for state actors to hire troll armies to create ideological confusion across national boundaries. This paper reconsiders political discourse online and recalibrates the political importance of the troll.

On 'Willful Amnesia' in a Red State: Remembering as a Political and Pedagogical Act in the Trump Era *Erin Dyke, Oklahoma State University; Jennifer Job, Oklahoma State University; Sarah Gordon, Oklahoma State University*

Racialized, nationalistic, gendered, and religious violence during and as a result of the election has intensified in schools and universities as the white supremacist regime has taken state power. In Oklahoma, the impact of this violence is exacerbated by the state's historical intentional erasure of the its constitutive histories of Indigenous and Black genocide from school curricula, official archives, and the state's hegemonic origin narratives. Analysis of survey and interview data from Oklahoma teacher educators and K12 educators reveals that commitments to 'neutrality' in the classroom perpetuate Oklahoma's long history of willful forgetting. We draw on Gordon's (2008) theory of social haunting to understand how 'neutrality'-as-amnesia can never completely erase past violences in classroom spaces and enables contemporary violence against Oklahoma's minoritized students, families, and teachers.

Pedagogy Against Fragmentation *Scott Ellison, University of Northern Iowa*

Crisis is a much abused term, but it is increasingly clear that the US and Europe are entering a period of crisis. A radical right movement with dangerous parallels to the early 20th century is

achieving political power across the global North by tapping into economic dislocation, deep-seated racial, ethnic and gender antagonisms, anti-elite sentiment, and virulent nationalism. The proposed paper will present a conjunctural analysis of the emerging crisis as a model for critical cultural work in this historical moment. It will be argued that the emerging crisis is defined by a convergence of economic, political, and cultural crises animated by the ascendancy of the neoliberal political project. The central claim will be that the emerging conjunctural crisis of this historical moment demands that critical educators take up a pedagogy against fragmentation as political praxis to advance the resolution of the emerging crisis toward just and transformative ends.

Chair:

William Frick, University of Oklahoma

088. What Parents Want: Stories that Need to be Told

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

Examining Perceptions: Parent, Teacher, and Administrator Beliefs about Parental Involvement *Alyssa Shlensky, Concordia University Chicago*

The paper investigates perceptions of parents and teachers regarding parental involvement in a public school bilingual education program in a Midwestern suburb located outside of Chicago. Interviews were conducted with stakeholders closely related to the Spanish Bilingual program to better understand what positive parent involvement in a biliteracy program looks like based on their own memories and experiences. It examined whether a successful collaborative partnership had been formed, and how the collaboration can be strengthened. Semi-structured interviews were used to better understand perceptions. The study utilized a critical theory lens, encouraging participants to think about their past and question current realities to improve practices. Themes and connections were examined amongst perceptions to enhance partnerships between parents and schools. The study found the perception of parent involvement varied amongst participants. Many interviewees found aspects of an effective partnership, while finding additional ways to strengthen the partnership.

Memory Telling and African American Motherwork:

Transmitting a Family's History of Racial Violence *Chasity Bailey-Fakhoury, Grand Valley State University*

The paper explores how African American mothers with daughters attending predominantly White schools use gender-oriented memory telling (Jefferson & Reyes, 2002). The focus group data are drawn from a larger mixed methods study investigating gendered racial socialization practices among mothers with daughters enrolled in predominantly White, suburban Detroit schools. These mothers use the telling of family experiences with racial violence to transmit gendered racial socialization messages. These messages are utilized to promote their daughters' development of a positive racial-gender identity. The labor involved in gender-oriented memory telling is embedded within African American motherwork.

The Racialized Costs and Constraints of Elementary School Choice for Black Parents in Brooklyn, NY *Shannon Allen, University of Colorado, Denver*

Charter school sector expansion disproportionately affects Black urban neighborhoods and the debate about the relationship between racial educational equity and enhanced public school choice has created dissension and discord in scholarship and across Black politics, educational organizing efforts, neighborhoods, and school communities. This interpretive policy analysis of the elementary school choice perceptions and experiences of twenty Black parents identifies disparities between the values and goals of school choice policy and

parents' racialized experiences. Dominant narratives about choice and public schools are compared with parents' elementary school choice narratives, which constitute an experience-based racial politics of school choice. Thematic narrative analysis of in depth interview data reveals the common racialized challenges Black urban American parents confronted, regardless of class or ethnicity, and their diverse responses to these challenges to conceptualize a Black standpoint from which to perceive the consequences, limitations, and promise of school choice policy.

089. Disrupting Whiteness after (Mis)Remembering the Past

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

(Re)membering in Order to Forget: Critical Race

Counternarratives as a Tool to Disrupt Whiteness in Teacher Education *Brittany Aronson, Miami University; Lateasha Meyers, Miami University; Vanessa Winn, Miami University*

In this paper, we seek to respond to the dilemma of "lies my teacher told me" in our pre-service teacher education classroom. Using children's literature and counternarratives, we seek to work against the "lies" they were told in school. However, we also contend that these "lies" aren't something only perpetuated in K-12, but carried into teacher education by teacher educators who are afraid (or unevenly informed) to address issues of race, racism, and whiteness

Taking Responsibility for our Whiteness by Remembering:

Understanding How Teachers Manifest Whiteness in the Classroom *Elizabeth Marie Allen, University of North Carolina at Chapel Hill*

With the trend in school performance, educators have fixated on closing the achievement gap by fixing students from historically disenfranchised populations (Ladson-Billings, 2006). Hot topics in education address educational inequities by giving marginalized students access to opportunities. What is implicit is the expectation students of Color meet the white normative standard (Leonardo, 2009). To achieve a racially just educational system, it behooves us to understand white supremacy and whiteness as the disease and racism a symptom (Matias, 2016). To alleviate racism (i.e., the symptom) in schools, we need to understand whiteness (i.e., disease) by remembering how we were taught to be masterful at race (Thandeka, 1999) so we can deconstruct the normalization of whiteness in schools. The goal is to propose a mixed methods research study to understand how elementary school teachers manifest whiteness in the classroom and explore how it influences the outcomes and opportunities afforded to students.

"What Happens when We "Forget" about White Privilege? Pre-service Teachers and Their Views on White Privilege"

Danielle Ligoeki, Oakland University

Working at an institution that has predominantly White, female pre-service teachers, I work to constantly push them to think critically, question the dominant discourse, and be uncomfortable with the status quo. Readings for our management and cultural diversity class and the topics on our syllabus take these students outside of their comfort zone and ask them to consider ideas that they may not have considered before. However, what happens when one of these ideas is White privilege? Have these pre-service teachers simply forgotten the privilege that their skin color brings them? Are they unaware of what White privilege means? Or do they simply not see how White privilege operates in society?

Whiteness, Civility and (Mis) Remembering the Past *Pamela J. Bettis, Washington State University; Paula Groves Price, Washington State University; Jeremiah Sataraka, Washington State University; Nancy Emilce Carvajal Medina, Washington State University; Nicole Ferry,*

Washington State University; Carolina Silva, Washington State University; Amir Gilmore, Washington State University; Courtney Benjamin, Washington State University; Jenne Schmidt, Washington State University
 Drawing from the concept of White Fragility (DiAngelo, 2011) that interrogates how and why White people circumvent their privilege and racism; Mayo's (2001) discussion of the role that civility plays in teaching and learning difficult knowledges; and the work of Chung and Harrison (2015) which examines how Whiteness operates in Teacher Education Programs, this study focused on preservice teachers' memories of high school and visions for their future classrooms. Findings include White teacher candidates stumbling over language of race and equity and denial of racism in their memories of schooling and seeking comfort in their future roles as teachers by arguing for neutrality in the classroom. Chung and Harrison's (2015) question of "Who is Teacher Education For?" helped us recognize the powerful role that Whiteness plays in our own work in shaping our curriculum, pedagogies and thinking.

090. Can We Talk? Necessary Conversations about the School - Prison Nexus

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

Selective Memory: Reframing the Metaphor of a "School-to-Prison Pipeline" *Andrea Kalvesmaki, University of Utah*
 The metaphor of a "school-to-prison pipeline" (STPP) has been helpful to direct education policy research to examine the contributions of school discipline to youth incarceration in the U.S. However, the metaphor is limited. The metaphor describing a pipeline from schools to prisons biases education and juvenile justice research and selectively limits the historical memory of the foundations for both child-serving systems. It does little to address the systemic marginalization for children most at risk for exclusionary practices in both schools and courts. This paper explores the historical roots of education and juvenile justice systems, and then explores the wider policy framework in which the metaphor of the "STPP" is situated in order to reframe and redirect the gaze of research away from the selective and narrow pipeline focus to a more encompassing frame.

The Traumatic Effect of being Incarcerated *Shiv R. Desai, University of New Mexico*

While approximately one in three youths are identified by juvenile probation officers as needing mental health services, researchers estimate that between 67% to 90% of detained and adjudicated youth meet criteria for at least one mental health diagnosis, and almost half for two or more comorbid psychiatric disorders. This staggering prevalence of mental health disorders amongst justice-involved youth is more frequent than in the general adolescent population. The purpose of this proposal is to present how trauma affects system-involved youth by creating emotional, mental, spiritual and physical distress by examining data from a Youth Participatory Action Research (YPAR) project with system-involved youth and their allies.

Discussant:

Mary Hollowell, Clayton State University

091. CFSE (Council for Social Foundations in Education)

Business Meeting

AESA

Business Meeting

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

Chair:

Jan Armstrong, University of New Mexico

092. Eco SIG Business Meeting

AESA

Business Meeting

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

093. Queeruptions: Queer of Color Analysis as a Basis for Radical Action

Other Disciplinary Areas

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Everyday Queerness, Everyday Activism *Sam Stiegler, University of British Columbia*

Queer Latinidad in US Schools: A Community-Based Approach to Education and Outreach *Rigoberto Marquez, Stanford University*

The Places in Between: Institutional Efforts to Support, Nature, and Promote Personal Agency Among Queer Students of Color in Higher Education *Steven Oliver, Salem State University*

"Be a Good Bottom": Networked Technologies as Sexual Pedagogical Sites for Young Black Queer Males *Edward Brockenbrough, University of Rochester*

Chair:

Lance McCready, University of Toronto, Ontario Institute for Studies in Education

094. Remembrance and Resistance: Undocumented Students and Newly Arrived Refugees

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie 1

Participants:

At the Crossroads of Change: Undocumented Korean American College Students' Educationally-Based Activism in Higher Education and Upcoming Challenges *Ga Young Chung, University of Illinois at Urbana-Champaign*

In this study, I examine the educationally-based activism of undocumented Korean American college students seeking to improve conditions for undocumented youth in higher education in the US. In spite of the reality that undocumented Korean Americans are the eighth largest undocumented population in the US and one out of seven, approximately 230,000 Korean Americans, are undocumented, the lived experiences of them have remained largely unexamined. Focusing on their continuous involvement in student activism that argues for expansion in the access to higher education and financial-aid programs to unprivileged students including the undocumented, I demonstrate their contributions in keeping the value of public education at universities. I begin my work by situating their activism in transnational circuits that encompass radicalism here and abroad because their work is closely tied to social mobility through the traditional means of higher education, to a political organizing that can replicate Asian American model minority status.

Beyond the DREAMer Narrative: Learning from Immigrant Youth Remembrance & Resistance *Carolina Silva, Washington State University; Itzel Trejo, Washington State University; Caryl Hernandez, WSU; Keyla Palominos, Washington State University*

In 2001, I along with approximately 2 million other immigrant youth were strategically molded into a political group by politicians and immigrant rights associations. DREAMers as we

came to be known were framed as “good immigrants” deserving of residency status and access to higher education. Situated within the work of immigrant youth movements and dominant ideologies of social value in relation to education, this paper analyzes the discourses and practices of immigrant youth activists in the state of Washington. The struggle for immigrant rights and educational access has been intimately connected as evidenced by the activism of immigrant youth. Despite recent publicity on immigration debates, the political engagement of immigrant youth has yet to be researched in relation to larger educational structures. This paper analyzes collective memory as a central component of recent efforts led by immigrant youth.

“Newly Arrived Refugees: Challenges and Hope when Engaging the School Systems amidst a Pedagogy of Attacks and Hate” *Margarita Machado-Casas, University of Texas at San Antonio; Haetham Abdul-Razaq, University of Texas at San Antonio*

The new executive order signed by president Trump, lead to the exacerbation condition of refugees. The political climate of xenophobic rhetoric that increased since the American last election (2016 election) campaign reached its peak at this moment of history. This current climate has widened the chasm between the intra-ethnic groups and increased the fear of so many refugees already resettled in the United States. Therefore, the job of schools and others who works with refugees’ integration becomes very difficult task. Based on a three year mix method study, the purpose of this presentation is to expose, describe, understand, the process of family engagement of refugee families to explore how underrepresented, minority families are positioned in the model of home-to-school engagement. It sheds light on some of the obstacles refugee’s families encounter throughout their attempt of engaging schools particularly after the President Trump travel band and rhetoric of hate.

“It’s Just Hard Here. We’re Free but Not Free at the Same Time.”: Exploring Recently Arrived Undocumented Youth Perceptions of Citizenship, Identity, and Belonging in the U.S. South *Sophia Rodriguez, University of North Carolina, Greensboro*

The purpose of this study is to explore the experiences of recently arrived undocumented youth in restrictive southern policy context, particularly their beliefs about citizenship, identity formation, and sense of belonging to school and society. Connecting to the conference theme, I argue that hearing recently arrived undocumented youth stories as they remember their journeys to the U.S. for a “better life” only to be confronted by anti-immigrant policies needs addressing. Drawing on data from a two-year multi site ethnographic study in Title I high schools, this study unravels how undocumented youth are positioned as “problems” and “criminals” in U.S. society and a southern state context, and the ways in which they reject such positioning.

095. Dangers for Public Education and Resistance to Them in the Age of Trump: Research Perspectives about the Role of US Teachers and Their Unions

Politics and Policy in Education

Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

This panel examines four aspects of the Trump education agenda and the threats to public education with an emphasis on the possibilities for union and activist resistance. Two of the four papers provide an overarching analysis of how the education agenda relates to economic and ideological interests and perspectives and three of the four papers examine local struggles over district organization and control and union and activist struggles. This panel brings together two well-known critical education scholars with two emerging scholars to map what is new and different about educational policy and practice from the prior era. As well, it offers an analysis of new possibilities of theory and action for education scholars, education activists, and teachers unions.

Participants:

The Rise of Trump: Implications and Prospects for the U.S., Teachers, and Their Unions *Lois Weiner, New Jersey City University*

In my paper I will address two questions: 1. How has Donald Trump’s victory changed the political, economic, social, and ideological landscape in the US? 2. What are implications of these changes for US teachers unions? My analysis will synthesize a broad range of materials, primarily from blogs, newspapers, and social media. Because the time table of peer-reviewed research includes a lengthy review process, these resources will likely not be published in time for their use in this paper, yet they are a valuable source of information scholars should tap (Murphy et al., 2016).

Comprehending Devos or What Decades of Educational Reform Has to Do with Fake News *Kenneth Jeffrey Saltman, University of Massachusetts Dartmouth*

President Donald Trump’s appointment of the United States Secretary of Education Betsy Devos on the one hand represents a furthering of the longstanding rightist project to replace public education with a privatized industry in education. The Devos appointment also represents a radical disregard for evidence, argument, knowledge, and education itself. The contradiction around evidence has to be understood in terms of the decades long project to estrange knowledge from the conditions of its making in the “accountability” regime that has been interwoven with the neoliberal restructuring project (Saltman, 2012). It is no longer possible to understand educational reform apart from the contemporary crisis of truth and lying that pervades popular discourse.

Dangers for Public Education and Resistance to Them in the Age of Trump: Research Perspectives from Two Social Justice/Movement Teacher Union Caucuses *Chloe Asselin, Graduate Center, City University of New York*

The purpose of this study is to understand the potential that social justice/movement teacher unions can play in progressive education reform efforts that can counter neoliberal education “reform” policies. This study places teacher voices at the center of the fight for educational, social, and economic justice. I will analyze two social justice/movement teacher caucuses, the Movement of Rank and File Educators (MORE) in New York City (NYC) and the Caucus of Working Educators (WE) in Philadelphia.

Dangers for Public Education and Resistance to Them in the Age of Trump: All Politics are Local: Getting out from under State Control *Leah Owens, Rutgers*

The central problem of my paper is how to (re)envision a public school district newly returned to local control after being under state control for more than twenty-five years, in this particularized context of the Trump administration. Through the use of autoethnography, I will examine the impact state control has had on the constituent groups of the Newark Public School District and the residents of Newark in terms of educational governance and community disenfranchisement. By asking the question, how can parents, students, teachers, and community members design and implement education reforms that reflect a democratic public education?, I observe how these groups fight back in order to regain local control of our school district.

096. Exploring Educational Memories: The Reshaping of Identities in Schools

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Conference Level B

Participants:

Reconstructing Educational Memories: Counternarratives of the Latin@ Experience in High School *Juan Rios Vega, Bradley University*

Based on Critical Race Theory (CRT) in education and Latin@

Critical Theory (LatCrit), the researcher analyzed how his former English as Second Language (ESL) classroom became a space of love and hope where he and his students developed a critical attitude (Freire, 1993, 2000) about their schooling experiences. The presenter shared how the use of a journal writing assignment allowed his former ESL students use their performative memory (Biklen, 2004) to reconstruct their educational memories as Latin@ students in high school. Additionally, the researcher analyzed how Latin@ students' experiences in education equipped them or not to climb the social ladder, to find better jobs, and/or to pursue higher education.

The Role of Memory in Race: A Transracial Asian American Adoptee's Autoethnographic Examination of Racial Identity Formation in Graduate School *Aeriel A. Ashlee, Miami University in Oxford, OH*

Using autoethnographic narrative inquiry, the author engages in a critical examination of the role her education has played in her racial identity formation. In her analysis, the author critiques the reproduction of society's racial stratification in graduate school through the privileging of monoraciality and the precarious underrepresentation and virtual invisibility of Asian Americans in research on students of color in higher education. The author contends that graduate education can be a site of resistance for historically oppressed communities of color, namely transracial Asian American adoptees, but that such critical praxis necessitates intentional reflexivity upon past educational experiences and memories related to racial identity formation.

