

*PUBLIC EDUCATION IN DEMOCRATIC LIFE:
AN IDEA WHOSE TIME NEVER CAME*

American Educational Studies Association
Annual Conference
November 2-6, 2005
Charlottesville, Virginia

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The American Educational Studies Association

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 social foundations of education. AESA is a society primarily comprised of college and university professors who teach and conduct research in the field of education utilizing one or more of the liberal arts disciplines of philosophy, history, politics, sociology, anthropology, and economics as well as comparative and international studies.

The role of AESA is to provide a cross-disciplinary forum wherein scholars can gather to exchange and debate interpretations of the social contexts of education. The cross-disciplinary commitment of the organization creates a landscape for the discussion of broader policy issues such as minority studies, gender studies, multicultural education, democracy, and issues of educational equality and equity. Our membership is dedicated to examining issues in education from a plurality of academic viewpoints and perspectives.

AESA welcomes you to its 2005 annual meeting. For further information about the association, please visit our website at www.uakron.edu/aesa.

officers

President, Kathleen Bennett deMarrais
University of Georgia (2005)

President-Elect and Program Chair, Steve Tozer
University of Illinois at Chicago (2006)

Vice President, Dennis Carlson
Miami University (2007)

Secretary, Rhonda Jeffries
University of South Carolina

Treasurer, Deron Boyles
Georgia State University

executive council

Mary Busnell-Griener, Queens College (2005)
John Covalessie, Northern Michigan University (2005)
Wanda Pillow, University of Illinois at Urbana-Champaign
(2005)
Amee Adkins, Illinois State University (2006)
Marybeth Gasman, University of Pennsylvania (2006)
Barbara Thayer-Bacon, University of Tennessee (2006)
Jaylynne Hutchinson, Ohio University (2007)
Judith Pressle, University of Georgia (2007)
Tom O' Brien, Ohio State University (2007)
Deborah Shinn, graduate student representative,
University of Oklahoma

staff

Rebecca Martusewicz, editor, Educational Studies
Eastern Michigan University
Maureen McCormack, managing editor, Educational Studies
Eastern Michigan University
Richard D. Lakes, historian, Georgia State University
Patricia A. Carter, historian
Mary Abascal-Hildebrand, convention coordinator
Sandra Spickard Prettyman, book exhibit coordinator,
University of Akron
Cathryn Chappell, book exhibit coordinator,
Ashland University
Theodorea Berry, graduate student coordinator,
University of Illinois at Chicago

program committee

Theodorea Berry, University of Illinois at Chicago
David Dees, Kent State University
Nadine Dolby, Purdue University
Bernardo Gallegos, Washington State University
Marietta Giovanelli, University of Illinois at Chicago
Mike Gunzenhauser, University of Pittsburgh
DaVina Hoyt, Washington State University
Sherrick Hughes, University of Toledo
Seema Iman
Pamela Konkol, University of Illinois at Chicago
Ruthanne Kurth-Schai, Macalester College
Marvin Lynn, University of Maryland
David McGough, Nazareth College
Enrique Murillo, California State University at
San Bernardino
Richard Ognibene, Siena College
Stacy Otto, Oklahoma State University
Fr. Ken Paulli, Siena College
Jean Patterson, Wichita State University
Tania Ramalho, SUNY at Oswego
Brian Schultz, Northeastern Illinois University
Linda Spatig, Marshall University
Virginia Worley, Oklahoma State University

2005 george kneller lecture committee

Kal Ashton, Syracuse University, Chair
Nadine Dolby, Purdue University
Marvin Lynn, University of Maryland
Jane Morse, SUNY Genesco
Jewel Smith, Michigan State University

2005 butts lecture committee

Dale Snauwaert, University of Toledo, Chair
Paul Theobald, Buffalo State University
Jeffrey Milligan, Florida State University
Barbara Thayer-Bacon, University of Tennessee
Rebecca Martusewicz, Eastern Michigan University

2005 nominating committee

Richard Quantz, Miami University, Chair
Erskine Dottin, Florida International University
Antoinette Errante, Ohio State University
Susan Laird, University of Oklahoma
Lynda Stone, University of North Carolina at Chapel Hill

2005 committee on academic standards and accreditation

Jamie Lewis, University of Georgia, Chair

Wednesday, 2 November 2005

agenda

REGISTRATION

5:00 PM - 7:00 PM

prefunction area

OPENING SESSION

Conference Welcome:

**“R. Freeman Butts, the Changing Face of Social Foundations,
and the 2005 Program”**

Steve Tozer, University of Illinois at Chicago

7:00 PM - 9:00 PM

salon a

RECEPTION

Following the Opening Session

salon b

SCULPTURAL / TEXT INSTALLATION

“Critical/Cultural Literacy:

Power/Knowledge/Knowledge/Power”

by Gene Provenzo

on display in hotel lobby for duration of the conference

Thursday, 3 November 2005

agenda

REGISTRATION

8:00 AM - 4:00 PM

prefunction area

BOOK EXHIBIT

8:00 AM - 6:00 PM

monroe room

CONCURRENT SESSIONS

Session 1 8:30 AM - 10:00 AM pg. 10

Session 2 10:15 AM - 11:45 AM pg. 12

Session 3 12:00 PM - 1:30 PM pg. 14

Session 4 1:45 PM - 3:15 PM pg. 16

Session 5 3:30 PM - 5:00 PM pg. 18

see session descriptions for locations

AESA EXECUTIVE COUNCIL MEETING

8:00 AM - 11:45 AM

wilson room

EDUCATIONAL STUDIES

EDITORIAL BOARD MEETING

3:30 PM - 5:00 PM

wilson room

KNELLER LECTURE

pg. 20

5:30 PM - 7:00 PM

salon a & b

ALTERNATIVE SESSIONS

pg. 20

8:00 PM - 9:15 PM

see session descriptions for location

[1A] **POLITICAL CLIMATE AND CONTEMPORARY EDUCATION**

Chair: Mykol Lewis, Kent State University

The Times in Which We Work: Understanding the Conservative Restoration and What We Can Do About It

Jesse Goodman, Indiana University

Education, Democracy and the Elimination of the Public: An Examination of the Role Given to Public Education in the Formation of Public Opinion in American Political Thought and the Wrecking Thereof

Mark Garrison, D'Youville College

It's time for action! Anarchist theory and the discourse of educational reform

Abraham DeLeon, University of Connecticut

[1B]

SYMPOSIUM--THE PERSISTENCE OF RACIAL DISPARITIES IN ACADEMIC ACHIEVEMENT: IMPLICATIONS FOR EDUCATIONAL LEADERSHIP

Discussant, Mark Mussman, University of Cincinnati

Oppositional culture viewed as cultural deficit theory

Marvin Berlowitz, University of Cincinnati

Equality of educational opportunity and individual freedom

Gene Grabiner, Erie County Community College, Buffalo, New York

The changing face of suburban schools: Minority suburbanization and its implications for educational leaders

Carri Schneider, University of Cincinnati

The colonization of African American students on a primarily white campus

Derrick Jenkins, University of Cincinnati

Race matters on a predominantly white campus: a critical race theoretical approach in higher education

Brandi Hutchins, University of Cincinnati

[1C]

GOVERNANCE, COMMUNITIES, AND PUBLIC SCHOOLS

Charter Schools and the Elimination of Elected Governance

Shawgi Tell, Nazareth College of Rochester

Enclosure Then and Now: Communities in the Wake of Market-Drive Agriculture

Paul Theobald, Buffalo State University

Reforming the Governance of Public Schools

Maike Philipsen, Virginia Commonwealth University

[1D] **SYMPOSIUM--TEACHERS AND CHILDREN STRUGGLING WITH/FOR DEMOCRACY IN THE PUBLIC SCHOOL CLASSROOM**

Discussant: Kathlyn Steedly, VSA Arts

The Contradictions of Democracy in the Context of Classroom Community,

Debora Wisneski, University of Wisconsin-Milwaukee

Latino/a Children Authoring Multiple "formas de ser" (ways of being) in the Public School

Kimberley Cuero, University of Texas-San Antonio

A Collaborative Inquiry with White Teachers About their Understanding of Difference in Education

Barbara J. Dray, SUNY, Buffalo State University

(Re)envisioning Teaching Practice: Preservice Teachers' Beliefs about Equitable Teaching in a MultiCultural Democracy

Jennifer Mueller, University of Wisconsin- Milwaukee

[1E] **PANEL--EDUCATIONAL LEADERSHIP AND DEMOCRATIC IDEALS: CULTURAL STUDIES PERSPECTIVES**

Chair/Discussant: Greg Dimitriadis

Democratic Educational Leadership as a Complicated Conversation

Charles P. Gause, University of North Carolina - Greensboro

Of Platonic Idealism, Disembodied Education, and Distance Learning

Glenn Hudak, University of North Carolina - Greensboro

[1F] **CRITICAL CULTURAL INTERPRETATIONS**

Learning to Let Go of Nanny: Education and the Self-Reliant Individual

Isabel Nunez, University of Illinois at Chicago

The possibility of automethods in critical-interpretive research: an interdisciplinary perspective on writing culture

Scott Gust, Bowling Green State University

Victor Klemperer's "Lingua Tertii Imperii" Revisited: Critical Discourse Analysis and Educational Policy Rhetoric

Timothy Reagan, Roger Williams University

[1G] **BOOK EXHIBIT--AUTHOR SESSION: FROM OPPRESSION TO GRACE: WOMEN OF COLOR AND THEIR DILEMMAS IN THE ACADEMY**

Editors: Theodora Regina Barry and Nathalie D. Mizelle

Publisher: Stylus Publishing

Contributors present: Tinaya Webb, LaVada Taylor Brandon, and Denise Taliaferro Baszile.

Please note: This author presentation takes place between 9 AM - 11 AM.

[2A] *highlands & ashlawm room*
TEACHING SOCIAL FOUNDATIONS IN CONTEMPORARY CONTEXTS

- Paradigm Shifts: The Transformation of an Educational Issues Course**
Kimberly Pyne, University of North Carolina - Chapel Hill
- Foundations of Education: A Holistic Approach**
Joseph Rayle, SUNY Cortland
- Place-Based Education: South Bronx Schools as Social Foundations Texts**
Kenneth Paulli, Siena College

[2B] *madison room*
INDIGENOUS PEOPLES AND EDUCATION

- Schooling a Nation: The Cherokees and Assimilationist Education**
Jennifer Spirko, University of Tennessee
- The American Mandate: The educational disenfranchisement of American Indians and urban immigrants in the late 1800's.**
Vicki Jarrell, Ohio University

[2C] *monticello room*
PANEL--ADOPTING PEDAGOGY TO IMPROVE EDUCATIONAL ATTAINMENT OF MINORITY STUDENTS

- Discussant: Carolyne White, Rutgers University
Joan Oviawe, Florida International University
DaVina J. Hoyt, Washington State University

[2D] *lewis & clark room*
DEMOCRATIC IDEALS AND THE PURPOSES OF EDUCATION

- Chair: Jim La Prad, Western Illinois University
- Political Liberalism for Justice and Cultural Diversity: Promises and Predicaments**
Huey Li, University of Akron
- Democratic Public Schooling versus Education for the Workforce**
Bryan Silverman, Kent State University
- What Happened to Democratic Education for Work?**
Richard Lakes, Georgia State University