Theorizing Identity as Learning: Structuring the Practices that Shape Identities in Schools *Luis Urrieta, University of Texas at Austin; Beth Hatt, Illinois State University*

In this paper we theorize identity as learning using figured worlds as the contexts for where identities are produced. We will argue that as identities are developed through daily practices (Holland et al., 1998), so are identities in classrooms. As teachers structure activities and practices in classrooms for learning, they are, in essence, structuring practices that shape identity. In the practices of learning, students are developing identities in relationship to those practices. In this paper, first, we will address this relationship between identity and learning in the figured worlds of classrooms. We will begin by discuss our definition and framing of identity. Secondly, we will analyze identity in classroom settings through notions of smartness in schools as tool for understanding how identities and learning operate in the classroom. Finally, we will discuss the implications for teachers and teacher education programs.

097. Patients, Preschoolers, and Queer Students: Forgetting and Remembering Human Dignity in Educational Policies and Practices

Sociology of Education
Symposium

3:30 to 5:00 pm

Omni William Penn Hotel; Conference Level C

Educational policies are rife with exclusionary language that enable the "forgetting" of human dignity. In public preschools, K-12, and health and medical education, policy discourses reinforce inequalities such as racism, classism, and LGBTQ discrimination. The purpose for creating this symposium was to address policy and practice perpetuating the forgetting of human dignity. We ask: How does forgetting contribute to inequalities in education and in what ways can we remember human dignity and flourishing? These papers use the theoretical frameworks of Freire, Multicultural Education, and EcoJustice Education to discuss the following: In what ways have policies impacted the oppression of queer students, and how can their human dignity be remembered? How do neoliberal discourses facilitate the forgetting of preschoolers' human dignity, and how can we remember practices of human flourishing? How can the policies of health educators be addressed to challenge racial practices of forgetting dignity and to promote human flourishing?

Participants:

The Impact of Oppression and Marginalization of Queer

Students and Suggested Solutions *Lance Kruse, University of Toledo*

This research paper explored the "forgetting" of human dignity through the oppression and marginalization of queer students and will discuss suggested solutions. The bullying of queer (non-heterosexual) students is a problem in the U.S. educational system with flaws stemming from lack of antidiscrimination policies to passively legitimizing harassment by the inactions of educators. The impact of oppression can lead queer students (the oppressed) to a sense of dehumanization and struggle against the oppressors. Paulo Freire's methodology suggests meaningful dialogue, initiated by the oppressed, to facilitate the remembering of human dignity to liberate both the oppressed and the oppressors. However, the actions taken by many schools in supporting their queer students do not align with Freire's methodology. Instead, the significance for practice suggested here is to alleviate systematic forgetting and the oppression of the heteronormative educational system to reduce the dehumanization of queer students through Freire's practice of meaningful dialogue.

Racism Concealed in the Curricula of Health Professions Students *Diane McCarthy, University of Toledo*

Identifying individuals by race is considered essential in healthcare education and clinical practice. This paper sought to define the influence of race and racism within the context of health professions education. Individuals seeking health care are categorized by observer-derived racial identification. Long-accepted practices supported by policy, research, and routine demonstrate evidence that educators have not fairly considered the pros and cons of racial identification. What is claimed to be understood in an academically-sophisticated population relative to human equality may not be consistent with practice. The impact of racism is "forgotten" as racial identification is rationalized as a way to improve healthcare. Thus, racial identification remains embedded in the curricula of health professions students. The significance for practice of this research is that by implementing a multicultural education framework, educators can promote the knowledge, attitudes, and skills to improve cross-cultural relationships that will support justice and equity (Banks 2005).

"The Infinite Extent of Our Relations:" An Ecological-Cultural Analysis of Preschool Legislation *Tricia McCloskey, University of Toledo*

EcoJustice Education provides a theoretical framework through which to study the ways in which institutionalized values are reinforced through modern discourses. These discourses establish value hierarchies which encourage the "forgetting" of human and non-human dignity. The same discourses allow for the control of minority groups already disadvantaged in society and schools. The language and discourses within Michigan's reform policy for at-risk preschoolers was analyzed using Fairclough's approach to Critical Discourse Analysis. In what ways are neoliberal discourses evident in preschool reform policies? What Othering and exclusions does this document reinforce? Also, how does this document allow for the remembering of human dignity and flourishing? This paper argues that the forgetting of human dignity is reinforced through neoliberal ideologies inherent in the language and grammar structures of educational reform policies. This study encourages critical dialogue around educational policies that reinforce neoliberal ideologies and the forgetting of sustainable communities and human flourishing.

Discussant:

Mary Ellen Edwards, University of Toledo

098. Activism as/in/for Global Citizenship: Putting Un-Learning to Work towards Educating the Future

Other Disciplinary Areas

Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Faced with nationalism, national racism, and far-right populism worldwide, this symposium explores activism as/in/for global citizenship theoretically, historically, and in practice. When activism is approached as a rescue, charity, service, aid, or development project, Freire (1970/2000) has warned that "one cannot expect positive results from an educational or political action program which fails to respect the particular view of the world held by the people. Such a program constitutes cultural invasion, good intentions notwithstanding" (p.95). We argue one necessarily learns hierarchical violences that disconnect the world and self from the so-called Other, resulting in problematic ontological views (e.g. alternative facts, structured inequitable norms, etc.). Latour's (1993) 'we had never been modern' means Enlightenment views led to false divides (nature/culture) and divisions such as nations (see Willinsky, 1998) and we are now up against a broadening realization that wrongheaded ideas about modernity cannot solve interdependent planet-level crises (Merchant, 1980/1983; Smits, 2015).

Participant:

Activism as/in/for Global Citizenship: Putting Un-Learning to Work towards Educating the Future *Stephanie Curley, Manchester Metropolitan University; Jeong-Eun Rhee, LIU Post; Roland Sintos Coloma, Northern Kentucky University; Binaya Subedi, The Ohio State University; Sharon Subreenduth, Bowling Green State University*

099. Memorable Events: Alternative Facts, Fake News, and Lies My Teacher Told Me

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

Remembering the Bowling Green Massacre: Alternative Facts, Fake News and the Politics of Forgetting *Ramin Farahmandpur, Portland State University*

The rise of authoritarian populism in the wake of Trump's victory has led to the resurgence of a postmodern universe in which objective information has become a casualty of "alternative facts," which aim to rewrite history and erase popular and collective memories. Funded by rightwing organizations, social media sites spread fake news, hoaxes and reports to distort and reshape the public's perception of reality. Alternative facts are forms of propaganda deployed to advance a politics of forgetting and social amnesia. Their purpose is to weaken democracy and undermine the threads that tie our collective resistance to social oppression. Students and teachers play a key role in questioning alternative facts by fostering political and cultural spaces inside their classrooms, and by applying what Giroux (2015) has described as "a militant pedagogy of hope" to deconstruct dominant epistemological and ontological foundations from which capitalist social relations of production operates.

Re-remembering U.S. History: Curriculum Study from Inside a Women's Prison *Sultana Shabazz, Tacoma Community College*

My memories of learning are both diverse and inclusionary – as opposed to ritually legitimized excursions into the socially deviant aspects of 'others' that peppered my education. I use these memories to un-remember and re-remember the rich mosaic that is U.S. history as I develop curriculums that engage my students as essentially always/already included. In the unconventional space of a women's prison, understanding the difference between learning and education has become a vital component of a critical pedagogy. This paper analyzes process, application, and reflection. I will detail the process of re-remembering history (which doesn't add so much as reveal. Then, I listen to my students and follow the threads that lead to their engagement, reclamation and re-remembering. Finally, I perform a critical self-review. The analysis will cover the 4

quarters that I have taught the course.

Chair:

Michael L. Boucher, Texas State University

Discussant:

T. Jameson Brewer, University of North Georgia

100. Rebirth of the Social Foundations

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Anarchist Ethics as Foundation for Educational Alternatives *Kevin James Holohan, Grand Valley State University*

In this paper, I first outline the distinctions between anarchism as a political philosophy and that of liberal democratic theory upon which much of educational philosophy is based. I briefly sketch out the principles upon which the social anarchist position (on the state, on authority, on human beings' way of interacting with and relating to one another) rests. Next, I consider some of the anarchist critiques of state-controlled schooling. Following this discussion of what I call traditional anarchism (largely rooted in late nineteenth and early twentieth century European workers' movements), I examine some of the foundational principles of contemporary anarchism, beginning in the 1960's and continuing up through the present. Finally, I consider what it might look like to utilize anarchist principles as an organizing framework for education.

Educational Foundations and the Liberal Arts: Possibilities and Problems Across Two Programs *Zachary A. Casey, Rhodes College; Brian D. Lozenski, Macalester College*

This proposal aims to signal the ways in which two distinct liberal arts college settings offer both possibilities and problems that complicate the dominant narrative of the field of foundations of education. We discuss our institutional contexts and the history of our programs, before turning to the ways in which commitments to rigorous study of education as an interdisciplinary field of study, not an instrumentalized pre-professional training program, can be framed in a new light through engagement with the liberal arts setting. We conclude with future directions for the foundations of education as a field that is well suited to liberal arts colleges, and further offer insights and further complications for extending this work to large state institutions.

Saying Goodbye to the Old World: The Rebirth of the Social Foundations Amongst the Dead *Abraham P. DeLeon, University of Texas at San Antonio*

What are the possibilities that exist within the throngs of destruction? What opportunities arise when a scholar says goodbye to the old world to theorize the potentials for an alternative future still yet to come? This paper positions the social foundations within productive spaces of future potentialities, conjuring memories of an old world left behind for a future yet to come, resisting the urge towards a dystopian endgame. Through a critical reading of Stephen King's *The Stand*, Ursula Le Guin's *The Dispossessed*, September 11th, 2001 and what Frederick Jameson (2005) called a "desire called utopia", the author puts forth an imaginative educational vision of the potentials embedded within the logics and practices of the social foundations of education. This challenges a post-apocalyptic future imaginary, resisting what Žižek (2010) has called the "end times", rethinking traumatic memories of the past and producing a hopeful vision of futures still being formulated.

The Generative Perspective: In Consideration of a New Standard for the Social Foundations of Education *Scott B. Waltz, California State University Monterey Bay*

The current Standards for the field include perspectives that reflect on what is known. However, the interpretive, normative, and critical frames are not well-equipped to consider what is yet

unknown. For example, moments of reform in public education are often case studies in experimentation and new directions, i.e., the merely possible becoming the actual. Heeding Maxine Greene's exhortation to imagine how things "could be otherwise", this paper advocates adding the generative perspective to the Standards. The generative 1) raises awareness of how and where differences erupt, 2) increases sensitivity to conditions and processes that give rise to innovative & divergent practices, 3) encourages the imagination of change and reformation going forward, and 4) invites educators to see themselves as agents of invention, beyond being agents of change. The generative perspective cultivates "a consciousness of possibility."

101. Race, Remembering, and Black Student Achievement

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

Sankofa Autocritography for a Black Female Administrator
Advocating for Undergraduate Men of Color *Candice Powell, University of North Carolina at Chapel Hill*

This paper articulates a new methodological approach to self-analysis called sankofa autocritography where Black scholars critically reflect on their own intersecting identities and histories, reminding us of our obligation to keep our stories alive and our voices present within contemporary scholarship. I frame sankofa autocritography as a transformative scholarly exercise where strategic memory exercises at the intersections of our gendered, sexualized, and racialized selves cultivates strength and insight for reconstructing educational worlds that celebrate the resilience, persistence and power of Black people. I share how sankofa autocritography helped me explore my role as a Black female administrator supporting retention efforts for undergraduate men of color, and how the process provided a new perspective on my responsibilities as a researcher, practitioner and activist in higher education. This paper also extends current understanding of Black women's experiences and contributions to undergraduate student success and academic outcomes for marginalized students in higher education.

The Lily Complex: Black Adolescent Females Confront the Color Caste System *Gloria Antrica Gibson, University at Buffalo, Graduate School of Education*

Due to the pressure to look more European Black women are faced with a lot of pressure to change their hair, skin tone, and their body. This type of obsession is called the "Lily Complex." According to Jones and Gooden (2003) the "Lily Complex" forces Black women to, "altering, disguising and covering up your physical self in order to assimilate, to be accepted as attractive is one of the most common behavioral manifestations of shifting" (p. 177). For some Black women the "Lily Complex" can have a negative effect on them to the point they begin to hate themselves and try to become their European counterpart by altering their physical state of being to try and look more European.

You Ain't Got to Know about No Cotton": Considering the Nexus of Race, Memory, and Black Student Achievement
Cleveland Hayes, University of La Verne; Brenda Harris, Independent Scholar

This study examines the schooling memories of African American educators and how these recollections may provide a framework for re-envisioning U.S. public schooling toward educational equity. Drawing on in-depth interviews with Black teachers from Mississippi and Alabama and a Critical Race Theory analysis, this study explores how schooling recollections position people in ways that both contest and sustain existing cultural norms and racial hierarchies in US public schools and society. This study's close reading of schooling memories may

serve as a learning tool for better understanding how push toward more equitable schooling for all by drawing on the reconstruction capacity carried by collective remembering through the interlocking relationships between individuals and social memory that continuously recreate a sense of the past and redefine future aspirations

102. Keeping Hope Alive in Times of Despair: An Autoethnographic Retrospective (SPE Business Meeting)

AESA

Business Meeting

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

103. Remembering and Forgetting: Deaf Voices Unheard Cultural Studies of Education

Alternative Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

The construction of normalcy can be directly linked to all forms of -isms. Examining Deaf education through the lens of Critical Race Theory and DeafCrit, whiteness and abledness are embedded in its origins and mission. The aftermath of this normalcy- and dominant- driven system is evidenced in the bodies and minds that bare the effects of its practices. Hearing professionals voted to ban Signed Languages from education worldwide in 1880, and this approach prevails in most classrooms that serve Deaf students. We explore how remembering Deaf narratives preserves Deaf culture, Signed Language, and enables collective resistance in the Deaf community. However, the major barrier to building grounds for liberation can be attributed to 90% of people in the field of Deaf education being white and hearing with limited Deaf cultural knowledge and experience. Forgetting condemns Deaf children to continued suffering in a hundred-year old cycle of struggle.

Participant:

Remembering and Forgetting: Deaf Voices Unheard *Gloshanda Lawyer, University of Tennessee, Knoxville; Leala Holcomb, University of Tennessee, Knoxville*

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104. The Paradox of Memory: Ethics and Embodiment Amid Devolving Federal Policy for Trans* and Non-Binary Students Higher Education

Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

This panel takes up this year's conference them, "Re-envisioning Educational Worlds" by examining the paradox of memory in the specific context of devolving federal policy for trans* and non-binary students, faculty, and staff in higher education. In 2016, the Obama administration put forth a Dear Colleague letter that suggested protections for binary transgender students in schools and universities. Almost one year later in 2017, the Trump administration reversed those rights. Now it feels like the work has started – the work of trans* rights and inclusion – but this is the paradox of memory; we are called to think that this work begins now, but it doesn't. Debates around federal policy are different and would be different

if there never was a Dear Colleague letter. Our panel approaches this paradox through essays examining student advocacy, faculty hiring, staff understandings.

Participants:

Transgender Student Advocacy and Support: Embodied Ethics in a Time of Devolving Policy *Cris Mayo, West Virginia University*

Attention to trans-related rights, recognition, and accommodations provide a good opportunity to connect various justifications for equitable education, reminding educators that they need to care and advocate for students. Trans-related issues also provide an occasion to encourage educators to understand students as complex and embodied learners and to think about how such embodiment provides more affordances for education than perhaps currently recognized. Trans and gender diverse students' interactions with curricula, policy, school buildings and data systems require a robustly equitable approach to learning. The rights of transgender and gender diverse students connect to schools' larger project of working towards an already agreed-upon goal – equity and inclusion for all students--but to do so in ways that encourage deeper thinking about how embodiment, can be at odds with normativization in schools.

Diversifying the Faculty: Trans and Non-binary Inclusion Can Be More than Just Another Stubbornly Slow-changing Data Point *Scott Gust, Westminster College*

The arc of trans and non-binary activism has been bending toward justice for quite a bit longer than the efforts to diversify the faculty in higher education. However, with over two decades of research, we still see relatively little change in the numbers of people of color across nearly all academic disciplines. While it is perhaps worth noting that little research exists on how cissexism constrains the career opportunities of potential faculty and administrators who are trans and non-binary, is it really a lofty intellectual goal to prove yet again the dismal reality of hegemony built into the norms of higher education? In this paper, I argue that adding trans and non-binary categories to existing research on diversifying faculty constitutes an "official" solution that is likely to replicate the meager gains experienced groups already identified in that research.

A Queer Approach to Understanding Staff Interactions with Trans* and Non-binary Students in Higher Education *Kari J. Dockendorff, University of Utah*

We never do gender on our own (butler, 2004); therefore, this project centers the ways trans* and non-binary students rely upon campus officials to "do" their gender. This project is focused on exploring the experiences of trans* and non-binary students on campus through their interactions with key institutional agents, such as admissions counselors, academic advisors, registrar's staff, and other support services on the college campus. Using survey methodology to assess patterns and dispositions related to trans*-inclusive behaviors among key institutional agents, I draw correlations to identify if and to what extent genderism is (re)produced on the college campus. The survey captures a snapshot of how genderism may be functioning and points to patterns or areas on campus where interventions could be particularly effective in improving the experiences of trans* and non-binary students. In the interpretation of this survey, I take up queer theory to disrupt binary, essentialist categorizations of identity.

Beyond and with Policy: Envisioning the Ending of Trans Oppression in Higher Education *Romeo Jackson, University of Utah*

Through exploring questions of policy, I suggest that policies of trans inclusion are often non-performatives (Ahmed, 2012) and, are indeed, policies of trans exclusion reifying trans within a white supremacist and classist understanding. As a result, trans inclusion policies make trans people of color and/or non-binary trans people impossible. Next, I explore how policies of trans inclusion fundamentally solidify and move forward bigenderism and end by asking: If trans people are unexpected in higher

education (Jourian, Simmons, & Devaney, 2015), then what does trans inclusion look like in a liberated future or queer utopia (Muñoz, 2009)? What is the role of policy in a future that honors, remembers and celebrates difference (Lorde, 1984)? And, how may we move away from allyship and towards a politics of solidarity with trans people in higher education that is committed to ending trans oppression (Catalano & Griffin, 2016) and centers trans people of color?

Discussant:

Lisa D. Weems, Department of Educational Leadership, Miami University

105. R. Freeman Butts Lecture, "Black Like Me": Reframing Blackness for Decolonial Politics"

AESA

Lecture

5:30 to 7:00 pm

Omni William Penn Hotel: Floor William Penn Level - William Penn Ballroom

Presenter:

George J. Sefa Dei, University of Toronto, Ontario Institute for Studies in Education

106. R. Freeman Butts Reception

AESA

Reception

7:00 to 8:00 pm

Omni William Penn Hotel: Floor Seventeenth Level - Urban

107. Graduate Student Business Meeting and Reception

AESA

Business Meeting

8:00 to 9:00 pm

Omni William Penn Hotel: Conference Level C

How can graduate students collaborate to shape and contribute to the intellectual community at AESA? The Graduate Student Council welcomes all AESA graduate students to attend this informal business meeting and reception, where we will discuss the goals of the GSC, share updates from the previous academic year, recruit new leaders to the GSC, vote on any open GSC positions, and – most importantly – develop relationships that will enrich our collective work in the years to come.

Chairs:

Nora A. Devlin, Graduate Student

Lauren Ware Stark, University of Virginia

SATURDAY, NOVEMBER, 4

108. Too Tired to Think: Juggling Full-time Professional Employment with PhD Studies

Higher Education

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie I

The neoliberal turn in higher education has seriously crumbled funding and resources to specific types of education PhD programs. In addition, the proliferation of online graduate programs and professional doctorate programs encourages practitioners to explore options outside the "traditional" PhD model. It would seem that the structure of a standard full-time PhD program is not conducive to full-time employment. Yet, there are students who do both. For reasons as varying as financial obligations, a love of learning, or a commitment to praxis, full-time education professionals juggle work obligations with academic pursuit. This panel explores the lives of full time PhD students who have full-time jobs in education.

Participant:

Too Tired to Think: Juggling Full Time Employment and PhD studies S. Gavin Weiser, University of South Carolina;

Salandra Bowman, University of South Carolina; Bryanna Nelson, University of South Carolina; Timothy Monreal, University of South Carolina; Dory Hoffman, University of South Carolina

Discussant:

Allison Anders, University of South Carolina

109. Memories of Social Justice Teaching Practices

Teacher Education

Symposium

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

This symposium will share examples of social justice teaching practices from five qualitative studies. These studies encompass a variety of school subjects (math, literacy, social studies) and grade levels (pre-kindergarten, middle school, and high school) to illustrate that social justice teaching practices can occur in any PK-12 setting. Furthermore, these studies demonstrate a variety of critical theories useful for social justice teaching: critical pedagogy, queer pedagogy, multicultural citizenship education, critical mathematics, and critical literacy. Often in teacher education, pre-service teachers seem frustrated with a lack of models for social justice teaching. These studies aim to make social justice teaching more transparent by offering examples based in theory, so that teachers can form new memories of teaching practices that are in line with an equity mindset.

Participants:

Cultivating Communities of Care: Story Circles as Social Justice Practice *Courney Cook, University of Texas; Celina Martinez-Nichols, University of Texas*

Contemporary education, political, and social structures lend themselves ideologically and practically towards a project of dehumanization which valorizes difference, individual merit achieved through competition, and, therefore, isolation over common experience and community. Recognizing these powers of exclusion at work, this phenomenological research inquires into a larger project of humanistic education dedicated to the cultivation of the human spirit. The research was conducted in a middle school in central Texas through a story circle methodology. This approach to community building invites participants to engage with one another through structured dialogue and critical listening. This particular project asked participants to "Tell a story about a time you felt a sense of belonging, or the opposite, in your school community." The aim of this study is to provide a model alongside evidence from empirical research to support practitioners who would like to engage in the social justice work of humanizing pedagogy through dialogue.

[Re]membering Gender in Early Childhood Education *Laura Bower-Phipps, Southern Connecticut State University; Jessica S. Powell, Southern Connecticut State University; Marissa Bivona, Southern Connecticut State University; Rebecca Harmon, Southern Connecticut State University; Anne Olcott, Westville Community Nursery School*

Early childhood classrooms include increasing numbers of children whose performances of gender extend beyond society's narrow definitions of "boy" and "girl" (Slesaransky-Poe & Garcia, 2012). In preschools, children are exposed to a hidden curriculum of gender (Raey, 2001), which teaches that boys and girls act and think differently. Rather than remaining complicit in replicating binary gender (DePalma, 2013), our research looks to queer theory (e.g. Britzman, 1995; Pinar, 1998) to interrupt the normalization of certain gender identities/expressions (Luhmann, 1998). Using action research, three preschool teachers challenged themselves to embody a queer pedagogy. They engaged in cycles of reflection and action to take an ethical stance for equity in their classrooms. Reflection occurred in monthly meetings, which were audio-recorded and transcribed. Analysis of transcripts indicated the teachers' willingness to push boundaries of discomfort and take ethical stances through pedagogical actions. Findings indicate new possibilities around gender in

preschools.

Face-to-Face Contact Pedagogies to Humanize Unfamiliar Ethnocultural Differences *Joanne Pattison-Meek, University of Toronto*

In what ways do teachers implement subject matter and pedagogies probing and affirming perspectives in relation to ethnic, cultural, linguistic, racialized, and religious populations in rural classrooms, where such diversities are sometimes rare? Drawing from scholarship in multicultural citizenship education (Banks, 2009; Dilworth, 2008), this presentation will discuss a classroom case study that explores one social justice-committed teacher's pedagogy to affirm ethnic identity diversities in her predominantly white, rural setting in southern Ontario (Canada). Mrs. Thomas designed a rural-urban intergroup encounter to introduce her Grade 9 geography students to newcomer immigrant youth in a nearby urban area. Face-to-face human contact pedagogies provided opportunities for students to humanize ethnoculturally different and racialized young people. This research contributes to teacher education and in-service professional learning, concrete ways of teaching for multicultural citizenship in understudied majority white and rural student populations.

Teaching the 'monumental' Columbus to Newcomer students *Jay Shuttleworth, Long Island University; Josef Donnelly, International Community High School*

More than 500 years after his landfall in the Caribbean, Christopher Columbus continues to grace more than a hundred public monuments and a federal holiday in the United States. However, substantial scholarly work implicating his role in the subjugation and annihilation of indigenous peoples problematizes his cast-in-bronze status within American history. This presentation outlines how to engage recently immigrated English-Learner students with a social justice approach to analyzing such monuments' messages. Paulo Freire's "problem posing" also guides the instruction about the legacy of Columbus's conquests. This presentation specifically examines how this instruction was delivered in an urban high school dedicated to serving recently-immigrated English-Learners, and it offers insights into how to spur social justice activism through multi-modal outcomes.

Marriage Equality Math *Summer Melody Pennell, Truman State University; Bryan Fede, University of North Carolina*

In this presentation, the researchers discuss their collaboration with a middle school math teacher to create a social justice math and literacy course. Students read texts on social justice issues and created math problems inspired from their readings. This presentation focuses one issue: same-sex marriage. Marriage equality became legal at a state level during the course, and students were eager to encourage other states to legalize same-sex marriage using their mathematical calculations. Queer pedagogy, critical mathematics, and critical literacy were the theoretical frameworks for the curriculum and class instruction. The use of queer pedagogy caused researchers to question not only the classroom structure, but also the norms within the disciplines of math and literacy. Post-critical ethnographic research methods (Noblit, Flores, & Murillo, 2004) were used, which incorporate reflection and feedback from participants. Researchers will discuss implications for classroom teachers and teacher education.

110. Presidential Panel, "School-Talk in Philosophy of Education: What Can It Be and Do...?"

AESA

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level B

Participant:

Presidential Panel, "School-Talk in Philosophy of Education: What Can It Be and Do...?" *Susan Laird, University of Oklahoma; Sheron Andrea Fraser-Burgess, Ball State*

University; Hilton Kelly, Davidson College; Frank Margonis, University of Utah; George Noblit, University of North Carolina, Chapel Hill; Isabel Nuñez, Indiana University - Purdue University Fort Wayne; Suzanne Rice, University of Kansas

Chair:

Susan Laird, University of Oklahoma

111. Graduate Student Session: Academia 101

AESA

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level C

In this roundtable discussion, participants will gain feedback and advice from faculty members and advanced graduate students in a focus area of their choice. Participants have the option of joining a roundtable discussion focused on: developing a research agenda, publishing articles, applying for fellowships and grants, or entering the academic job market. Through these roundtable discussions, participants will have the opportunity to connect over common struggles and gain insights into how to navigate these challenges.

112. Giving Testimonies: Recalling Self and Others in Multiple School Contexts

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Frick

Participants:

An Autoethnography Illuminating Childhood Memories of Identity, Race, Culture, and Sense of Belonging in Academia
Manee Moua, Washington State University

This study illuminates childhood memories of race and culture to make meaning of one's own identity, cultural and societal understanding as a means to search of one's own sense of belonging in school. Autoethnography is utilized as a methodology to tell these stories as a way to make meaningful connections to others and the self, and further make sense of the forces that have shaped my beliefs and my identity. With my own memories as a young child, I make these connections to understand and learn about my own culture and what it means to be a Hmong American woman in academia and society. In these academic spaces, I aim to create new ways of teaching, knowing and understanding culturally relevant spaces that will challenge traditional ways of [mis]representing and knowing about others.

A Different Kind of Accountability: Practitioner Observations from an Undergraduate Cultural Studies Course
Andrea Arce-Trigatti, University of Tennessee; *Sheryse Dubose*, University of Tennessee

The purpose of this paper is to further our understanding of student motivation by analyzing our own practitioner observations within the confines of the socio-political framework in which our students learn. In particular, we utilize socio-political education and motivational theories to explore the practical outcomes associated with non-standards based accountability measures implemented in an undergraduate, cultural studies course. We analyze observational and survey data by using coding schemes that reflect behavioral categories which illustrate student responses to accountability measures. Our primary findings are delineated through the lens of three themes: entitlement, peer trust, and flexible standards. In our discussion, we illuminate the ways in which practitioners working within a postsecondary setting may experience the downfalls associated with accountability measures when the educational objectives are not aligned with objective standards, inviting practitioners to identify spaces in which their own experiences may impact what is expected of students.

Testimony, Cultural Memory, and Community Engagement:
Giving Voice to the Borinqueña of Hartford, Connecticut

Sheldon T. Watson, Central Connecticut State University;
Teresita Galarza, Central Connecticut State University

This study shares findings from a qualitative oral history case study of mothers of school-age children who have moved from Puerto Rico to Hartford, Connecticut. The research sought understanding of the lifeworld of English learner students in order to develop more effective family and community engagement practices in schools. Cultural transitions, challenges and opportunities, and how participants went about settling in their new surroundings, and meeting the needs of their families, were all prevalent themes. Interviews with ten mothers were conducted in Spanish with a bilingual interviewer, recorded on digital video, translated, and transcribed in English. Data indicate the importance of activating social service resources, and recreating a sense of culturally-relevant community and support. Strong perceptions of quality of life by all mothers was a key finding that challenges prevailing stereotypes. Findings are of significance to human services professionals and policy-makers in meeting the needs of diverse community stakeholders.

113. Civic Engagement and Formal Education Actors

Social Context of Education

Symposium

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Heinz

The 2016 presidential election ushered in what might be seen as a new era in the United States. Significant changes to the nature and tone of presidential governing and specific policies proposed or implemented have led many Americans to renewed civic engagement and activism; many others, we can assume, have retreated into apathy and disengagement. At this moment in history, it behooves us to seek an understanding of a range of perspectives on and forms of civic engagement. This symposium features four presentations focused on themes of civic engagement among formal education actors, including activist teachers, community college students, elite high school students involved in service learning, and students participating in a project aimed to create meaningful dialogue across communities. The purpose of the symposium and individual presentations is to generate discussion and understanding about civic engagement from the perspectives of these different projects and points of view.

Participants:

Educators as Social Movement Actors
Tricia Niesz, Kent State University

Service and Civic Engagement
Gabriel P. Swartz, Kent State University

Civic Engagement through Collaborative Journalism: A Case Study
Kate Klonowski, Kent State University

Exploring the Civic Identity of Community College Students
Christy Walkuski, Baldwin Wallace University

Chair:

Tricia Niesz, Kent State University

Discussant:

Nancy Ares, University of Rochester

114. Journey Lines of Courage, Narratives of Success, and Developing Identities as Justice Advocates

Sociology of Education

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Oliver

In this interactive session, participants will be asked to complete a Journey line protocol around the ideas of courage, perseverance, resilience, and grit as it relates to the contexts of their personal histories in education. A journey line is a "story of self" protocol that allows participants to explore important moments in their own histories to form a narrative. The individual and collective experience(s) as remembered by participants constitute an aggregate story. Participants will share what they remember from their Journey Lines about where and when they were courageous in their schooling. The authors will then foster a critical

discussion about the impact of these memories on the development of advocacy in the participants work.

Discussant:

Amy Olson, Duquesne University

115. Restoring Native American Spirits: Sharing Stories and Claiming Memories

Cultural Studies of Education

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

Memory, remembering and forgetting are vital to Native American people who have begun theorizing indigenous methodology. It is how Natives choose to remember and to forget and how we educate about the existence of trauma that will determine the futures of Native students. The first presenter shares her story as a witness to the fragmentation of Native American culture, exposing a connection between the lands of her oppressors and Oklahoma Indian Territory. The second presenter draws from her experiences working with Choctaw college students to share Choctaw student narratives and discuss the implications these have both for higher education and for the broader story of Choctaw people, history, and culture both historically and today. The third presenter focuses on the trauma of her Native grandmother and its implications on her own life while examining ways to re-envision a world where she restores and recreates memories of Choctaw culture.

Participants:

The Birth of an Indigenous Viewpoint *Tina Bly, University of Oklahoma*

People of Miracles: Reclaiming Choctaw Education Stories *Hannah Blackwell, University of Oklahoma*

Restoring Native American Spirits: Honoring Choctaw Memories *Kendra Davis Abel, University of Oklahoma*

116. Creating Community through Shared Memory Making in Zombie Media Culture: A Documentary

Cultural Studies of Education

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Parkview West

This presentation explores how community can be created through shared interest and memory making by those who participate in media culture—specifically zombie culture. The questions for this conference that this presentation addresses are: • How do social memories shape current educational policies and practices in classrooms, schools, communities, and cultures? • What is the role of culture in remembering? The presentation consists of a 30-minute documentary as visual ethnography that was included as a portion of my qualitative research for a non-traditional dissertation that I successfully defended last December. This research questioned how engagement in zombie media culture helps its participants to navigate their everyday fears, develop identity, and form meaningful communities through this interaction.

Participant:

Creating Community through Shared Memory Making in Zombie Media Culture: A Documentary *Julie Kimble, Georgia Southern University*

117. Call to Home: Recalling Homelands, Homestays and Heritage in Schooling

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participant:

What Memories Make Immigrant Youth to Forget their Heritage Language? *Hyesun Kim, University of Utah*
Many Korean American immigrant youth shared their various

memories on using their heritage language in the public during the interview with me. While having these kinds of experiences related to their own heritage language, many immigrant youth are sometimes reluctant to speak their heritage language in the public and considered that their heritage language is not a social language in the United States. In this paper, I am interested in studying the relationship between their memories on using their heritage language in their school and maintaining heritage language among Korean American immigrant youth. Specifically, I propose to qualitatively explore the following research questions with an emphasis on analyzing their narratives about memories when they use heritage language in their school

Discussant:

Jeong-Eun Rhee, LIU Post

118. Keep on Pushing: Memories of Academic Persistence

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Autobiographical Memories and The Motivations and Dispositions of Latinas/os for Pursuing Careers as Teachers *José García, California State University Channel Islands*

This paper examines the role of autobiographical memories in shaping the motivation for pursuing careers as teachers as well as the articulation of teacher dispositions amongst Latina/o pre-service teachers in California's Central Coast. Autobiographical memories are understood as the ways people remember past experiences and may include personal facts and recalling unique events. Autobiographical memories shape the self-identity, social group affiliation, future behaviors and dispositions. The participants in this study narrated incidents and relationships in their K-12 schooling experiences that were instrumental in motivating them to pursue careers as teachers and in how they are composing and articulating their teacher dispositions.

Collective Memories of Migration: Testimonios of Latina Women *Freyca Calderon-Berumen, Penn State University Altoona; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley*

Using narrative inquiry and ethnography approaches as research methodology, the authors present life stories as testimonios. We theorize Latina women stories as immigrants in the United States. We use testimonios as a tool to remember and reconstruct events and lived-experiences to place them at the center of the analysis unveiling marginalization, discrimination, resistance, and resilience. By using testimonio as methodology, we unpack situations and circumstances that marginalized groups have sometimes accepted as their reality; situations in which the "I" becomes the "we" and validate the voices of the participants acknowledging them as producers of cultural knowledge.

What Does an Immigrant Professor's Memory of Graduate School have to do with Teaching Political Perspectives in a foundations course? *Tania Ramalho, SUNY Oswego*

The purpose of this paper is to bring forth an immigrant experience to express the connection between memories of the impact of education graduate studies in the context of Women's Studies, and work in foundations courses that includes political perspectives on society and education. American students have similar reactions to the material as the author and many others have experienced. This presentation discusses the author's background, the development of her interest in feminist education and of her commitment to exposing students to the study of political perspectives in society and education, as a foundations professor. It also discusses the importance of such study and overall approaches.

International Educational Practices of AESA Latino Academics and New Educational Perspectives *Elia Catalina Cruz Barajas, Instituto de Formación e Investigaciones Jurídicas*

de Michoacán, México

The AESA assembles teachers and specialists from the United States in education, among its members is a group of Latinos who lead part of their research to the study of social phenomena related to Latin America (LA). In the annual conferences, important topics of discussion are the strategies of inclusion and the mechanisms to mitigate the inequalities and differences that persist in the American educational system. This article inquires among the Latino members of the AESA the challenges and benefits they have obtained with the educational practices of mobility, research projects and scientific stays in Latin America. The aim is to explore new ways of cooperation under the premise of mutually beneficial exchanges that can generate areas of common interest. The Latino community in the US and the bicultural communities that have formed in LA because of, migration require new channels of communication that restructure peaceful and inclusive relations

119. Presidential Address, "School Lunch Matters: Encountering the New Jim Crow and the Anthropocene"

AESA

Lecture

10:15 to 11:45 am

Omni William Penn Hotel: Floor William Penn Level - William Penn Ballroom

Presenter:

Susan Laird, University of Oklahoma

120. Business Meeting, Taylor & Francis Awards, Critics' Choice Book Awards

AESA

Business Meeting

12:00 to 1:30 pm

Omni William Penn Hotel: Floor William Penn Level - William Penn Ballroom

121. Queering Educational Studies: Texts, Theory, and Therapy

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Creating (Chosen) Family Memories: Queer Cultural Capital in a YA Literature Course *Summer Melody Pennell, Truman State University*

This presentation is a case study (Stake, 2000) of a college course on queer young adult literature (YAL). The majority of the students were queer and the classroom became a celebratory queer space. Students in the course used queer theory to analyze YAL, and this research focuses on their use of queer cultural capital (Author, 2016). One aspect of this theory, queer familial cultural capital, was used most in student writings. It allowed them to explore the bonds and support queer people gain with kin and chosen family. This study aimed to explore (1) how students used this theory to analyze literature, and (2) how it could describe the classroom community. Data sources include student work (both analytical essays and creative writing), surveys, and tweets. Common themes found within the data surrounding queer familial capital included (1) support for queer identities, (2) learning opportunities, and (3) adventure.