[2E] *salon a*
SYMPOSIUM--DEMOCRACY EN ROUTE TO PUBLIC EDUCATION: ENVISIONING, EMBODYING, OPPOSING, AND RECONCILING

- Bootlickers expelled: Oppositional obedience-- speaking white, and coming out black**
Donyell Roseboro, University of Southern Illinois at Edwardsville
- The curricula compass: Revealing visions from the dark**
Dan Chapman, The University of North Carolina Greensboro
- The thinking body: Rediscovering sites of knowledge**
Adrienne Sansom, The University of North Carolina Greensboro
- Truth and reconciliation: Are we up to it? The Greensboro, NC massacre of 1979**
Steve Flynn, The University of North Carolina Greensboro

[2F] *montpelier room*
PANEL--THE GLOBALLY CONNECTED CITIZEN AND PEDAGOGIES THAT ENABLE EMPATHY

- Developing Imagination and Compassion: A study of the Lincoln Center Institutes Aesthetic Education Program**
Yolanda Medina, Borough of Manhattan Community College
- Enabling Empathy: An approach for Positive Human Connection in the Multicultural Education Classroom**
Michele Kahn, University of Houston Clear Lake
- The Connected Intellectual: Constructing an Emotionally Connected Rationality.**
Andrew Mcknight, University of Alabama at Birmingham

[3A]

madison room

THE SOCIAL CONSTRUCTION OF ABILITY AND DISABILITY

Making (disabled) bodies matter: embodying educational policy

Elizabeth Hendrix, University of Alabama
Nirmala Erevelles, University of Alabama

Historical Reflections on LDs: Making Sense for Our Students and Ourselves

Paul Neufeld, Simon Fraser University
Seanna Tackacs, Simon Fraser University

Issues in (Dis)ability Studies Research: An Insider's Perspective

Dymaneke Mitchell, University of Alabama

[3B]

montpelier room

COMPETING VISIONS FOR THE PUBLIC SCHOOL

Unitary Status and the Small School Movement: Rhetoric and Reality

Kathleen Kinslow, The University of Alabama

John Dewey on Adolescence and Teaching in High School: The Relevance of His Ideas for Contemporary Educational Issues

Douglas Simpson, Texas Tech University
Doug Hamman, Texas Tech University

What Public? Whose Schools?

John Covaleski, Northern Michigan University

[3C]

lewis & clark room

THE PUBLIC GOOD: SCHOOL-BASED STUDIES

Education as a Collective and/or Individual Good: Ethnography of a Class-Action, Desegregation Lawsuit in Northern California

Bayinaah Jones, University of North Carolina, Chapel Hill

The Further Criminalization of Urban Youth, Notes from a Privatized High School

Julia Hall, D'Youville College

From "Natural Enemies" to Democratic Allies: Parent-Teacher Relationships in Public Schools

Debbie Miretzky, University of Illinois at Chicago

[3D]

highlands & ashlawrn room

FEDERAL INTERVENTION IN PUBLIC EDUCATION

Leaving Most Young Citizens Behind? Reflections on the Democratic Peril and Promise of Public High Schools

Ruthanne Kurth-Schai, Macalester College

Public Education without Government Intrusion: A workable solution for Indigenous Populations?

Richard Reynolds, Eastern Connecticut State University

The Development of the Nation's Report Card and Federal Governing Authority of Public Education

John Stroup, University of Virginia

[3E]

monticello room

SYMPOSIUM--GOOD CHRISTIAN GIRLS AND BOYS: CRITIQUES OF ESSENTIALISM FROM THE BIBLE BELT

Essentialist Femininity? Coming of Age in Oklahoma

Deborah Shinn, University of Oklahoma

Essentialist Gender and Sexuality? 'Carceral Christianity'

Robin Mitchell Stroud, University of Oklahoma

Essentialist Masculinity? The Boy Scout Movement

Charles Joseph Meinhart, University of Oklahoma

[3F]

salon a

PANEL--REVISITING MICHAEL APPLE'S IDEOLOGY AND CURRICULUM, 25 YEARS ON

Dennis Carlson, Miami University

Greg Dimitriadis, University of Buffalo

Cameron McCarthy, University of Illinois at Urbana-Champaign

[3G]

monroe room

BOOK EXHIBIT--WRITING FOR PUBLICATION: A DIALOGUE WITH EDITORS AND AUTHORS

Pamela Bettis, Author

Darrell Cleveland, Editor of Educational Foundations

Rebecca Martusewicz, Author and Editor of Educational Studies

Bring a lunch or a snack and come hear what these authors and editors have to say about writing for publication. This group brings a wealth of experience about publishing to this brown bag: as acquisition editors, book editors, journal editors, book authors and much more. Their willingness to share their insight and knowledge about the publishing world provides us with a unique opportunity to hear from those involved. How do I prepare a manuscript for submission? What kinds of things need to be covered in a book prospectus? How does an author find a good fit for his/her work? What is a general timeline for publication? How does the review and/or revision process work? These are just a few of the questions that will be addressed in this informative brown bag.