Queer[ed] Storyscapes: Disrupting Heteronormative and Cisnormative Narratives on Campus Through Remembering, Storytelling, and Art Therapy *Dana M. Stachowiak, University of North Carolina at Wilmington*

Queer[ed] Storyscapes was a community-based, collaborative project where LGBTQIA students created placed-based stories and artwork to disrupt the pervasive heteronormative and cisnormative narratives at a large public university and re-map campus with queer[ed] stories. CoLabs with community artists built the foundation for the stories by providing context,

capacity-building, critical community, and space for reflexivity. An interactive installation of counternarratives and artwork positioned in significant places around campus provided a re-mapping for faculty, staff, students, and community members to follow and engage in a deeper understanding of the queer[ed] stories that exist on campus but are often silenced. Via this session, the presenter will share the context, scope, and goals of the Queer[ed] Storyscapes projects. They will also discuss the themes while sharing participant stories, artwork, and interviews. Finally, the presenter will encourage critical dialogue around the significance of community-based research and disruptive methodologies with and among queer communities.

Queering the Spheres to Include the Queers: Exploring Same-sex Parented Families through Ecological Systems Theory *Andrew Leland, Rutgers University*

The purpose of this paper is first, to present a conceptual model for exploring same-sex parented households that integrates the five concentric spheres of Bronfenbrenner's (1979, 1986) ecological systems theory with queer theory (e.g., Warner, 1993; West & Zimmerman, 1987). Utilizing a queered sphere approach, this paper then addresses some of the broader social and cultural ideologies of sexual orientation that may shape same-sex parenting decisions in education-related contexts, as reflected by statewide statutes across the United States. Without research that incorporates broader social and cultural contexts in which same-sex parents are parenting, we may be unable to understand the extent to which schools are effectively creating safe, inclusive, and competent environments for this population of parents and their families.

122. Teachers: Servants of the State or Agentic Professionals?

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

A Mind Can Blow the Clouds Away: Teacher Memory Suppression as a Resilience Strategy *Peter C. Renn, Seattle Pacific University; Pamela Konkol, Concordia University Chicago*

Teaching is emotionally and psychically draining work, requiring quick recovery time from extremely negative or traumatic episodes for the teacher to remain responsive to the needs of their students. The statistics on teacher burnout and attrition are telling: while some teachers manage to weather this storm, others are unable to persevere and elect to leave the profession altogether. Through phenomenological inquiry, we explore strategies used by veteran teachers to process emotionally difficult memories and continue to return to the classroom each fall. Specifically, we explore the interplay between motivation and the use of short-term memory suppression as a resilience strategy.

Teachers as Empowered Policy Agents: Introducing Teacher Voices into the Education Policy Landscape *Ashlee Anderson, University of Tennessee; Brittany Aronson, Miami University; Scott Ellison, University of Northern Iowa*

With this proposed paper session, we present findings from a series of focus group interviews with practicing teachers working in urban schools in the Midwestern, Northeastern, and Southeastern United States. We begin with a general introduction to the policy-making process and its relationship both to the emergent explosion of policy-actors and to the simultaneous marginalization of the perspectives of practicing teachers. Next, we provide an overview of our methods, which included focus group interviews that were analyzed according to the dictates of qualitative content analysis, after which we detail our findings as they relate to the specific policy problems and solutions that our participants identified.

Chair:

Keith E. Benson, Camden City School District

Discussant:

Tondra Loder-Jackson, University of Alabama at Birmingham

123. The State of Social Foundations of Education: Views from AESA Past Presidents, 1970s to 1990s

Other Disciplinary Areas

Panel Discussion

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level B

Participant:

The State of Social Foundations of Education: Views from AESA Past Presidents, 1970s to 1990s *Donald Warren, Indiana University; Barbara J. Finkelstein, University of Maryland; Joan Burstyn, Syracuse University; Bernardo Gallegos, National University*

Chair:

Roland Sintos Coloma, Northern Kentucky University

124. Louisiana State University's Curriculum Theory Project: Re-Membering 22 Years of Complicated Conversations

Other Disciplinary Areas

Symposium

1:45 to 3:15 pm

Omni William Penn Hotel: Conference Level C

Participant:

Louisiana State University's Curriculum Theory Project: Re-membering 22 Years of Complicated Conversations *Denise Bazile, Miami University of Ohio; Wendy Kohli, Fairfield University; Petra Munro, Louisiana State University; Reagan Mitchell, Colgate University*

125. Not Your Sister or Keeper: Collective Memory-work to Understand the War on Black Female Educators

Social Context of Education

Alternative Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Historically, Black women in the U.S have fought against a matrix of oppression. This fight has taken various forms that push back against White normed academic philosophy and everyday social life. Black women's memories have been exemplified in various forms, like music, art, and writing, but the purpose of Black women's collective thought is distinctly different. This collective work of Black women's thoughts can, and have, lead to a thinking in solidarity. It suggest the existence of what some might call, Black Sisterhood. The purpose of this workshop is to call on Black Female Educators' Currere, Cultural Remembering, and memory work to deconstruct and reconstruct the mind around Black sisterhood. Participants will have opportunities to reflect on their own collective identities as educators while also reflecting on Black sisterhood in general. These reflections help to facilitate thinking about ways to enhance Educative work.

Discussants:

Genesis R. Ross, Miami University

Lateasha Meyers, Miami University

Chastity Dittmann, Miami University

Loveness Ngrosha, Miami University

Gwendolyn Etter-Lewis, Miami University

Mary Webb, North College Hill Elementary School

Andrea Sutton, Independent Scholar

Denise Bazile, Miami University of Ohio

Priscilla Tamankag, Cincinnati Public School

Crystal Phillips, Dayton Public School

126. The New Math: Equity Discourse, Whiteness Studies, and Math Education

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

Equity Discourse in Mathematics Education as White

Benevolence *Erika C. Bullock*, University of Wisconsin-Madison

Although mathematics education as an enterprise has been addressing the idea of equity for nearly 35 years, inequities related to opportunities to learn mathematics persist. Attention to equity in some form has become nearly standard in mathematics education and there has been a proliferation of such discourse in the community, but progress has been negligible. In this paper, I posit that one reason that equity's progress has not kept pace with the growth of equity discourse is that this discourse is grounded in liberalism and white benevolence. I use Critical Discourse Analysis to analyze position statements on equity and social justice written by major mathematics education organizations in the United States as representative of equity discourse's white benevolence—it's focus on addressing inequity without dismantling oppression.

Opening the Mathematics Gateway through the Development of Socially Just Teachers *Rhonda Jeffries*, University of South Carolina

This presentation's purpose is to highlight the work of those who advocate for and work toward greater equity and social justice in K-12 mathematics education. The research presented illustrates how democracy based instructional leadership transformed a high school mathematics department and significantly impacted the end of course assessment outcomes and future academic opportunities for low income, low performing students of color. First semester data including course assessments including test scores, curriculum planning and effective leadership are analyzed. Methods to create and sustain an initiative of this magnitude are covered in this presentation.

Remembering the Ontological Dilemmas of Blackness and Whiteness: Critical Race Theory and Critical mathematics *Paula Groves Price*, Washington State University; *Roxanne Moore*, Washington State University

In the 8th annual meeting of the International Mathematics Education and Society (MES-8), Martin (2015) asked the critical question, "where does critical mathematics education stand, and demonstrate unequivocal action, against anti-black racism, racial terror, and global white supremacy?" This question marked a call to action for critical mathematics educators to think not only about the liberatory and emancipatory possibilities of mathematics education, but to specifically address race and racism more explicitly as a field. Using Powell's (2012) "futuristic definition" of a critical mathematics educator as mathematician, educator, and activist, the authors argue that while critical mathematics educators have successfully pushed educators to consider improved pedagogical strategies for greater equity, more social action is needed to fight racism. The authors advocate for greater attention to Martin's call to action and the need for critical mathematics educators to actively and explicitly engage in more unequivocal action against global white supremacy and anti-black racism.

127. Otros Saberes (Other Knowings): Indigenous and Afrodescendant Knowledge(s) Challenging Normativity in Latin America

Other Disciplinary Areas

Panel Discussion

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

The papers in this panel argue that Indigenous and Afrodescendent peoples and cultures are complex and dynamic, simultaneously ancient and newly innovative, creatively adapting to the changing social and material conditions of their survival. It is these ancestral ways of knowing and being that are commonly referred to as otros saberes (other knowings). Otros saberes do not refer to knowledge or epistemology in the Western sense, but encompass a wide range of "knowledge(s)" including, but not limited

to, epistemic, ontological, and axiological knowing(s) that are not engaged distinctively, but rather in interrelation with each other. This panel will explore otros saberes that are always co-constructive and co-constructed processes and the bases for healthy relations with others, including loving relationships. We seek to highlight how otros saberes can be critically useful to educators in education by challenging the normative processes of schooling and by widening narrow conceptions of what constitutes knowledge.

Participants:

Decolonizing Bilingual Intercultural Education: Toward a Politics of Emancipation in Honduras *Rony Castillo, University of Texas at Austin*

Education Policy Change and Inclusion: Bolivia and Guatemala *Brenda Xum Palacios, University of Texas at Austin*

An Auto-ethnography of Water as Life: Decolonizing our Connection with Mother Earth through Memory and Reflection *Marleen Villanueva, University of Texas at Austin*

Language as Problem, Right, Resource and Resistance: The Realities of Nicaragua's Multilingual Atlantic Coast *Margarita Machado-Casas, University of Texas at San Antonio*

Resurgent Indigeneity: Re/Making Indígena and Community through Education *Luis Urrieta, University of Texas at Austin*

128. Memory, Remembering & Not Forgetting: Reflecting on the Work of George Noblit

AESA

Alternative Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Discussants:

Margarita Machado-Casas, University of Texas at San Antonio

Karla Susanne Martin, The Poarch Band of Creek Indians

Michael Gunzenhauser, University of Pittsburgh

Sherick Hughes, University of North Carolina at Chapel Hill

Paula Groves Price, Washington State University

Josh Diem, Rhode Island College

Marta Sanchez, University of North Carolina at Wilmington

Silvia Cristina Bettez, University of North Carolina at Greensboro

Dani Parker Moore, Wake Forest University

Luis Urrieta, University of Texas at Austin

Kristal Moore Clemons, Florida State University

129. Place Matters: Critical Engagement in Education

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

Community Asset Inquiry: Transforming ESOL Teacher Candidates' Praxis through Critical Engagement with Community *Amanda Bethel Richey, Kennesaw State University; Felice Russell, Ithaca College*

Communities are sites for families' "funds of knowledge" (Moll, Amanti, Neff, & Gonzalez, 1992) as well as collective sites of social memory that have deep connections to community schools. We argue that developing critical community engagement frameworks through pre-service teacher education candidates' active engagement with school communities is an important early step for developing culturally sustaining pedagogy (Paris, 2012), equity literacy (Gorski & Swalwell, 2015) and, more generally, transforming candidates' praxis to one that seeks justice. In this

paper, we present findings from our self-study research with candidates in a TESOL M.Ed. program, as well as expound on the importance and implications of this work for teacher educators as they engage in reflection as a tool for preparing and supporting teachers' work with multilingual students in inclusive settings. In addition, we propose a new methodological model for developing this praxis in teacher candidates, the Community Asset Inquiry model.

Reclaiming Place-Based Learning in the Era of #BLM *Khuram Hussain, Hobart and William Smith Colleges; Rodman King, Centre College; Jeremy Wattles, Hobart and William Smith Colleges*

This paper explores our journey from dialoging about inequality to organizing against it. We begin with our origin story: moved by racial and socioeconomic inequalities on and off campus, educators and activists developed a program that put college students and local residents into critical dialogue. We developed a rights-based, place-based intergroup dialogue program aimed at both unseating participants' implicit biases and providing opportunities for empowerment through collaborative civic action. Our work seeks to remember a forgotten legacy of intergroup dialogue – one that originates from the democratic dialogues of the Student Non-Violent Coordinating Committee and offers a radically inclusive vision of dialogue for social change. The paper details our initiative, and provides guidelines for designing dialogical place-based learning initiatives. The paper concludes with a conversation about what place-based intergroup dialogue can look like within various higher education contexts.

Teaching to Transform: A Community Education Approach to Classroom Teaching *Amanda O. Maher, Eastern Michigan University; Joe Bishop, Eastern Michigan University*

Classroom teachers are under assault, and have been held liable for the nation's economic woes. This distorted 'crisis' has justified 'reform' efforts that have eroded our most sacred public space and the teaching profession. In response, teacher education programs must reimagine the role of the classroom teacher and advance the mindset and motives of community educators. Community educators are skilled changed agents and are equipped to challenge the dominant capitalist logic, environmental degradation, and the growing disparity of wealth inequality. Our research into community education practices has inspired a model of teacher education that synthesizes traditional teacher education within a framework informed by community education, where self-reflection, dialogue, and action research are central to the reimagined role of the classroom teacher. Aspiring teachers need to develop the skills of curriculum and instruction, and we assert that they must also develop the capacities required for community engagement and coalition building.

Understanding the Path to Civic Engagement *Everett Herman, University of Pittsburgh*

Declining voting rates, civic knowledge, and social capital among college-aged adults are concerning to those that support a civic mission of higher education. Furthermore, there is a notable deficit among these behaviors of lower socio-economic individuals than compared to their wealthier peers. Higher education institutions can more effectively cultivate civic health throughout the U.S. with a more comprehensive understanding of the factors that initiate civic engagement among college-aged adults. The following proposal describes a research project that collects qualitative data through retrospective, semi-structured interviews. The goal of the research is to explore the relationship between the initiating factors that led college-aged adults to initially become, and remain, civically engaged.

130. Moving Toward Educational Policy that We Would Like to See

Other Disciplinary Areas

Paper Session

1:45 to 3:15 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift
Participants:

Forbes 30 Under 30 in Education: Manufacturing "Edu-Preneur" Networks to Reinforce Privatization/Marketization *T. Jameson Brewer, University of North Georgia; Nicholas Hartlep, Metropolitan State University; Ian Scott, University of Illinois at Urbana-Champaign*

Each year Forbes bestows a select handful of "edu-preneurs" with the 30 Under 30 Award in Education (Under30), designating those individuals as the best hope for revolutionizing and reforming education. Boasting low acceptance rates, Forbes elevates the purported expertise of awardees and the importance of their ventures. Situated against the backdrop of the privatization and marketization of public education, Forbes employs the language and norms of neoliberalism to articulate a vision of education reform aligned with established pro-market education reform movements. This study seeks to untangle the "edu-preneur" network to critically examine the connections between awardees, their organizations, judges, and the larger education reform network. To this end, we utilize descriptive analyses, chi-square goodness-of-fit tests, and social network analysis. We find evidence that the Under30 award serves as a mechanism for promoting social closure and discursive homophily within education reform networks.

Schooling in the Debt Economy: Normalizing Risk and the Amnesia of Neoliberal Education *Dennis Attick, Clayton State University*

In this paper I examine how the neoliberal debt economy shapes the public school experience today while tracing the history of the indebted man from Nietzsche through Foucault to Lazzarato. I argue that we can see the impact of the debt economy on education today in the adoption of an audit culture in public education with its incessant evaluations, surveillance, and normalization of risk. I contend that the governmentality imbedded in the audit culture prepare students to assume the risks and responsibilities associated with being a debtor in the creditor-debtor relationship that is the foundation of the neoliberal debt economy.

Value-Creating Education and the Dewey-Soka Heritage in the Context of the Trump Phenomenon: Remembering and Re-envisioning Democratic Becoming *Jason Goulah, DePaul University*

This paper considers the relevance and direction of value-creating education and the Dewey-Soka heritage in the context of the Trump phenomenon. Contextualized in Donald Trump's influence on increased instances of racist and xenophobic harassment and intimidation across the country and in Richard Rorty's perspective of the two types of the Left ("agents" and "spectators"), this paper remembers Walt Whitman's and John Dewey's approach to democratic engagement, re-envisioning it in light of Daisaku Ikeda's educational philosophy. Taken together, these thinkers' philosophies co-specify each other and illuminate the possibilities of truly human education through value creation and value-creating education. Together, the philosophies of Whitman, Dewey, and Ikeda provide an East-West means to enact education of personal improvement, democratic engagement, deep dialogue across difference, and the type of human becoming the current moment demands.

Remembering Freedom School's Past to Build for the Future: Community/University Partnerships In Freedom Schools' of Today *Dani Parker Moore, Wake Forest University; Kristal Moore Clemons, Florida State University*

131. Youth Studies: We Are Not What We Seem

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

People Don't REALLY Know Canton High: Student Perspectives on their Negatively Viewed High School *Keith E. Benson, Camden City School District*

Employing standpoint theory to elicit the perspectives of students attending urban schools deemed unequal (Kozol, 1991) and "failing", a more complete understanding of these educational spaces emerges to reconstruct a narrative that extends beyond statistics and perceptions of deficit to that of a Community of Cultural Wealth (Yasso, 2005). Findings suggest that despite attending a negatively-viewed high school, students recognize the value of enrichment classes and service organizations within their school, possess emotional attachments to their schools extending beyond academics metrics of "successful" schools, appreciate the support they receive from school-based staff, and feel optimistic about their futures because of their school. Finally, by highlighting student perspectives, we learn that such schools, mean more to their students than their deficit reputations suggest.

"I Don't Have Time to Have a Bad Day": Youth and the Experience of Passing Time *Sam Stiegler, University of British Columbia*

This paper explores the "in between" experiences of trans, queer, and genderqueer youth. That is, pulling from a mobile ethnography of youth performed in New York City, this paper centralizes an examination of the everyday experiences of participants who spend significant periods of time in parks, public spaces, libraries, sidewalks, or public transit vehicles/stations. Such a focus moves away from traditional youth studies concentrations on the experiences of youth in places where they are normatively considered to occupy—home, school, and work—in order to account for the experiences of those youthful bodies who stand counter to the normative expectations of who, what, and where "youth" are expected to be.

"I Should Be Able to Be Who I Am": Youth Theorize Silencing Beyond Voice *Amy Senta, University of North Carolina at Wilmington*

This paper explores how a group of 15 youth and a researcher challenged schooling's silencing through film-making. We had been writing and film-making together for four years through elementary and middle school. This paper details the final year (2013) of the students' theorizing on silencing. Educational research on silencing is about advancing equity. This paper situates the youths' theorizing on silencing within that educational research discussion. This paper invokes memory primarily in description of memory co-constructed during the collective film-making across categories of race, ethnicity, and gender. As framed with the conference theme for 2017, the youths' theorizing complexifies silencing research's approaches to re-envisioning schooling. Theorizing how silencing works and how social change can happen, the youth engage in the already ongoing project of expanding the notion of silencing beyond the concept of voice.

132. Sociotechnical Imaginaries, Data Fetish, and the Future(s) of Schooling

Politics and Policy in Education

Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

This symposium session brings together four unique papers that explore themes of educational change in relation to political economy and new technology. Paper 1 examines the implications of data governance in relation to human decision making in schools and classrooms. Paper 2 analyzes speculative technology narratives that are working to anticipate new futures for cities and schools through the emergence of "smart systems" and digital "learning ecosystems". Paper 3 examines the crisis of truth within education and journalism signified by data fetishization and fake news. Paper 4 seeks to trouble the centrality of "schooling" as the central institutional referent in educational theory particularly in a time when schooling and livelihoods are being radically reimagined and

disrupted by new technologies and speculative technology discourses.

Participants:

Database Government: Big Data, Learning Analytics and the Future of Human Decision Making *Mark J. Garrison, D'Youville College*

Cities and the New Educational Futurism: Conflicts and Possibilities *Alexander J. Means, SUNY Buffalo State*

The Alienation of Fact: Why Persistent Positivism in Education has Everything to do with Fake News *Kenneth Jeffrey Salzman, University of Massachusetts Dartmouth*

The Inviolable Institution: Rethinking the Preoccupation with Schooling in Precarious Times *Graham B. Slater, University of Nevada Reno; Gregory N. Bourassa, University of Northern Iowa*

133. Becoming Visible: The Real World Experiences of Students

Politics and Policy in Education

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Conference Level B

Participants:

Black Canadian University Student Experiences and the Vertical Mosaic of Multiculturalism *Alana Butler, Queen's University; Janelle Brady, University of Toronto, Ontario Institute for Studies in Education*

Drawing on the idea of a collective national memory about multiculturalism, this paper uses Porter's (1965) theory of the vertical mosaic to critically examine the experiences of Black students in Canadian higher education. Porter (1965) argued that Canada's multicultural policy framework positions the interests of Anglo-European citizens at the top of the hierarchy while other racialized groups such as Black Canadians are positioned beneath most ethno-racial groups. This paper will draw on data from one presenter's larger dissertation study of 21 Black Canadian university students, as well as the personal narratives of the Black Canadian female presenters. A discussion of the study's findings includes experiences of anti-Black racism in higher education and their responses to institutional diversity policies.

Making Visible the Invisible: The Stories of Racialized Immigrant Youth with In/Visible Disabilities in the Greater Toronto Area *Chavon Ann Niles, University of Toronto, Ontario Institute for Studies in Education*

In 2016, The Advocate for Children and Youth shared stories of children and youth with disabilities across Ontario, Canada. Largely missing were the stories of LGBTQIA+, Aboriginal, newcomer and/or racialized youth with in/visible disabilities. Race and disability scholars Parin Dossa, Deborah Stienstra and Nirmala Erevelles tell us that stories challenge the social, structural, cultural and individual perceptions that render disabled people invisible by making them the center of analysis. Through two semi-structured one-on-one interviews, racialized immigrant youth with in/visible disabilities living in the Greater Toronto Area in Canada share their migration experiences feeling neither here nor there. Their stories disrupt the construct of the normal body and calls into the question how the deficit thinking about disability impacted their educational journey and access to health and human services. Through their narratives, they offer us another way to image disability as community members, activist and educators.

Stranger-Making and Diversity: Narratives of Educational Life by Undergraduates of Color *Debbie Sonu, City University of New York; Marissa E. Bellino, The College of New Jersey*

When calling for diversity in teacher education, there is a simultaneous act of both invitation and what Sara Ahmed (2012) calls stranger-making. This paper draws from 18 interviews with undergraduate students of color at one large university in New York City and uses narrative research to examine how young

people account for their subjective relationship to the unfolding idea of school. Emphasis shifts away from identity as an essentializing category that marks the body as desirable or strange to the institution, towards a study on how identities of studenthood are produced and performed through memories of past events, experiences, and relationships. By coupling cultural studies and poststructural theory, findings show that educational lives are never predictive or sequential and that there is much to learn about one's relationship to race when aiming to cultivate institutions of diversity.

134. Looking Forward, Looking Back: Scholarly Reflections on the Impact of Our Ph.D. Program in Cultural Studies

Other Disciplinary Areas

Panel Discussion

3:30 to 5:00 pm

Omni William Penn Hotel: Conference Level C

Participant:

Looking Forward, Looking Back: Scholarly Reflections on the Impact of Our Ph.D. Program in Cultural Studies *Dawn Hicks Tafari, Winston-Salem State University; Anna Bost Pennell, Guilford College; Yolanda A. Medina, Borough of Manhattan Community College - CUNY; Shareese Castillo, University of North Carolina at Greensboro*

Discussant:

Silvia Cristina Bettez, University of North Carolina at Greensboro

135. Monuments, Memorials, and Re-memory: Analyzing Pedagogies and Praxes of Denial, Value, and Recognition

Cultural Studies of Education

Panel Discussion

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Memory as taken up by scholars across the disciplines of Education, Cultural Studies, Black Studies, and Queer Studies within relationship to Blackness, Black life and the Black body has been identified as a source of healing, cultural pride, and a site of trauma. Within space between holding memory and forgetfulness intentional or otherwise, history and knowledge about Blackness, queerness, and the body are made to bear. Analyzing forgetfulness and the value denied or conferred in who we remember, memorialize, mourn, and choose to forget is imperative in our contemporary moment marked by a heightened awareness of Black death. Taking up these issues, this panel brings together three different scholars from diverse disciplinary perspectives on campus memorialization practices, Black girls, Black queer feminist practices of critical memory and performance pedagogy to present critical pedagogies, which deploy critical memory as a pragmatic weapon and intervention to disrupt current educational practices.

Participants:

Seaside Shore Sorrows: Reflections On Black Death, Mourning and Remembrance through Performance *Durell Callier, Department of Educational Leadership, Miami University*

Seaside Shore Sorrows: Reflections On Black Death, Mourning and Remembrance through Performance focuses on performance pieces by Hill L. Waters a Black queer artist collective, in order to consider how race and queerness are marked, imagined, and reimagined at the level of the skin, the body, memory and through the surface of visual representation. The author shows that these artists performances and visual representations in the form of collage create complex negotiations of disidentifications with and reimagined possibilities for the queer, abject, dead, and undesirable subjects. Located in the quotidian practices of Black life and the sacred adorning practices of remembering Black queer ancestors often gone too soon the iterative practice of creating visual images of Blackness shifts the narratives of racial discourse maligned against valuing Blackness and Black life.

"Four Days Before my Fourteenth Birthday..": Distinguishing Education from Schooling Through (Re)memory and

Vulnerability *Dominique Hill, Amherst College*

"Four days before my fourteenth birthday" is a performative text that documents my experience in juvenile (juvie) detention and highlights important distinctions between education and schooling. As a critical autoethnography it brings to bear treatment of youth when marked PINS (person in need of supervision) and raises concern about how power operates upon youth once in juvie as well as how it is deployed to domesticate and strip youth of their power. In particular, and as related to the conference call, it addresses the following questions: What is the place of memory, remembering and forgetting in educational research, practice and performance and How do our childhood memories shape our teaching and research? The performative writing, critical analyses and reflection culminate to illumine (re)memory and vulnerability as tools for disrupting conventional approaches to schooling with a hopes of making teaching/learning practices and schools more educative and just spaces.

Remembering vs. Forgetting: The Path to Healing after Campus Tragedy *Mahauganee Shaw, Miami University*

While there are multiple instances of memorialization of tragedy connected to educational institutions (e.g., Santino, 2006; Spencer & Muschert, 2007), there are also many tragedies that go un-commemorated (e.g., Patton & Ward, 2016). The decision to not reawaken the memory of tragic moments by announcing an anniversary, erecting memorial structures, or implementing annual commemoration events is a tactic sometimes used to spark the act of organizational forgetting (Bowker, 1997; Martin de Holan, 2011; Martin de Holan & Phillips, 2004), both on the institutional level and among the general public. What do individuals and communities gain and lose in deciding to perpetually remember or forget? Drawing from recent research, this panelist will discuss the potential for continued harm and healing—to students, families, employees, institutions, and their overall communities—on either side of the memory spectrum.

Chair:

Brittany Aronson, Miami University

136. Social Justice Activism and Unionism: Past, Present, and Future

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

Critical Remembering: Reimagining Educational Activism *Charles Griggs, Indiana University Southeast*

Activism requires a critical remembering of the subject. This paper will discuss the Freirean style that one educator used to stimulate critical thought in a classroom. The Freirean stylistic creates the bond that facilitates a critical process, which includes "a remembering of the subject". The remembering of the subject is the space Freire termed "conscientization". The discussion about this paper will include a practice on the formation of this memory, how it is accessed and what meaning does that have for the social studies classroom.

Divergent Memories: Spiritual Narratives in the Context of Education on the Formative Path of Justice Activism

Timothy Conder, University of North Carolina at Chapel Hill

The journey from Protestant Christian heritages to social justice activism is a complex negotiation. Protestant expressions of spirituality are also diverse with deep divisions forged in theology, polity, and race. The intersection between Christianity, activism, and education expands this complexity. This life narrative research embedded in a post-critical, theological ethnography (Noblit, Flores, & Murillo, 2004; Phillips, 2012) of NC's NAACP-led "Forward Together" Moral Movement (Barber & Zelter, 2014) explores the impact of educational experiences

on the development of practiced identities of activism for individuals who hail from Christian heritages and, in some cases, remain in positions of prominent leadership. The broader stories that emerge radically differ according to race and the many trajectories of Protestant Christianity. But they also coalesce in shaping an emerging agenda for a spirituality of education that eschews content for dialogue and organizing in the ecumenical posture of fusion politics

"Hipster Unionism": A Cultural History of the Movement for Social Justice in Teachers' Unions *Lauren Ware Stark, University of Virginia*

In this paper, I will trace the cultural history of a national network of social justice caucuses within teachers' unions. This study will draw on the methodology of historical ethnography to explore how teacher organizers remember and commemorate the movement for social justice within and through teachers' unions. Drawing on oral history interviews, participant observation, and extensive document analysis, this study argues that teacher organizers in the UCORE network are developing a new form of unionism that goes beyond existing definitions of "social justice unionism" or "social movement unionism." In doing so, it contributes to the literature on the history teachers' unions.

Unionized Educator Activists: The Tension Between Union Democracy and Social Justice in Two Northeastern Cities *Chloe Asselin, Graduate Center, City University of New York*

Social justice/movement teacher unions in the United States struggle with the tension between union democracy and social justice. This raises questions for unionized educator activists about how to integrate issues of race, class, gender, and immigration into unions structured to address wages and benefits. As educators who are workers and activists, we need to develop insights into how to address these difficult tensions in order to change existing inequalities and injustices. In this paper, I look to the Movement of Rank and File Educators (MORE) in New York City and the Caucus of Working Educators (WE) in Philadelphia to understand how unionized educators grapple with the tensions between union democracy and social justice. The goal of this study is to work with MORE and WE to develop theory to help educators across the country understand the major challenges and radical possibilities of social justice/movement unionism to transform schools and society.

137. Envisioning Better Educational Worlds in the Space of Social Foundations

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

A Critical Posthumanist Approach for the Social Foundations of Education *Alison Happel-Parkins, University of Memphis; John Lupinacci, Washington State University*

Amidst critical approaches in the social foundations of education, there exist few that closely examine the (un)identified cultural assumptions and limitations embedded with/in human-centric thought. These limitations manifest in excluding—and in many cases eliminating—philosophical and theoretical reflections of aesthetics and ontologies which have the potential to address the role and impacts of human-centered thought on educational research. In this paper, the authors apply a "critical posthumanist approach" (Pedersen, 2011, p. 67) and embrace the uncertainties that emerge from rejecting "either/or" approaches that too often result in reproducing a problematic culture/nature dualistic binary. Inspired by work to ecologize philosophy of education (Affifi, et al., 2017), the researchers in this paper apply a critical posthumanist lens to examine how ecocritical approaches in the social foundations of education can play an integral role in decentering the human position as superior and separate from all other beings in both schools and society.

Eating from the Forbidden Apple: Using Social Foundations to Counter Pre-Service Teachers' Nostalgic Understanding of the Teaching Profession *Peter C. Renn, Seattle Pacific University; Pamela Konkol, Concordia University Chicago*

Nostalgia is a powerful tool of remembrance of past experiences. Its use can be for escape as well as an emotional reminder to capture a passionate memory in a specific time and place. The impactful nature of schooling leaves a deep well of memories and feelings of nostalgia for past classroom experiences. Recognizing the combustible mix of emotions and memories, we explored the role nostalgia plays in individuals' decisions to become teaching professionals. Furthermore, we argue how this nostalgia creates a false understanding of what the teaching profession entails and why exposure to concepts in social foundations is necessary to balance a romanticized version of the life of an educator.

Discussant:

William Frick, University of Oklahoma

138. College for All? (Re)Envisioning College and Career Options

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview East

Participants:

Aiming for 100 Percent: Exploring How Staff Members Conceptualize and Implement College Readiness for All
Raquel Farmer-Hinton, University of Wisconsin-Milwaukee

We are witnessing the "100 percent" narrative where non-selective, college readiness for all urban high schools aim to achieve (and actually do achieve) 100 percent of their graduating seniors being accepted to two- and four-year colleges. The objective of this presentation is share research on how staff members at non-selective college readiness for all high schools construct best practices toward college readiness for all. Findings from staff interviews suggest that staff express views that their school missions empower urban students for their transition to college and beyond, but staff members' perceptions about the strength of their mission varies by the organizational capacity of the school.

The Career-Ready Movement: Reimagining Public Schooling?
Richard Lakes, Georgia State University

In this paper I analyze the rise of the career-ready movement targeted toward young people transitioning to postsecondary schooling and work. I examine the goals and objectives of education reformers who promote a hybrid curriculum of personalized, applied learning using computer-based instructional technology and project-based methods within an identifiable career pathway program of study. I highlight a few high school programs predicated upon student-centered engagement in real world problem-solving. And I describe the escalation of vocational curricula in the educational marketplace, profiling a career-related program now offered by the International Baccalaureate Organization. Finally, by drawing upon Bernstein's theory of differential framing and classification of subjects, I critique the movement's systematic reproduction through pedagogical tracking (see Young, 2008). Subgroups of learners are handicapped by curricular reforms that valorize employer-led agendas, further distancing these students from engagement in a liberal education.

Chair:

Nicholas Shudak, Wayne State College

Discussant:

Rick Gay, Davidson College

139. Interrogating Whiteness: Critical Race Studies in Education and Society

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

Participants:

Never off the Hook. Always under the Gun: Citationality as Whiteness
Lisa Loutzenheiser, University of British Columbia

This presentation originates with Eve Tuck, Reuben Gaztambide-Fernandez, and others in the Citation Practices Challenge who challenge education scholars to "[r]eflect on the way you approach referencing the work of others in your own writing, presenting and thinking. Whose work do you build on to make arguments, describe the field and the problems you engage in your work? Who are you citing, and why do you cite them...?" Drawing upon Critical Race Theory, I ask how is whiteness imbued into citational practices, and how reading citationality through property useful to think through how citational practices reproduce inequities and inequalities in the Academy. Who do scholars "remember" to cite, and who do they "forget" to cite others? I argue that citing is property; and whiteness perpetuates, allows and reinforces the citational practices that impact property. In turn, legitimizing benefits that accrue to scholars who are most often considered canonical and oft-cited.

The Deployment of Whiteness as Property: Immigration and Postcritical Ethnography
Allison Anders, University of South Carolina; Josh Diem, Rhode Island College

In this paper we use Harris' (1995) work on whiteness as property to examine the racist justifications and barriers in interpersonal and institutional contexts from ethnographic research with children and families with refugee status and undocumented youth. Our aim is to identify the structural violence that perpetrators of white supremacy (Bell, 1992; Harris, 1995) enacted in community, school, medical and detention settings.

Whiteness, Ambiguity, and the Phenomenology of Observing Race
Gardner Seawright, University of Utah

How does embodiment, emplacement, intersubjectivity and race impact the research process? This paper aims to answer this question by working through the ontological implications of doing qualitative educational research focused on race and the role of ambiguity. Through video-backed narrative reflections and phenomenology of racial embodiment I argue for a positive embrace of ambiguity in qualitative analysis and interpretive reflexivity. Ambiguity in this context serves as a methodological tool for the real-time study of race that embraces the paradox, dynamism and folded layers of racialized social signification embedded in social reality without disregarding the knowledge of that reality being conditioned by white supremacy. When considering the role of ambiguity in relation to a racializing ontology, ambiguity facilitates an anticipatory of view of embodied racial antagonism consistent with a social world (and research site) in which race is inescapably constitutive while maintaining the possibility for humanizing otherwise ways of being.

140. The Foundations of Assessment: (Post)Critical Practices and Theory
Higher Education Symposium

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Phipps

This panel will address a next arena for critical work in assessment practice and theory as philosophy is brought to bear toward a social science more attuned to postfoundational times. Applied measurement, assessment, and the evaluation of teaching and learning have become major topics in higher education. Tensions between assessment for accountability vs assessment for learning, academic voices vs government voices, and technical and practical scholarship vs more foundational approaches characterize the knowledge base. Of late, the limits of measurement or "the ineffability

debates" challenge the hegemonic language of learning outcomes in humanities circles as assessment moves across disciplinary areas. Increasingly mandated given the demands for accountability, whether to see this as neoliberal hazard or opportunity for more progressive practices is a timely issue that holds hope for the deepening of assessment scholarship in more philosophical directions.