- highlands & ashlawm room*
- [4A] **POST-STRUCTURAL AND COLONIAL THEORY**
Oration on the Indignity of Caliban: A Critical Consideration of the Modern West's Hypocrisy in Denying Liberty and Justice for All
Haroldo Fontaine, Florida State University
- Whither Cultural Studies?**
Kathy Hytten, Southern Illinois University
- Historicizing the Post-al Theories**
Seehwa Cho, University of St. Thomas

- montpelier room*
- [4B] **LEADERSHIP AND AUTHORITY IN SCHOOLS**
The Uses of Spirit: Derrida and the Question of Democratic Educational Leadership
Dennis Carlson, Miami University
- Of the teachers, by the teachers, but for whom?: Power and democracy in teacher run schools**
Raji Swaminathan, University of Wisconsin-Milwaukee
- Interpreting Authority Structures in Public Education: Views from Below**
Thomas Lucey, University of Memphis

- salon a*
- [4C] **ETHNICITY, IDENTITY, AND EDUCATION**
Optimism in the Era of "the Racial Achievement Gap": The Conservative-Progressive Politics of Education Reform
Amanda Lashaw, UC Berkeley
- Factors related to academic success of Latina/o students from a large Midwestern university**
Linda Alvarado, The University of Toledo
- The Role of Grandmother and Father in Developing Shared Identities in a Native American Urban High School**
Barbara Thayer-Bacon, University of Tennessee

- lewis & clark room*
- [4D] **ACCOUNTABILITY MEASURES AND DRASTIC CONSEQUENCES: A DISCUSSION ON THE CHICAGO PUBLIC SCHOOLS, COMMUNITIES OF COLOR, AND YOUTH INCARCERATION**
- Discussant: Laurence Hadjas, University of Illinois at Chicago
Educational Policy and Social Capital within Chicago's Latino community
Gabriel Cortez, University of Illinois at Urbana-Champaign
- A conversation with the experts and the academics regarding education and incarceration**
Latasha Louise Cain, University of Illinois at Urbana-Champaign

- madison room*
- [4E] **CHARTERS AND CHOICE IN NEW YORK AND WISCONSIN**
The Failure of Edison Charter Schools in New York State
Richard Ognibene, Siena College
- The Evolution of School Choice in Milwaukee, Wisconsin: The Birth of an Educational Reform Movement**
Ian Harris, University of Wisconsin-Milwaukee
- College for All: Examining the Efforts of a Charter School to Prepare Disadvantaged Students for College**
Raquel Farmer-Hinton, University of Wisconsin-Milwaukee
- Revisiting Exit and Voice: Contrasting Images of the "Public" in New York Charter School Accountability**
Terri Wilson, Teachers College, Columbia University

- monticello room*
- [4F] **PANEL: THE POLITICS OF INDIGENOUS IDENTITIES**
Steven Naranjo, Washington State University
Bernardo Gallegos, Washington State University
Justin Guillory, Washington State University
David Warner, Washington State University

[5A] **THE DIFFERENT FACES OF SEGREGATION**

Special Education and Habitus: The Reproduction of a Structure of Difference

Joseph Abbott, Western Michigan University

Gunilla Holm, Western Michigan University

How Inclusive are Children’s Picture Books? A Content Analysis of Portraying Children with Disabilities in Children’s Literature

Anita Iaquinta, Robert Morris University

Education as a Private Good: Is this idea promoting resegregation, increased dropout rates and higher incarceration rates?

Nancy Wright, University of Iowa

[5B] **PANEL--NOW THAT WE’VE HEARD “THEIR” VOICES WHAT DO WE DO ABOUT IT? TAKING “A MODEL OF SUCCESS” IN HIGHER EDUCATION AND IMPLEMENTING IT**

Chair: Joan Oviawe, Florida International University

Tara Jones, Washington State University

DaVina J. Hoyt, Washington State University

[5C] **FRAMING THE DEMOCRATIC IN SCHOOLS**

Democracy/Freedom is “Positioning”

Roger Jones, Virginia Polytechnical Institute and University

Eupraxia (Good Action) as a Democratic Framework for School Practice

Stephen Triche, Nicholls State University

Are Language Minority Students Truly Experiencing Democratic Life in Schools?

Heekyong Pyon, University of Illinois at Urbana-Champaign

[5D] **SYMPOSIUM--WHERE IS THE “PUBLIC” IN PUBLIC EDUCATION? SCHOOLING, PRIVATIZATION, PLACE, AND SOCIAL JUSTICE IN URBAN COMMUNITIES**

Discussant: Sue Books, SUNY, New Paltz

Schooling and Social Justice

Jane Morse, SUNY Geneseo

Jefferson, Addams, and America 2000

David Granger, SUNY Geneseo

Public Schools as Public Places: Learning the Skills of Democracy

Rebecca Lewis, SUNY Geneseo

Success for Some: Curricula for a Non-Democratic Education

David R. Smith, SUNY Geneseo

[5E] **GLOBALIZATION, ECONOMICS, AND EDUCATION**

Portugal Will Always Be an African Nation: A Calibanian Prosperity or a Prospering Caliban

J. Paraskeva, University of Minho

A Scholastic Hybrid - Democracy and Communicative Cultural Techno-Theory: the New Vehicle for Survival in the 21st Century

Regina Silverthorne, North Carolina Agricultural and Technical State University

The Effects of Wealth Inequity on Education and Democracy in the US

Marghi Hagen, Arizona State University

[5F] **PANEL--EDUCATION LEADERSHIP: CRITICAL CONSIDERATIONS ON SPIRITUALITY, POP CULTURE & DEMOCRATIC SCHOOLING**

Charles Gause, University of North Carolina-Greensboro

Dennis Carlson, Miami University-Oxford, Ohio

Glenn Hudak, University of North Carolina-Greensboro

Michael Dantley, Miami University-Oxford, Ohio

general session

GEORGE KNELLER LECTURE

5:30 PM - 7:00 PM, Thursday, November 3rd

salon a & b

*Introduction by Marvin Lynn, University of Maryland
George Kneller Lecture Committee*



Second Generation Memory and the Phenomenological Structure of Intergenerational Remembrance in Ernest Gaines' Fictional Lifeworld

Stephen N. Haymes, Associate Professor of Education
DePaul University, Chicago, Illinois

Stephen Haymes will address the experiential structure of cross generation intersubjectivity, sociality, and memory in the fictional writings of the African American Southern novelist, Ernest Gaines. It will explore how Gaines through fictional or imaginative memory reuses the artifacts of past generations of the dead to generate a memorial aesthetic for present and future generations.

Professor Haymes is the author of the book *Race, Culture and the City: Pedagogy for Black Urban Struggle*, published by State University of New York Press. In 1996, his book received a national award from the Gustavus Myers Center at Boston College for "The Outstanding Book on the Subject of Human Rights in North America". He has also written numerous essays on the politics and pedagogy of race, culture and education in the United States. He is currently working on new book that will be published by Roman and Littlefield Publishers, titled *Pedagogy of Our Ancestors: The Existential Wisdom of African-American Slave Culture*.

alternative sessions

8:00 PM - 9:15 PM

JOURNAL WRITING AND SOCIAL CONSCIOUSNESS

montpelier room

Constance Krosney, Vermont College of Union Institute and University
Kim Warms, Vermont College of Union Institute and University

BOOKS AND BABIES: HOW FAMILY WORK AFFECT FEMALE FACULTY

monticello room

Maike Ingrid Philipsen, Virginia Commonwealth University

THE BEST OF TIMES THE WORST OF TIMES: TEN CHARACTERS IN SEARCH OF A SCHOOL

madison room

Elizabeth Powers, Mary Stone Hanley, Monifa Green, Rita Joyner, Kim Pyne, and Janet Mittman; University of North Carolina at Chapel Hill

Friday, 4 November 2005

agenda

REGISTRATION

8:00 AM - 4:00 PM

prefunction area

BOOK EXHIBIT

8:00 AM - 6:00 PM

monroe room

CONCURRENT SESSIONS

Session 1	8:30 AM - 10:00 AM	pg. 22
Session 2	10:15 AM - 11:45 AM	pg. 24
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Session 4	1:45 PM - 3:15 PM	pg. 28
Session 5	3:30 PM - 5:00 PM	pg. 30

see session descriptions for locations

COUNCIL FOR SOCIAL FOUNDATIONS OF EDUCATION (CSFE)

8:30 AM - 10:00 AM

wilson room

COMMITTEE ON ACADEMIC STANDARDS & ACCREDITATION (CASA)

12:00 PM - 1:30 PM

wilson board room

R. FREEMAN BUTTS LECTURE

5:30 PM - 7:00 PM

salon a & b

ECOJUSTICE EDUCATION FACULTY & STUDENT GROUP MEETING

7:15 PM - 9:00 PM

ashlawn room

madison room

[1A] **DOING HIGH SCHOOL, BECOMING MALE**

Columbining Red Lake: Silencing the Voices of Teenage Boys (Once Again)

Gerald Wood, The University of Alabama

Modern Mythology, Star Wars, and the Crisis of Masculinity

Pamela Bettis, Washington State University

Brandon Sternod, Washington State University

Strong Democracy's Case for Including Gang Members in the Polity

Sharon Rubin, University of Illinois at Chicago

highlands & ashlawm room

[1B] **SYMPOSIUM--TALKING THE TALK WITHOUT
WALKING THE WALK: RECONCEPTUALIZING THE TEACHINGS
OF THE SOCIAL FOUNDATIONS AS ACTIONS AND NOT
MERELY WORDS**

Discussant: George Noblit, University of North Carolina, Chapel-Hill

**Because Everything is in a Name: The Need to Claim Philosophy of Education as
Activism**

Josh Diem, University of Miami

The Social Foundations Professor as Political and Social Activist

Eugene Provenzo, Jr., University of Miami

Social Justice and Post-feminism

Allison Anders, University of North Carolina, Chapel-Hill

Activism as a Scholar in the Field of Social Foundations of Education

Sylvia Bettez, University of North Carolina, Chapel Hill

lewis & clark room

[1C] **SYMPOSIUM--CREATING CURRICULA FOR SOCIAL AND
ECOLOGICAL JUSTICE**

Chair: Rebecca Martusewicz, Eastern Michigan University

**Monoculture, Democracy and Eco-Justice: Latin American Issues for the Middle
School**

Larissa Czuchnowsky, Forsyth Elementary School, Ann Arbor

Planting Seeds of Eco-Justice

Stephanie Baier, Eastern Michigan University

There is no Road: Creating a Path to Equitable Education

Denise Crudup, Eastern Michigan University

montpelier room

[1D] **PANEL--SHOULD SOCIAL FOUNDATIONS OF EDUCATION
BE IN THE ARENA OF NATIONAL ACCREDITATION? AN
ARGUMENT FOR INCLUSION**

Erskine Dottin, Florida International University

Joseph Watras, University of Dayton

Douglas E. Simpson, Texas Tech University

Alan H. Jones, Caddo Gap Press

monticello room

[1E] **COGNITION AND DISPOSITION IN TEACHER
PREPARATION**

**The Role of Ressentiment in the Construction of Pre-Service Teacher Education
Student Identities**

Patricia Burdell, Central Michigan University

Student Teachers Confronting Diversity Issues

Jacque Ensign, Antioch University at Seattle

Ten Common Myths in American Education

Mordechai Gordon, Quinnipiac University

salon a

[1F] **SYMPOSIUM--THE PERSISTENCE OF RACIAL DISPARITIES
IN ACADEMIC ACHIEVEMENT: IMPLICATIONS FOR
EDUCATIONAL LEADERSHIP**

Chair: Marvin J. Berlowitz, University of Cincinnati

Discussant: Holly Winwood, University of Cincinnati

Equality of Educational Opportunity and Individual Freedom

Gene Grabiner, Erie County Community College

**The Changing Face of Suburban Schools: Minority Suburbanization and its
Implications for Educational Leaders**

Carri Schneider, University of Cincinnati

**The Colonization of African-American Students on a Predominantly White
Campus**

Derrick Jenkins, University of Cincinnati

**Race Matters on a Predominantly White Campus: A Critical Race Theoretical
Approach in Higher Education**

Brandi Hutchins, University of Cincinnati

[2A] **NEOLIBERALISM AND EDUCATIONAL POLICY**

Unstable stabilities: Neo-liberal governmentality in recent educational reforms in the United States