Participants:

Notes toward "Passably Smart" Assessment Theory and Practice *Patti Lather, The Ohio State University*

This paper situates assessment within audit culture and a "cultural turn" in numeracy with great implications for quantitative practices. The hegemony of psychometrics is surveyed, the "assessment monkey" is reframed as an opportunity toward reflexive teaching/learning, and the possibilities of (post)critical quantitative measurements is explored. Most importantly, philosophies of assessment are traced from mirroring to construction to performative to co-constitutive entanglements. Three moves are suggested: 1) from the seductions of calculation to reflexive teaching, 2) unbinding the quantitative from positivism, and 3) exploring a cultural studies of numeracy. Each of these moves is endorsed as foundational for "assessment otherwise," against assessment as a means to a calculable end that works against audit culture and neoliberal regimes.

Your Fissures are Showing: Methodological Ruins in the Assessment of Higher Education *Daniel Newhart, Oregon State University*

At one point, assessment started as a potentially productive addition to the educational landscape, that is, to try and figure out more about what students were learning at a macro level through their experiences in college and university settings in such a way to communicate to a wide variety of audiences. However, at some point, assessment firmly found and enabled itself within so called "audit culture", losing understandings about teaching and learning in the process. Through learning outcomes, rubrics, accreditation, and a great deal of missed communication across these types of initiatives, assessment finds itself now in a place where rigor, as previously perceived, may not be working. The paper will explore the current fissures in the assessment landscape, including retreats in the movement (back) towards rigor, the (re)emerging both/and of quantitative and qualitative approaches to understand learning, and how the landscape of accreditation is currently crumbling.

Making Students Differently: Examining the Student in Student Success for Liberal Education *Laura Elizabeth Smithers, University of Oregon*

Most universities espouse commitments to student success defined both through positivist assessments of retention and graduation and as liberal education. These dual commitments are squared, at best, through framing the former as a proximal measure of the latter. What possibilities emerge from framing liberal education as that which escapes assessment, both unachievable through assessment and suffocated by its expansion? This paper details the results the study of the first year of a west coast AAU institution's student success initiative under postfoundational assumptions. Two recommendations for the institutional advancement of student success as liberal education are provided: (1) a paradoxical de-centering of the student at the center of student success, as our modern conception of the student is a neoliberal construction. (2) a rebalancing of efforts from neoliberal logics of assessment to postfoundational logics of becoming, exchanging the false certainty of audits for the creation of possible worlds within liberal education.

Chair:

Patti Lather, The Ohio State University

Discussant:

Ezekiel Dixon-Román, University of Pennsylvania

141. **Mind Over Matter: Stories and Activism Outside the**

Sunken Place

Other Disciplinary Areas

Paper Session

3:30 to 5:00 pm

Omni William Penn Hotel: Floor Conference Level - Vandergrift

Participants:

Becoming Cyborg: A Black Feminist, the Living Camera, Participatory Democracy, and Their Weaving (A Multimedia Presentation) *M. Francyne Huckaby, Texas Christian University*

Based on the digitally born ethnographic film project, Public Education Project: Participatory Democracy in Times of Privatization, this multimedia presentation explores cyborg weaving as a renewed possibility for participatory democracy. Huckaby and her camera together become the living camera, the participatory camera, the cine-eye-car — cyborg. This feminist scholarship born of necessity witnesses, documents, analyzes, and (re)presents the counterstories and activism of marginalized and displaced communities in the struggle to claim education at a time when receiving it is threatened.

Stuck in Whiteland: Living and Working in the Post-Ironic Midwest (an autoethnography of place) *Walter S. Gershon, Kent State University*

Discussions of sociocultural tendencies both in and out of schools are often framed in terms of difference from a perceived sociocultural set of norms and values, a comparison to an imagined white, male, middle class, English speaking, Christian, straight, cisgendered, mobile person (e.g., Delpit, 2013; Emdin, 2016; Gilbert, 2013; Valencia, 2010). There is another accompanying set of sociocultural explanations operating at a structural, institutional level, in which schooling is a system that mirrors broader culture in which there cannot be those who are winners without losers, those who are exceptional without those who are not (e.g., Morris, 2016; Varenne & McDermott, 1998). This paper proposes another potential explanation for an aggressive mediocrity and policed normalcy, a lack of irony so socioculturally embedded as to be best conceptualized as post-ironic.

Chair:

Erin Dyke, Oklahoma State University

Discussant:

Sherick Hughes, University of North Carolina at Chapel Hill

142. **The University: Roots and Branches**

Other Disciplinary Areas

Paper Session

5:15 to 6:45 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

Higher Education for Citizenship and Democracy:

Remembering Our Roots? *Rose Cole, University of Virginia*

The current sociopolitical and economic contexts of US higher education have devalued equity, diversity, and democracy. The pressures — from legislators, policymakers and other stakeholders — to maximize students' potential "returns on investment" has also led to significantly decreased support for the liberal arts, humanities, and humanistic social sciences. However, when looking back at higher education's past, one cannot simply claim that re-focusing on the humanities and liberal arts in undergraduate curriculum is the answer. These disciplines are rooted in an elitist, oppressive past which excluded and dehumanized women and people of color. This paper argues that "remembering" higher education's roots in the liberal arts and sciences is only the first step towards reclaiming higher education as a public good.

Inclusion In the Present Tense: The Past and Futurity of Interdisciplinarity in the University *Mark Stern, Colgate University; Kristi Carey, University of British Columbia*

Using the outwardly global student and the internally critical activist as subjects of inquiry, this project aims to show how institutions have attempted to conceal their complicity in political, structural, and physical violence through and by manufacturing an emergent morality principle of what constitutes good and bad academic subjects, and subsequently good and bad ways to inhabit subjectivities produced in and by the interdisciplines. We draw upon the historical memory of how and why the university has allowed space for radical formations and, through auto-ethnographic methods of our own roles as students and teachers, we ask question of what it means to work towards an otherwise in the university, always-already as subjects entangled in its terrain.

The Commodification of Higher Education: Why Now & What's Next? *Susan Schramm, University of South Carolina; Kenneth E. Vogler, University of South Carolina; Richard Lussier, University of South Carolina; Russel Conrath, University of South Carolina*

143. Reading Others, Making Selves

Cultural Studies of Education

Paper Session

5:15 to 6:45 pm

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Colette and Cobb: Memory, Imagination, and Creation *Virginia Ann Worley, Oklahoma State University*

I use Colette's (1966/1922) stories of girlhood from Claudine's House 1) to evidence Edith Cobb's (1993/1977) claim that persons of genius return in memory to their childhood landscapes "in order to renew the power and impulse to create" (p. 87); 2) to illuminate middle childhood as a time when nature and human nature meet lyrically, rhythmically, and physically in children's bodies where they remain until adults return to make sense of and draw energy from them; and 3) to examine examples of childhood imagination from which their adult selves later draw in culture-building and world-making. I do this evidencing, illuminating, and examining to vision how 21st-century educators might construct school-places where children interact with the environment in ways that generate "charmed moments of illumination" (Cobb, p. 88) to which their adult selves will revisit in memory and through which they will build culture, worlds, and their creative selves.

Fanon's Violence, Genocide, and Asian American Youth *Kevin Lam, Drake University*

This paper engages violence in that Fanonian sense—as a way to examine the particularities of Asian American gang violence in the midst of "moral panic" during the 1990s. Frantz Fanon's analysis of violence (both psychic and physiological) is useful in thinking about the impact on the bodies of Asian American youth. I consider critical moments that precipitated extreme violence for youth who were caught up in gang life. Using the Van Nuys (CA) Asian Boys (ABS) gang as a case study (1995 to 1996) to understand extreme youth violence, I argue that there is a dialectical relationship between the streets and other institutions like prisons and schools. Culling from archival research, scholarly writings, and my own historical memory, I frame this phenomenon as a by-product of state violence and US imperialism.

Reading Spivak for the English Classroom: Literary Education as Collective Memory and Affirmative Sabotage *Emily L. Freeman, University of North Carolina at Chapel Hill*

This conceptual paper closely examines Gayatri Spivak's formation of a literary education and brings her literary critiques into conversation with the use of texts in English Language Arts curriculums. By evoking both the memory of her texts as they have evolved over time and my memories of reading/teaching/learning as a middle grades English teacher, this paper leads to an understanding of what a feminist literary education could do in a classroom. This paper works through her

texts to form a vision of a literary education that can speak to the ways that a feminist literary education can be enacted in classrooms so students are taught the habits of mind that lead to radical change, to create memories of a world that could exist.

Remembering James Baldwin in the Development of a Curriculum for Interrogating White Innocence *Karlee A. Johnson, DePaul University*

Following the ideas of Paulo Freire and Daisaku Ikeda, I argue that the purpose of education is humanization—the ability to reach one's full human potential. However, a primary impediment to humanization for students in the United States is the racial history, which rests upon the myth of white innocence. This myth assures white people that they hold no responsibility for the oppression of black people, and it obscures white people's perception of their own identity. Under such circumstances, humanization is unattainable for both black and white students. The writings of James Baldwin, in conjunction with the theories of Ikeda and Freire, provide an important curricular tool for exploring and interrogating the phenomenon of white innocence—an issue that is as relevant today as it was during Baldwin's time.

144. Remembering "Intersectional" Feminist Frameworks as Educational Praxis

Cultural Studies of Education

Panel Discussion

5:15 to 6:45 pm

Omni William Penn Hotel: Conference Level B

At the crux of the panel is the question, Who gets remembered (or forgotten) in particular canons, genealogies and conversations? And more importantly, when unhinged from disciplinary logics of foreclosure, what kinds of critical engagements and creative imaginaries are possible and desirable for the future of a generative Cultural Studies? Taken together, this collection of papers explores how Cultural Studies in Education might serve as a necessary space for remembering the performative and embodied nature of teaching, learning and knowledge production. Specifically, our presentations examine issues related to the intersections of racialization, queerness and violence, and class(ification). We argue that pedagogical deployments and interventionist strategies by Black, queer and women of color feminisms in and outside of schooling provide creative sites of embodied resistance, memorializations and hope.

Participants:

Remembering and Reimagining Intersectionality and Decolonial Feminist Futurities *Lisa D. Weems, Department of Educational Leadership, Miami University; Ganiva Reyes, Miami University, Oxford Ohio*

Uplifting Black Girls' Identity through After School Programs *Lateasha Meyers, Miami University*

Taking A Moment for Life: Remembering Black Queer Lives through Performance *Durrell Callier, Department of Educational Leadership, Miami University*

145. Using Currere and Theatre of the Oppressed in Teacher Education Classrooms to Remember our Past & Reimagine Educative Spaces of Radical Love & Resistance

Teacher Education

Alternative Session

5:15 to 6:45 pm

Omni William Penn Hotel: Conference Level C

Curriculum and what counts as knowledge is contested both in higher education and in the K-12 classroom. By merging two transformative ways of knowing and understanding the world, Currere and Theatre of the Oppressed, we aim to provide tools for teacher educators and other practitioners to better prepare future teachers to create educative spaces of radical love and resistance.

Discussants:

Genesis R. Ross, Miami University

Mary Webb, North College Hill Elementary School

Rachel Radina, Miami University, Oxford Ohio

146. The State of Social Foundations of Education: Views from AESA Past Presidents, 2000s to 2010s

Other Disciplinary Areas
Panel Discussion

5:15 to 6:45 pm

Omni William Penn Hotel: Floor Conference Level - Frick

Participant:

The State of Social Foundations of Education: Views from AESA Past Presidents, 2000s to 2010s *George Noblit, University of North Carolina, Chapel Hill; Wendy Kohli, Fairfield University; Dianne Smith, University of Missouri-Kansas City; Kathleen deMarrais, University of Georgia; Stever Tozer, University of Illinois at Chicago; Kathy Hytten, University of North Carolina at Greensboro; Sofia Villenas, Cornell University*

Chair:

Roland Sintos Coloma, Northern Kentucky University

SUNDAY, NOVEMBER, 5

147. Executive Council Meeting 2

AESA

Business Meeting

8:00 to 12:00 pm

Omni William Penn Hotel: Floor Conference Level - Parkview West

148. Beyond Zero-Sum Constructions of Policy "Problems:" Case Studies of Multi-Level Ownership and Unexpected Convergences

Politics and Policy in Education

Symposium

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Educational policy "problems" are socially constructed by stakeholders who have divergent interests, criteria for "success," and discourse styles. When critical windows of opportunity open, policy making - and the quite distinctive process of policy implementing - can proceed apace, often in an uneasy tension. Too often, this conflict takes the form of a simplistic, but politically expedient, zero-sum discourse. The challenge is to acknowledge that while policies may be made nationally or regionally, they must be enacted in radically local ways. Sufficient resources, political will, and the power to change must accompany any declarations or external demands. These case studies of contested reforms illustrate how actors framed the primary problem to be solved, and how they therefore exercised, and legitimated, their right to act. Further, each presentation will highlight original research that indicates areas of overlooked interest congruence as well as potential areas for multi-level ownership and mutual benefit.

Participants:

Neighborhoods to Neurons: Cultural Models that Frame Place-Based Community Development Strategies to Support Early Childhood Development Chad Dorn, Social and Comparative Analysis of Education, University of Pittsburgh
The system will not let me enter the 243 word abstract.

In the Shadow of Sputnik: Constructions of Zero-Sum Narratives between STEM and Liberal Arts Policies in Florida Rudolph Lurz, Higher Education Management, University of Pittsburgh

Again, the system will not let me enter the abstract that is much less than 350 words. I hope that I will be able to upload the final 1500 word Symposium summary at the end.

The Relevance of Liberal Arts Education in a Modern, Democratic Society Caitlin Brust, Franklin & Marshall College

Abstract cannot be pasted here in this submission system.
Analyzing Educational Language Policy Debates: The Case of Indonesia's Internationalized Schools Anis Sundusiyah, Walisongo University, Indonesia and University of Pittsburgh

Chair:

Maureen K. Porter, University of Pittsburgh

Discussant:

Maureen K. Porter, University of Pittsburgh

149. STEM Education Policy and Practice: Opposing the Mainstream and Proposing for Social Justice and Sustainability

Politics and Policy in Education

Symposium

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

This symposium will center on (re)considering STEM education's knowledge and actions as they relate to social justice and sustainability. The session purpose is to showcase the diverse efforts in critiquing and reimagining STEM education policy by the presentations of four papers to generate broader discussions on doing critical STEM work. This session will play a role in establishing a critical STEM community of scholars.

Participants:

Media Narratives of Diversity, Immigration, and STEM Policy: Exploring the Implications for Immigrants and the Future of STEM in the Age of Trump Shannon Gleason, University of Connecticut

This paper examines news articles about immigration policies that attempt to encourage and expedite the employment of "high-skilled" immigrants, i.e., STEM degree-holders, to address the U.S. STEM 'crisis' (Wasem, 2012). Discourse analysis (Allan, 2008) is employed to examine news stories concerning diversity, immigration, and STEM, particularly in light of President Trump's immigration policy goals and narratives, including what is popularly referred to as the "Trump travel ban." Importantly, there is a context of increased privatization, marketization, competition, and anti-immigrant sentiment, while at the same time an environment of increased calls for "multiculturalism," "diversity," and "inclusion" in STEM fields. For this presentation, I demonstrate how, through the language of supply and demand, immigrants are discursively constructed in the news as resources for the marketplace, tradable commodities, and diversity is couched in market discourses rather than regarded as an issue of, for example, personal enrichment, social justice, or democratic citizenship.

Where STEM and Sustainability Converge: A Case Study of E-STEM Academy Simon Jorgenson, University of Vermont

Although the vocational and economic purposes of STEM education are quite clear, what remains unclear—and largely unexamined—is how STEM education works as an environmental discourse practice. To begin answering this question, this paper presents findings from a case study of an environmentally focused specialized STEM high school (E-STEM Academy) in a state recognized for its innovative approach to STEM education policy. The primary objective of the paper is to create knowledge that critical educators can use to shape STEM education discourse away from mainstream sustainable development and towards more imaginative, more radical, and "greener" interpretations of sustainability. Data sources for the study included teacher interview transcripts, field notes from classroom observations, and classroom documents from the Energy, Environment, and Economics (EEE) and Engineering and Design (ED) capstones at the school.

Technology and Racist Frameworks in Early Childhood Education Miriam Tager, Westfield State University

Technology is proclaimed to be the future in Early Childhood classrooms. Children need to learn the latest technology in order

to succeed in their later schooling states the premier early childhood organization, National Association of Education for Young Children (NAEYC) (Hartle & Benson, 2012). Yet, access to technology is still a segregated practice. Black young children have less access to modern technology than their White counterparts (Author C, 2017, Anyon, 2005) This is part of a larger structural problem within the public school system and stems from the dominant ideology of racism. Access to technology in the early childhood classroom continues to be limited for low-income Black children in pre-K through first grade. My contention is that these technological inequities are rooted in structurally racist practices.

Inserting Critical Mathematics Education into STEM *Mark Wolfmeyer, Kutztown University of Pennsylvania; John Lupinacci, Washington State University; Nataly Chesky, State University of New York - New Paltz*

The paper begins by asking whether STEM education is a friend or foe to the field of Critical Mathematics Education (CME) (e.g. Skovsmose 2011) by reviewing how mainstream STEM conflicts with CME but also provides spaces for critical work. Tensions between CME and STEM include mainstream STEM's emphasis on human capital, inattention to environmental degradation, and soft-critical orientation to social justice issues. However, STEM's emphases on interdisciplinarity can provide opportunities for critical mathematics education to take place. We argue that STEM education as policy can be an opportunistic space to simultaneously resist and reconstitute in line with the values and goals of CME. The paper concludes with a model "critical STEM" unit plan sketch that is appropriate for the middle level. CME, ecofeminist theory and internationally benchmarked content standards provide the foundation for our STEM unit plan titled "A Story of Incarceration."