David Hursch, University of Rochester

Anthology of Images: New Ways of Seeing Chicago School Reform

Heather Horsley, University of Illinois at Chicago

[2B] **SYMPOSIUM--PUSHING THE CLASS CEILING: THREE WINDOWS ON THE WHITE WORKING CLASS**

A parent-digm shift: The action/inaction of White working-class parents in their children's elementary school

Julie Weigand, University at Buffalo

"White Trash" in the "Ivory Tower": Narrations of the experiences of White, working-class, first generation college students

Angela C. Thering, University at Buffalo

Finding the "Safe Space": White working-class gender identity in a martial arts dojo

J. Johnston Stickney, University at Buffalo

[2C] **FREE SPEECH, HATE SPEECH, AND RELIGION IN EDUCATION**

Hate speech and free speech in public education: How far should law go and what is a role of public schools in fostering citizens of liberal democracy?

Hyunjung Kim, University of Illinois at Urbana-Champaign

The Sound of Silence: The Loss of Student First Amendment Speech and its Impact in Schools as Viewed Through Legal and Critical Theory Perspectives

Scott Grubbs, Valdosta State University/Florida State University

Makiguchi and Dewey in Conversation: Education and the place of Religion

Kanako Ide, University of Illinois at Urbana-Champaign

[2D] **SYMPOSIUM--ECOJUSTICE, DEMOCRACY, AND THE COMMONS: EDUCATIONAL REFORM IN THE FACE OF MARKET LIBERALISM, WEAK DEMOCRACY, AND ENVIRONMENTAL DEGRADATION**

Revitalizing the Commons in an Era Where Degrading the Environment and Weakening Democracy are Expressions of Patriotism

C. A. Bowers, Emeritus, University of Oregon

Art, Education, and Grassroots Democracy: Revitalizing the Detroit Commons

Rebecca Martusewicz, Eastern Michigan University

Revitalizing the Food Commons: Teaching for Sustainable Eating in Portland, OR,

Jeff Edmundson, Portland State University

Educating for EcoJustice and Living Democracies: A Curriculum for Identifying and Strengthening the Commons

John Lupinacci, Eastern Michigan University

[2E] **PANEL--IF ONLY WE COULD FIND SOME! (THE WHITE PRIVILEGE OF TEACHER EDUCATION)**

Stephen, Fleury, Le Moyne College

Rasheeda Ayanru, Le Moyne College

Eugenio Basualdo, Oswego State University

Raysean Khalif, Syracuse City School District

[2F] **PANEL--CRITICAL AND/OR INDIGENOUS SCHOLARS REVIEW "RED PEDAGOGY: NATIVE AMERICAN SOCIAL AND POLITICAL THOUGHT"**

Bernardo Gallegos, Washington State University

Brian Brayboy, University of Utah

Donna Deyhle, University of Utah

George Noblit, University of North Carolina at Chapel Hill

Joel Spring, CUNY

Sandy Grande, Connecticut College

madison room

[3A] **SYMPOSIUM--DOING GENDER IN THE 21ST CENTURY:
THE PLACE OF GENDER STUDIES IN THE SOCIAL
FOUNDATIONS OF EDUCATION**

The rise and fall of the girl in the 20th century educational discourse

Natalie Adams, University of Alabama

Mean girls and the boy crisis

Pamela Bettis, Washington State University

Sissies and Sluts: the importance of studying masculinity

Sandra Spickard Prettyman, University of Akron

The "boy crisis" in education: legitimate emergency or political spectacle

Brandon Sternod, Washington State University

montpelier room

[3B] **WHITENESS, IDENTITY, AND TEACHING**

**Race and Identity in the Hegemony of Whiteness: Critical Reflections of Diverse
Preservice Teachers and White Women Researchers**

Melissa Saul, Washington State University

Dawn Shinew, Washington State University

The 'White privilege' frame for caring for students

Roger Jones, Virginia Tech

highlands & ashawn room

[3C] **SYMPOSIUM--ETHICS, IDENTITY, AND AESTHETIC
PRACTICE**

Discussant: Mordechai Gordon

Who is the self who learns? Performing reflexive inquiry

Margaret Manson, York University

**Morality as art: Engaging teacher and students moral imaginations in an applied
ethics course**

Kathleen Knight Abowitz, Miami University

monroe room

[3D] **BOOK EXHIBIT--WRITING FOR PUBLICATION:
A DIALOGUE WITH EDITORS AND AUTHORS**

Gene Provenzo, Author

Almost everyone in AESA has followed the work of the University of Virginia scholar, E.D. Hirsch, Jr. beginning with the publication of his 1987 book, *Cultural Literacy: What Every American Needs to Know*. It therefore seems particularly appropriate, since we are meeting this year in Charlottesville, that we re-examine his work and its implications for American education. AESA author Gene Provenzo has just published a critical volume with Paradigm Publishers titled, *Critical Literacy: What Every Educated American Ought to Know*. Like Hirsch, Provenzo offers a list of 5,000 things every educated American ought to know--none of them the same terms as those included on Hirsch's list in *Cultural Literacy*. In doing so, Gene proposes a counter narrative (one of many such possible narratives) to the work of Hirsch.

monticello room

[3E] **THE PHILOSOPHY OF THE PUBLIC IN EDUCATION**

Schooling in a philosophy of public social institutions

Jewel Smith, Michigan State University

**The problem of individualistic literacies: the radical unrealized potential of public
education to serve the formation of public(s)**

Sandra Schneider, Virginia Tech

**Escape from Foucault's Disciplining Mechanisms: Re-Defining and Re-Presenting
"At Risk" Students as Subjects-in-Process**

Virginia Worley, Oklahoma State University

salon a

[3F] **SYMPOSIUM--ISSUES IN URBAN EDUCATIONAL
IMPROVEMENT: LESSONS FROM NEW JERSEY**

Chair: Alan Sadovnik, Rutgers University, Newark

Discussant: Susan Semel, City College of New York and CUNY Graduate Center
**School Finance Reform and Urban Improvement: Lessons from New Jersey, New
Hampshire and Vermont**

Elizabeth Morrison, Rutgers University-Newark

**Accountability and Urban School Improvement: State Takeover and the NJ QSAC
Legislation**

Kathryn Kloby, Rutgers University-Newark

The Abbott Leadership Institute and Community Involvement in Newark

Yanique Taylor, Rutgers University-Newark

**North Star Academy in Newark: Charter Schools and the Reduction of the
Achievement Gap**

Paula Gordon, Rutgers University-Newark

**Independent Schools and Urban Students: Avenues for Success or "Creaming" the
Best and Brightest**

Erin Corbett and Chelsea Dullea, Rutgers University-Newark

lewis & clark room

[3G] **PANEL--SEEING THE CLASSES WITHIN WHICH WE WORK:
OPENING CONVERSATIONS ABOUT SOCIAL CLASS IN
EDUCATION COURSES**

Jane, Van Galen, University of Washington, Bothell

Sherick Hughes, University of Toledo

Beth Hatt-Echeverria, Illinois State University

George Noblit, University of North Carolina

Bill Pink, Marquette University

highlands & ashawn room
[4A] **RESEGREGATION AND INEQUALITY OF EDUCATIONAL OPPORTUNITY**

Rapid Resegregation: A narrative analyzing the paradox of desegregation and resegregation in Alabama schools

Mary Givens, University of Alabama

Still Searching for Equality of Educational Opportunity

Charles Jackson, Augusta State University

The Shortcomings of Public Education: A Review of the Literature

Marietta Giovanelli, University of Illinois at Chicago

monticello room
[4B] **HISTORICAL ORIGINS OF PUBLIC SCHOOLING**

Striving toward democracy: A history of grassroots education in the United States, 1932-1964

Jon Hale, University of Illinois at Urbana-Champaign

A Rural Town's Claim to be the Birthplace of Public Education: A Case Study of Rehoboth, Massachusetts

Kelly Kolodny, Framingham State College

Measure Well, Carpenters: The Origins of Conventional School Marking Systems in US Schools

Thomas Thomas, Roosevelt University

montpelier room
[4C] **SYMPOSIUM--CRITICAL PEDAGOGY AND THE PURSUIT OF NONVIOLENT RELATIONS WITH OTHERS**

The Ethical Limits of Critical Pedagogies

Matthew Jackson, Brigham Young University

Personalism and the Freirean Imaginary

Mark Brenneman, University of Utah

Critical Pedagogy, the Metaphysics of Violence, and Asymmetrical Solidarit'

Frank Margonis, University of Utah

Receiving the Other in Multicultural Education: Thinking with Levinasian Hospitality

Troy Richardson, University of Utah

Wandering the Way of Learning: the Teacher as Sage

Eduardo Duarte, Hofstra University

lewis & clark room
[4D] **SYMPOSIUM--NEW SCHOLARSHIP ON PROGRESSIVE EDUCATION AND EDUCATORS: FOUR NEW BOOKS ON THE HISTORY OF PROGRESSIVE EDUCATION**

Chair: Susan Semel, City College of New York and CUNY Graduate Center

Discussant: Alan Sadovnik, Rutgers University, Newark

Learning from Children: The Life and Legacy of Caroline Pratt

Mary Hauser, National Lewis University

Elsie Ripley Stack: Her Life and the Community School

Sam Stack, West Virginia University

Schoolmaster of the Great City: A Biography of Angelo Patri

James Wallace, Lewis and Clark College

The Conspiracy of the Good: The Struggle for Civil Rights in Two American Cities

Michael James, Connecticut College

salon a
[4E] **RETHINKING TEACHER PREPARATION**
Preparing Entrepreneurial Educators: A Curriculum Reform Initiative in Teacher Preparation

Amy Gratch, Westchester University

Teaching the "Essential Skills" in Alternative Teacher Certification Programs: Implications for Policy and Practice

Jay Scribner, Adam Bickford, Sheldon T. Watson, and Elizabeth Valentine, University of Missouri-Columbia

Teacher Cadet Programs and their Potential Impact on Social Foundations

Timothy Simpson, University of Illinois at Urbana-Champaign

Jennifer Ng, University of Kansas

madison room
[4F] **PANEL--BLACK WOMEN, IDENTITY, AND SCHOOLING: ENACTING BLACK FEMINIST EPISTEMOLOGY AND PEDAGOGY IN TEACHER EDUCATION**

Paula Price, Washington State University

Sheryl Conrad Cozart, George Mason University

Gretchen Givens Generett, Robert Morris University

monticello room

[5A] **SOCIAL FOUNDATIONS AND TEACHER EDUCATION**

A Deweyan Approach to the Development of Moral Dispositions in Professional Teacher Education Communities: Using a Unit's Conceptual Framework

Erskine Dottin, Florida International University

Double-Edged Sword? NCATE, INTASC, and Quagmires Facing Social Foundations of Education

Deron Boyle, Georgia State University

Just Sit There and Learn: Stories of a Silenced Student

Arlene Leach - Bizari, Nazareth College

highlands & ashlawn room

[5B] **STUDENTS, TEACHERS, AND TECHNOLOGY**

Relating Theory to Practice: Interdisciplinarily Constructing A Fair Learning Environment for Bilingual Students in Public Education