Chair:

Mark Wolfmeyer, Kutztown University of Pennsylvania

Disscussant:

John Lupinacci, Washington State University

150. Still Here Despite and To Spite: Testimonios of Institutional Violence, Trauma, Mobbing, and Women's Resistance
Cultural Studies of Education

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level B

Two professors and a graduate student share their testimonios as women of color and a white woman in academia, winding herstories of trauma, silencing, invisibility, and academic mobbing into a narrative of determined survival and resistance. Speaking truth to power is a necessity amidst oppression, and in a deeply damaged and twisted society the need becomes that much more pertinent. We draw from the work of Anzaldúa, Palmer, Tannen, and others in ways that inspire and heal from deep traumas. We theorize our need for solidarity through Anzaldúan pedagogies of healing, to dispel the barriers between nos/otras (us/them) into nosotras (all of us) and counteract academic environments of violence, and white supremacy. We tell our stories to find solidarity and also to speak our truths. We hold, drawing from Zora Neale Hurston, that if we are silent about our pain, they will kill us and say we enjoyed it.

Participant:

Still Here Despite, in Spite, to Spite: Testimonios of Institutional Violence, Trauma, Mobbing, and Resistance by Early Career Women Scholars and a Graduate Student *Emily A. Daniels, SUNY Plattsburgh; Jean Aguilar-Valdez, Portland State University (Oregon); Abisola Mojeed, SUNY Plattsburgh*

Two professors and a graduate student share their testimonios as women of color and a white woman in academia, winding herstories of trauma, silencing, invisibility, and academic mobbing into a narrative of determined survival and resistance. Speaking truth to power is a necessity amidst oppression, and in a deeply damaged and twisted society the need becomes that

much more pertinent. We draw from the work of Anzaldúa, Palmer, Tannen, and others in ways that inspire and heal from deep traumas. We theorize our need for solidarity through Anzaldúan pedagogies of healing, to dispel the barriers between nos/otras (us/them) into nosotras (all of us) and counteract academic environments of violence, and white supremacy. We tell our stories to find solidarity and also to speak our truths. We hold, drawing from Zora Neale Hurston, that if we are silent about our pain, they will kill us and say we enjoyed it.

151. Re-Visioning Radically Democratic Educational Practices within the Ontological Turn, New Materialisms and Critical Posthumanism

Philosophy of Education

Symposium

8:30 to 10:00 am

Omni William Penn Hotel: Conference Level C

Aligned with this year's conference theme, we propose a symposium that re-visions joyfully collaborative radically democratic educational practices. Our writing of these papers is provoked and infected by multiple scholars within the scholarly conversations of the ontological turn, the new materialism, and critical posthumanism. As John Weaver (2010) observes, "The writing of the posthuman is only beginning" (p.148), and while important work grapples with these perspectives in our field (see Reinersten, 2016; Snaza, Sonu, Truman & Zaliwska, 2016; also see Bowers, 2011), we argue that much more is warranted, especially with an eye to enacting responsive/responsible K-12 and postsecondary "ecologies of practice" (Rotas, 2016). In this symposium we look engage inquiries that "reject the centrality, let alone the universality, of humanistic principles and anthropocentric assumptions" (Braidotti, 2013, p. 196) and imagine alternative ways of conceptualizing the human subject as they explore implications for educational practices to sustain our world.

Participants:

New Materialist Inquiry into Agential Realism in Urban School Reform: Leather Couches, Cleveland's Hough

Neighborhood, and the Collaborations Journal *Carolyn J. White, Rutgers University; Cindy Sabik, Head of the Upper School, Stone Ridge School*

Stumbling into the Posthuman Turn and Post Qualitative Inquiry: Indigenous Community Research in a Newark Neighborhood *Carolyn J. White, Rutgers University; Sandy Lizaire-Duff, Assistant Director of the Lower School, The Pingrey School; Molly Vollman Makris, Assistant Professor, Urban Studies, Gutman Community College, CUNY*

Ontological Learning and Educating for Critical Posthumanism: Curricular Intervention to Incite New Being of Human Beings *Carolyn J. White, Rutgers University; Fatemeh Moghaddam, Syracuse University*

Chair:

Carolyn J. White, Rutgers University

152. Qualitative Stories of School Yoga

Other Disciplinary Areas

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Frick

In this session, we will describe our book project, provide a detailed outline, and invite conversation about the project as narrative inquiry, educational research and feminist action. In an edited volume of original scholarship, two editors and nine contributors challenge traditional, scientific methods of evaluating school-based yoga programs by illustrating the complexities of yoga in schools across diverse settings and from a variety of perspectives. We are inspired by the work of Leigh Patel (2016) and Sherilyn Lennon, who write about the still colonizing effects of traditional, if not all, forms of research. The feeling we share with these authors is that by involving the locals in inquiry projects, we are partially mitigating this structural force. We welcome others' stories about collaborative projects meant to elevate practitioners' work to the status of

knowledge, as well as more general discussions about how this kind of research is received.

Discussant:

Andrea Hyde, Western Illinois University - Quad Cities

153. Transformers Transforming Transformations: Re-Envisioning a Profession

Cultural Studies of Education

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Oliver

Participants:

Memory, Pedagogy, and Praxis: Three Critical Scholars

Consider How their Perceptions of the Past Inform Their Present and Future Teaching, Research, and Service *Ariel A. Ashlee*, Miami University in Oxford, OH; *Wilson Okello*, Miami University in Oxford, OH; *Esther Claros Berlioz*, Miami University in Oxford, OH

While the exploration of positionalities for critical scholars has become common practice in the field of education, under-examined is the politics of memory and how our perceptions of the past affect our current and future pedagogy and praxis. Often tucked away from our conscious recollection are incidents and encounters that have shaped our pathways as educators dedicated to the emancipation and liberation of the historically oppressed. For the critical educator, recalling memories can materialize valuable insight into not only the content we espouse, but also the approach we take to our scholarship. In this spirit, the authors plunge into their pasts to examine how their memories inform their current and future, teaching, research, and service as critical scholars.

Transformative Teacher Leadership in Jamaica and the United States: Re-envisioning a Profession for the 21st Century

Eleanor J. Blair, Western Carolina University

Teaching and learning in Jamaica and the United States are very different phenomena, and yet, despite these differences, a cross-cultural examination of a profession in transition highlights the most salient features of teachers' work that both impedes and promotes its growth and development as a full-fledged profession. The significance of place adds another layer of richness to an examination of the intersection of teacher leadership and school culture. Teaching, learning and leading in 21st century schools requires the adoption of transformative practices that have the intent of re-defining the parameters of educational leadership while simultaneously embracing a commitment to critical thought and social justice as key components of school reform. These practices require school cultures that support a re-envisioning of the profession. The possibilities and potentialities for a transformation of the teaching profession, and simultaneously, the acts of teaching and learning are unlimited.

Chair:

Ashlee Anderson, University of Tennessee

Discussant:

Yolanda A. Medina, Borough of Manhattan Community College - CUNY

154. Open and Expansive. Memory and the Treatment of Cancer

Other Disciplinary Areas

Alternative Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

This performance-based installation of sound, poetry and visual art, offers opportunities to increase perspectives into the embodied experience of the spaces in which we live and learn. This presentation provides opportunity to engage in the exploration of remembering and forgetting through listening to poetry about, and the soundscape of, the process of radiation therapy in the treatment of cancer. We invite participants to wonder about

their lived experiences with sounds and objects of the world and how these reflections can guide careful deliberations about our next moves. The exploration calls us to wonder what we invite and what we shut out of our learning experiences.

Participant:

The Body Conceals and Reveals *Renata Jane Aebi*, *Simon Fraser University*; *Amy Beth Newman*, *Simon Fraser University*; *Kate Mary McCabe*, *Simon Fraser University*

This performance-based presentation by three researchers seeks to explore the body's remembering and forgetting. Two years ago, Renata painted a women's scarred body to mark the one year anniversary of her cancer surgery. Her art is not tattoo or embellishment. Shapes, colours, thick and thin lines, find their way onto the skin as she listens to the body speak. Amy, one of the women whose scar has since been painted, has interpreted her experience of her surgery and the painting of the scar through a Taiko composition and Life Writing. Kate, through poetry, documented the experience. Such personal events are carried into the spaces in which we work with children, youth and teachers. We continue to explore how sorrow, compassion and beauty show themselves in our lives. This performance and visual installation will evoke conversation with the body's memories.

155. Back Down Memory Lane: How Identities Shape Education and Education Shapes Identities

Other Disciplinary Areas

Paper Session

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

Literacy Memories: The Influence of Educational Experiences on Students' Writing Identities *Kaia-Marie A. Bishop*, *Eastern Michigan University*

The way that writing is taught in secondary schools perpetuates misconceptions about writing. Student memories of these experiences shape their identities as writers, and so the purpose of this paper is to explore relevant literature in order to examine how previous literacy experiences in schools have shaped late adolescent college composition students' writing identities. This research will use a social constructionist understanding of identity as a framework. This project potentially holds significance for approaches to teaching writing in both secondary and postsecondary schools, as well as for students in teacher education.

"My Grandpa Said They're Dirty": Re-Membering and Forgetting Multiracial People in Schools *Joy Howard*, *University of Southern Indiana*

This paper explores the question what are the realities and possibilities for re-membering multiracial people in schools? The basis for this exploration is five case studies where I conducted interviews with five youth (11-21), six adult family members, and five educators in Midwest during the summer of 2016. The author utilized Harris (2016) MultiCrit framework to explore the racisms faced by multiracial people including (1) monoracism, (2) colorism, (3) differential microracialization, (4) intersections of multiple racial identities. Through storytelling, the author demonstrates the realities and possibilities of multiracial identities in schools and suggests several implications for research and practice.

Chair:

Jonathan Lightfoot, Hofstra University

Discussant:

LaVada Taylor, Purdue University Northwest

156. Whispers and Voices: Re-Membering Communities and Struggles

Cultural Studies of Education

Panel Discussion

8:30 to 10:00 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

This panel explores the whispers and voices as heard in the land, testimonios, and life histories in the re-membering communities and struggles. Re-membering, for us, entails more than recalling past experiences and events, it is an act of re-membering the dismembered (Anzaldúa, 1999), that is, it is an act of piecing together fragmentary memories into a cohesive collective narrative. Author 1 proposes listening to the land and the whispers of the ancestors as a way to move beyond settler-colonial schooling and develop autonomous educational and self-organized communities. Author 2 centers the testimonios of Chicanas in re-membering a neighborhood undergoing gentrification in California's Silicon Valley. Author 3 examines the role of memories with subtractive schooling in the articulations of identities amongst Latina/o pre- and in-service teachers. The whispers and voices of the land, Chicanas, and Latinas/os are essential to re-membering communities and struggles in the current moment of capitalist settler-colonialism.

Participants:

Re-membering to Forget: Listening to Land, the Whispers of Our Ancestors, and Moving Beyond Bondage *Isidoro Guzman, University of Utah*

White settler-colonial ways of knowing and being have established a near monopoly over how education is done in the U.S. where, by design, a settler-colonial educational system has been deployed as a colonizing agent that toils to dominate and control (Bell 2013) both land and bodies. What ensues is the colonization of both land and bodies that shape and mold both into particular ways of knowing and being in relationship to capital. With that in mind, this work argues that the U.S. settler-colonial realities combined with the increasing neoliberal encroachment into education calls for research that is able to interrupt and provide alternatives to the dominant social, political, and economic debates over which school model (public vs market based private-charters) best serves the future of the not just our societies, communities, and children—but land as well.

Chicana Community HerStories: Voices of Resistance in Little Michoacán *Ana Angel Avendano, University of San Francisco*

The purpose of this paper is to hear from the voices of Chicanas who grew up in the North Fair Oaks, "Little Michoacan", and learn from their community engagement and educational experiences during the 1960's and 1970's. Grounded in LatCrit, it is through testimonio that I aim at deconstructing the history of this community to ensure the voices of Chicanas are represented and their contributions are brought to light as the community fights for visibility and preservation of the rich culture in Little Michoacan. The ultimate goal of this research is for Chicanas to reflect on their lived experiences and reclaim their voice as part of a larger narrative of the history of North Fair Oaks, an area currently undergoing gentrification. Their Chicana herstories will contribute to the overall collective experience of Latinos in the North Fair Oaks.

"Ser como ella": Memories of Subtractive Schooling Shaping the Identities of Latina/o DACAmended Teachers *José García, California State University Channel Islands*

Based on a qualitative study with Latina/o DACAmended pre- and in-service educators, I explore the role of memories of past experiences with "subtractive schooling" (Valenzuela, 1999) in the articulation of professional identities amongst these teachers.

157. Teaching to (Un)Learn!

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie I

Participants:

A Pedagogy of Membership: On 'Anthropo-harmonism,' the Imagination and Neighborliness *John Mullen, Eastern Michigan University*

Animated by my interests in the conjunction of ecology and

education, this paper aims to articulate a pedagogy of membership (POM) that is grounded in the interrelated aspects of 'anthropo-harmonism,' the imagination and neighborliness. Given the mounting evidence for wicked problems like global warming, biodiversity loss and species extinction, toxicity levels in our land, our waters, our air, our foods and our bodies, which are founded upon a ruthless anthropocentrism that acts as if humans are the be-all and end-all of the evolutionary story, we as a species are in nothing short of a crisis for life as we now know it. How these problems address education and how education addresses these problems is the central purpose of this paper. A POM argues for the central role of education in these issues by remembering humans in light of their proclivity for ecological dismemberment.

Ecocritical Contestations with Neoliberalism: Teaching to (Un)Learn "Normalcy" *John Lupinacci, Washington State University; Alison Happel-Parkins, University of Memphis; Mary Ward Lupinacci, Eastern Washington University*

Recognizing the pervasiveness of neoliberal capitalism and its restrictive conceptions of personhood, the authors of this paper argue that scholar-activism supportive of inclusion for all requires rethinking how educators both constitute, and are constituted by, understandings of "community" and how those constituted conceptions impact our understanding and support of diversity by valuing difference and dependency. The authors of this paper critically examine the cruel conditions of schooling that accompany neoliberal capitalism and assert that such conditions ought to compel scholar-activist educators to think of potential futures—futures that support diverse, inclusive, and sustainable communities. The authors of this paper take the position that the current frequency and increased intensity of social exploitation and environmental degradation demand a commitment to examining the cultural assumptions and limits of many dominant disciplining assumptions of PK-12 education and inextricably teacher education.

Education at the End of "The World": The Anthropocene and the Question of Futurity in Education *Zachary A. Casey, Rhodes College*

The present project starts from a consideration of the geologic moment known as the "Anthropocene"—the geologic now in which human impacts have made a substantial and discernable impact on the Earth's ecosystem(s). Examples of futurity are seemingly everywhere in educational theory. By futurity I mean the idea of continuing existence: the notion that there will (always) be a (human) future, in which people will be able to observe at the geologic level the impacts of our species on Earth. There is a significant need for educational theory as a field to recognize the impacts the ecological crisis/climate change has for our work. Questions of extinction, of educational theory at "the end of the world," offer new terrains for educational inquiry. How might fully considering the Anthropocene shift what we do as educational researchers and what we teach and struggle for in schools?

158. Critical Literacy: Understanding Perceptions of Past, Present, and Pre-Service Teachers and Parents

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Carnegie III

Participants:

Pre-Service Elementary Teachers' Identities: How Teacher Candidates Perceive of Themselves as Teachers of Literacy *Susan Sturn, SUNY Fredonia*

This qualitative study explored the perceptions of eight pre-service teachers regarding the teaching of Common Core-aligned English language arts. Specifically examined were the participants' understandings of the CCSS, the EngageNY ELA curriculum, and their feelings about becoming teachers of literacy. Emergent themes suggest that pre-service teachers feel

unprepared to develop an ELA curriculum, they are unaware of the political implications of curriculum development, and they are anxious about becoming teachers during a time of great educational change.

Social Justice through Biliteracy Development as Culturally Efficacious Parental Engagement *Margarita Machado-Casas, University of Texas at San Antonio; Amanda Swearingen, University of Minnesota; Alpha Martinez-Suarez, University of Texas at San Antonio*

This presentation will present data obtained from a summer family literacy program. Panelists will address how the use of non-traditional home engagement and culturally efficacious practices lead to the empowerment of culturally and linguistically diverse families by developing support, leadership, and advocacy, in addition to working with parents to bridge the literacy divide among family members and between the home and school. The panel will offer participants insights on incorporating these practices to nurture a strong sense of community for students, teachers, and families.

South Carolina Preschool Teachers' Perceptions and Experiences Implementing Critical Literacy in the Preschool Classroom *Rebecca Weissman, University of South Carolina*

Critical literacy focuses specifically on exploring the sociopolitical implications of texts and challenging information rather than taking them at face value. The present study constitutes a Collective Case Study that describes the perceptions and experiences of critical South Carolina preschool educators. As an etic study it examines the ways in which these teachers employ Critical Pedagogy, specifically Critical Literacy and how their pedagogy fits within the existing themes seen in the early childhood teacher education literature. Consisting of a summary and analysis of eight interviews, this Case Study explores how these participants perceive and incorporate critical literacy in their early childhood classrooms, providing new insight into critical literacy implications for early childhood educators.

159. Keeping Hope Alive in Times of Despair: An Autoethnographic Retrospective, Part II

AESA

Business Meeting

10:15 to 11:45 am

Omni William Penn Hotel: Conference Level B

160. Beyond the Schoolhouse: Bridging the Gap Between Classroom and Community

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Frick

Participants:

Remember to Walk these Streets: Connecting Urban

Communities in a Teaching Preparation Program *Carmen Ocon, Clark University, Adam Institute for Urban Teaching and School Practice*

Public schools witness a diverse population being served by an overwhelmingly white teaching force. In the urban city of Worcester, Massachusetts, 42 percent of students identified as Hispanic, while 15.4 identified as African American. In comparison, 470 teachers and staff identified as racial and ethnic minorities, while 2,739 identified as white within the public school system. While teacher programs attempt to address the student-teacher diversity gap, how do we prepare overwhelming white teacher cohorts to be socially responsive educators in diverse urban schools? In this qualitative inquiry project, a teacher education program in the city of Worcester incorporates a critical walking ethnography led by neighborhood youth to help student-teachers to remember, retrace, and reinterpret the meaning of their pedagogy as it includes the streets, sidewalks, and buildings that embrace the school communities the teacher's cohort will serve.

Take it to the Streets! Camden Residents Speak on Their Expectations of City Public School Teachers Beyond the Schoolhouse *Keith E. Benson, Camden City School District*

This qualitative study explores the expectations Camden residents have of their public school teachers beyond classroom teaching, specifically in community-specific struggles for social justice. Using standpoint theory as a lens to center Camden's marginalized low-income minority residents' perspectives, participants reported having expanded expectations for all the city's public school teachers to engage in principled resistance struggle along with community residents; the importance for Camden educators to practice their classroom declarations of being change agents with principally-grounded activism in the street.

Chair:

Daniella Ann Cook, University of South Carolina

Discussant:

Anna Bost Pennell, Guilford College

161. Becoming Fully Human: The Individual in Society and the Academy

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Heinz

Participants:

A Phenomenological Case for Individualist Education or, Not So-Rugged Individualism *Gabriel Keehn, Georgia State University*

The purpose of this paper is to re-examine the possibilities for an educational approach which centers around the individual child, her whims, and her interests. This discussion aims to trouble many of the traditional presumptions regarding the nature and aims of individualism, as well as examine more closely its compatibility or lack thereof with democratic civil engagement. Ultimately I will argue not only that individualism is a much richer, more varied, and more philosophically tenable position than has been commonly assumed, but also that some form of individualist commitment is, rather than being incompatible with truly democratic commitment, is actually a fundamental prerequisite thereof. In this, I hope to lend some support to Emerson's famous contention that "individualism has never been tried." I will also argue that this reconstructed vision of individualism is an importantly phenomenologically valid approach to education.

Curriculum for Becoming Fully Human: Challenging the Hegemonic Discourse on Knowing and Being *Nozomi Inukai, DePaul University*

The neoliberal educational reform movement in the U.S. is creating a hegemonic discourse on what is worth knowing. Furthermore, in today's political climate of divisiveness, we are forgetting the common human roots and dehumanizing "the other" by seeing them as abstract categories. The purpose of this paper is to challenge the conventional notion of what it means to know and to be human by drawing on Ikeda's human revolution, Bakhtin's surplus of seeing, Dewey's growth, and Baldwin's sustaining myths. Recognizing the interconnectedness of the self and the other, this paper re-envision education as a conscious and volitional process of knowing and becoming through dialogic engagement, or "dialogic becoming" (Goulah, 2013a). This paper contributes to the existing literature on Makiguchi/Ikeda studies by bringing other philosophers into dialogue and offers an alternative framework to critical theories for individual educators to initiate changes within the current system.

Reifying Gaze: Ontological Certainty and the Politics of Identity *Stephen Vassallo, American University; Allison Steffens, American University*

The self is the site of ideological battles. In a neoliberal climate,

persons are constituted as selves who make rational choices to maximize personal value, strive for perfection, and pursue self-interest in order to be economically competitive. Critical theorists tend to eschew neoliberal selfhood in favor of a self that is communal, historically-bound, relational, and oriented toward justice. This notion of selfhood is necessary for pursuing freedom and liberation. This ethic of selfhood is oriented toward deriving meaning from relationships, solidarity, and community. Although oriented towards different ends, the battle for selfhood from either ethical position requires the reification of self. Whether the self is neoliberal or communal, there tends to be a premium on constructing a rational, continuous, intelligible, and articulable sense of self. This paper will examine the dangers and consequences of reifying all forms of selfhood and offer an alternative ethic for personhood.

Using Rememory to Illuminate the Silenced Spaces In-Between Educational Institutions *Sonia El Janis, University of Georgia*

This paper inquires into my experience as a social studies teacher educator and classroom teacher working across institutions as a part of a professional development school. The experiences that inform the narrative take place in small, Southern, university-town, where the expectations placed on both teachers and teacher educators to produce and reproduce anti-intellectual forms of schooling continues to pervade the educational landscape. I share the complexities of remaining true to my own theoretical and ethical groundings while navigating two distinct educational institutions. I live and work within the unyielding demands of both institutions, while I remaining cognizant of teacher candidates' curriculum and instruction and high school students' civic literacy. Using narrative inquiry and rememory (Morrison, 1990), I write into these experiences to reveal the persistent challenge of being an emancipatory participant in-between colleges of education, schools, classrooms and communities.

162. Teacher Educators as Collectives of Diverse Transformative Intellectuals

Other Disciplinary Areas

Alternative Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Oliver

Participant:

Teacher Educators as Collectives of Diverse Transformative Intellectuals *Brittany Aronson, Miami University; Helen Aydarova, Auburn University; Mildred Boveda, Arizona State University; Rebekah Cordova, University of Florida; Nini Hayes, Western Washington University; Ganiva Reyes, Miami University, Oxford Ohio*

163. Cultivating Critical Dispositions to Support Equity and Justice: Interrogating Memory through Narrative Analysis

Teacher Education

Alternative Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Parkview East

Dispositions, deeply held beliefs and assumptions, influence every aspect of teaching and learning. Beliefs about the nature of knowledge, how learning occurs, and the nature of learners, affect classroom interactions and teacher and learner self-perceptions. Developed through experiences and memories of experiences and mediated within cultural understandings, unexamined assumptions can be enacted in dispositions that perpetuate inequities. This interactive workshop will present a framework for cultivating critical dispositions through analysis of critical incidents. Beginning with case studies, participants will examine perspectives, uncover assumptions, and consider what information might be missing. Next, participants will identify critical incidents in their own practice, and apply the analytical framework to foster a critical consciousness. Evidence of the effectiveness of this process in developing critical dispositions among teacher candidates, practicing teachers, and school administrators

will be shared, and participants will be provided with materials supporting the cultivation and assessment of critical dispositions among these groups.

Participant:

Cultivating Critical Dispositions to Support Equity and Justice: Interrogating Memory through Narrative Analysis *Julie Gorlewski, Virginia Commonwealth University*

Dispositions, deeply held beliefs and assumptions, influence every aspect of teaching and learning. Beliefs about the nature of knowledge, how learning occurs, and the nature of learners, affect classroom interactions and teacher and learner self-perceptions. Developed through experiences and memories of experiences and mediated within cultural understandings, unexamined assumptions can be enacted in dispositions that perpetuate inequities. This interactive workshop will present a framework for cultivating critical dispositions through analysis of critical incidents. Beginning with case studies, participants will examine perspectives, uncover assumptions, and consider what information might be missing. Next, participants will identify critical incidents in their own practice, and apply the analytical framework to foster a critical consciousness. Evidence of the effectiveness of this process in developing critical dispositions among teacher candidates, practicing teachers, and school administrators will be shared, and participants will be provided with materials supporting the cultivation and assessment of critical dispositions among these groups.

Discussant:

Tamara L. Sober, Virginia Commonwealth University

164. (Re)Envisioning Learning through EcoJustice: Taking Relationships Seriously

Other Disciplinary Areas

Paper Session

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Phipps

Participants:

EcoJustice Education: Exploring Stewardship as a Means to Remember and Redefine our Relationships for Learning *Katharine Adams, Eastern Michigan University*

EcoJustice philosophers advocate a need to rediscover our reciprocal relationship with the natural world, expand our ethic of care across cultures and beyond the human realm, and revitalize our commons to create more diverse, democratic, and healthy communities. Essential questions for EcoJustice educators include: How do we define "good stewardship" and learn to act as "good stewards" in the context of specific physical locations, personal histories, and conflicting cultures? This paper presents a model for considering the ways that place, identity, and stewardship interact to foster or prevent ecologically and emotionally healthy relationships for both living and learning.

Remembering and (Re)envisioning Dialogical Ways of Being, Thinking, and Knowing: EcoJustice Traditions and Value-Creating Education *Monica K. Shields, Eastern Michigan University; Melissa Bradford, DePaul University*

This study combines the dialogical traditions of Buddhist philosopher Daisaku Ikeda and the EcoJustice theoretical framework to provide models of what student and teacher relationships could look like for teachers who live within an anthropocentric dominant culture but seek to practice ecocentric ways of relating. The authors use an ecocritical approach to critique modern education culture and to offer dialogic ways of relating as ecocentric alternatives. They highlight the crucial role imagination plays in creating healthy communities and invites teachers to use the power of their leadership roles to commit to educating for something greater than efficiency. By examining discursive practices teachers and students are able to pinpoint areas in their lives where they are contributing to the violence and suffering of another, or alternatively, engaging dialogically to learn the value of each other. This research challenges teachers to remember and (re)envision what it means to be fully human.

Discussant:

Alexander Nichols, Davidson College

165. Convenient Forgetting and Inconvenient Remembering

Other Disciplinary Areas

Symposium

10:15 to 11:45 am

Omni William Penn Hotel: Floor Conference Level - Vandergrift

North America has a long, violent and shameful history of establishing systems that value White people at the expense of Indigenous nations, and through the continuing oppression of people of colour. At a time where mainstream national rhetoric is intensifying racial tensions, and erasing the traumatic experiences of colonized Indigenous peoples, the role of critical race education is increasingly important in holding us accountable to our espoused human rights values. This symposium explores how remembering facilitates critical examination of one's identity for both the privileged (the colonizer, and the settler), and the oppressed. Such examinations work to create respectful spaces of learning and knowing and pave the way towards formations of non-colonial, non-dominating relationships that lead to the development of more emancipatory identities and realities.

Participants:

Reconstructing National Narratives: Remembering a 'Forgotten' History Through Indigenous Literature *Halimah Beaulieu*, *Simon Fraser University*

The Role of Memory and Settler Identity in Educating Canadian Foster Parents *Rajvinder Kaur Samra*, *Simon Fraser University*

Analyzing Internalized Oppression in the Classroom: Building Emancipatory Identities Through the Reconstruction of Memory *Teresa Dettling*, *Simon Fraser University*

Troubling Willed Amnesia: Remembering as a Moral and

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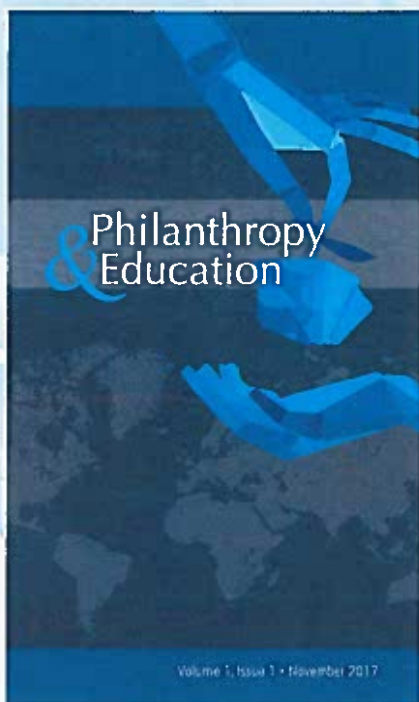
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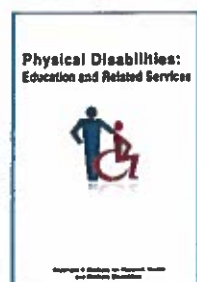


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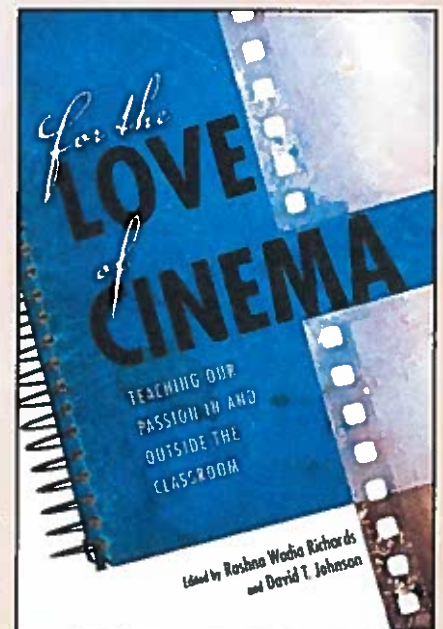
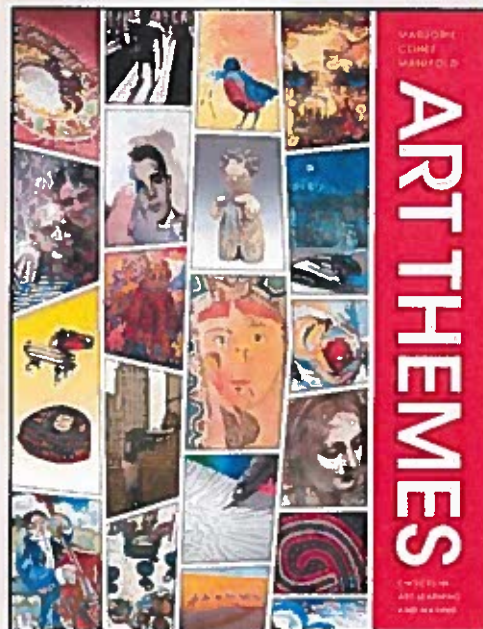
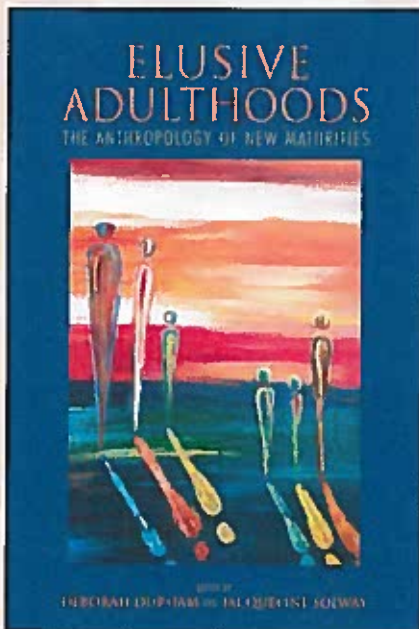
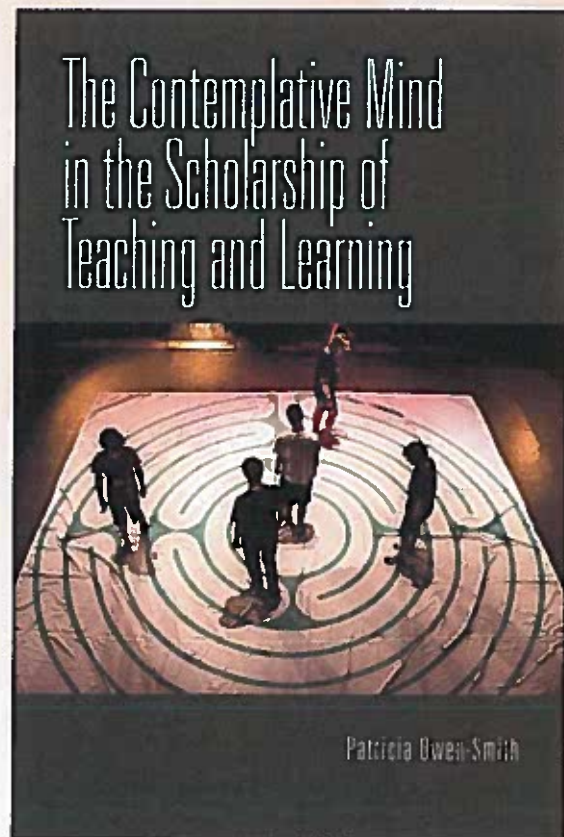
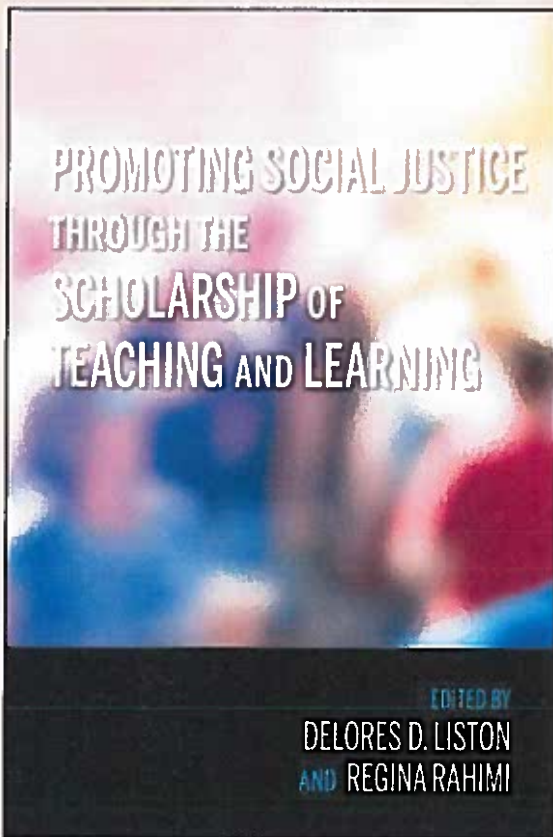
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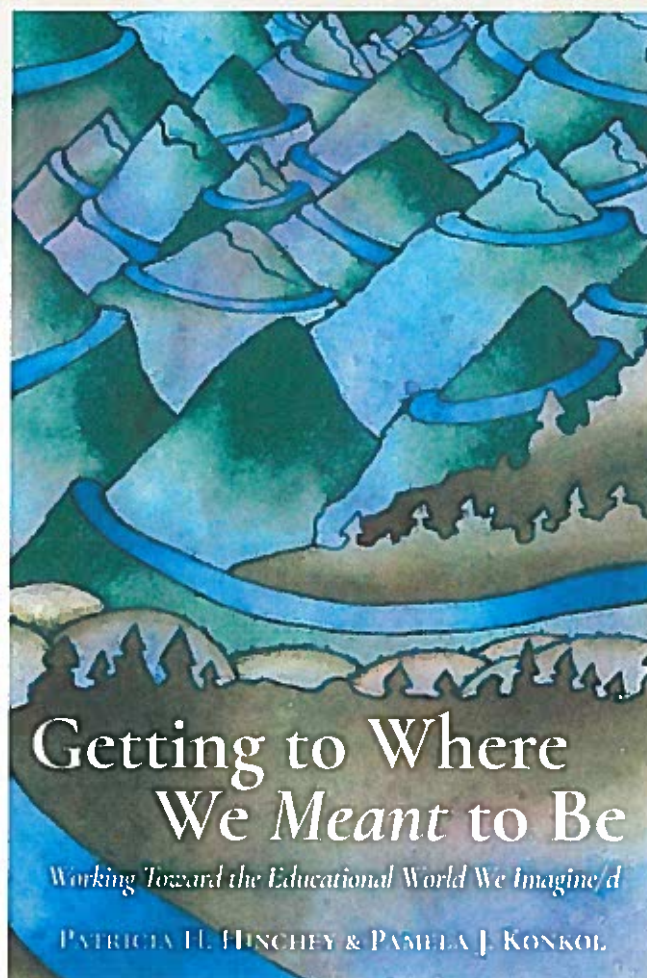
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