Yan Cao, University of Tennessee

Jun Li, University of Tennessee

Investigation of Student Learning Through Engaged Student Use of 3-D Modeling and Animation Software

J. Richard Edgley, York Community High School

David Gill, Northern Illinois University

The Praxis of Democratic Education: A Visual Display of Teacher Interpretation

Cathryn Chappell, Ashland University

madison room

[5C] **HISTORICAL METHODS IN EDUCATIONAL INQUIRY**

Competition and Collaboration within Independent Schooling: An Historical Case Study

James Green, College of Mount St. Joseph

Been there, done that: A History of the Political and Ideological Dimensions of Education

Richard Reynolds, Eastern Connecticut State University

Education of the Black Middle-Class: Then and Now

Bill Watkins, University of Illinois at Chicago

lewis & clark room

[5D] **SYMPOSIUM--ACCESS DENIED! AN EQUAL EDUCATIONAL OPPORTUNITY WITH LIBERTY AND JUSTICE FOR FEW**

Discussant and Chair: Gerald Wood, The University of Alabama

The Possibilities of an Equal Educational Opportunity for Girls in Science Education

Samantha Briggs, University of Alabama

Cyber-Segregation: The Digital Divide Fifty Years After Brown versus the Board of Education of Topeka

Elizabeth Hendrix, The University of Alabama

Introducing equal educational opportunity in a multilingual context

Sikharini Majumdar, The University of Alabama

salon a

[5E] **SYMPOSIUM--ACADEMIC FREEDOM UNDER ATTACK: EDUCATIONAL STANDARDS, THE FREEDOM TO TEACH, AND THE DEMOCRATIC PROCESS**

Discussant: Stephen Tomlinson, University of Alabama

Educational Standards and the Denigration of the Democratic Process

Eric Sheffield, Southwest Missouri State University

From Foundations Faculty to Vulgar Multiculturalists: What the State Would Have Us Do

John Petrovic, University of Alabama

Democracy Demands: The Necessity of Philosophic Reflection and Poetic Wisdom to Academic Freedom and Teacher Education Programs

Randall R. Hewitt, University of Central Florida

Under the Subterfuge of Fairness: Academic Freedom and the Neoconservative Agenda

Andrew McKnight, University of Alabama Birmingham

montpelier room

[5F] **PANEL--TEACHING FOR SOCIAL JUSTICE IN A TIME OF CHOLERA: NAVIGATING THE STATE AND OTHER SENTINELS OF PUBLIC EDUCATION**

Michael James, Connecticut College

Anne Ford Matthews, Connecticut College

Charlie Cocores, Connecticut College

Hillary Freedman, Connecticut State Department of Education

general session

R. FREEMAN BUTTS LECTURE

5:30 PM - 7:00 PM, Friday, November 4th

salon a & b

*Introduction by Dale Snauwaert, University of Toledo
R. Freeman Butts Lecture Committee Chair*



Class Culture and Education: A Pragmatic Reconstruction

Walter Feinberg, Charles D. Hardie Professor of Philosophy of Education
University of Illinois, Urbana-Champaign, Illinois

Professor Feinberg is the author of a number of books and articles addressing the relationship between education and democracy, including *Common Schools/Uncommon Identities*, Yale University Press, and is co-editor with Kevin McDonough of *Citizenship Education in Liberal Democratic Societies*, Oxford Press, 2002. His latest book, *For Goodness Sake, Religious Schools and Education for Democratic Citizenry*, will be published by Routledge this spring. Professor Feinberg has served as President of the North American Philosophy of Education Society and the American Educational Studies Association. He was a Keynote speaker at the British Philosophy of Education Society Oxford in March, 2004. In 1995/1996 Professor Feinberg served as the Benton Scholar at the University of Chicago. He has also served as a National Mentor for the Spencer Foundation. He presently holds a Major Projects Research Grant from The Spencer Foundation. He is also co-Founder of the Stanford/Illinois Training Institute, a project sponsored by the Spencer Foundation that provides three week summer training for graduate students planning to teach philosophy of education.

alternative sessions

8:00 PM - 9:15 PM

WOMEN AND WAR: COMMENTS FROM THE MARGIN

madison room

Marsha Matthews, Delma Hall, Donna Gough, and Victoria Dansby,
East Central University
Rebecca Kennedy, Seminole State College

VISUAL MEDIA FOR K-12 STUDENTS

monticello room

High School Life by High School Students: A Visual Ethnography

Phyllis Burstein, University of Illinois at Chicago

“Finally We are on TV for Something Good”: An Exhibit of a Kid-Produced Website and DVD Highlighting the Fifth Graders Fight for Equity in Schooling

Brian Schultz, Northeastern Illinois University

PANEL--GROWING OUR OWN: GRADUATE STUDENTS AND FACULTY ON PROFESSIONAL DEVELOPMENT IN THE FOUNDATIONS

preston room

DaVina Hoyt, Washington State University
Pamela Konkol, University of Illinois at Chicago
Hilton Kelly, University of Massachusetts at Amherst
LaVada Taylor Brandon, Purdue University at Calumet
Denise Taliaferro Baszile, Miami University (Ohio)

Saturday, 5 November 2005

agenda

REGISTRATION

8:00 AM - 12:00 PM

prefunction area

BOOK EXHIBIT

9:00 AM - 12:00 PM

monroe room

(The book exhibit will re-open today at 1:00 PM for purchases by graduate students and at 1:30 PM for purchases by all others.)

CONCURRENT SESSIONS

Session 1	8:30 AM - 10:00 AM	pg. 34
Session 2	10:15 AM - 11:45 AM	pg. 36
Session 3	12:00 PM - 1:30 PM	pg. 38
Session 4	1:45 PM - 3:15 PM	pg. 40
Session 5	3:30 PM - 5:00 PM	pg. 42

see session descriptions for locations

PRESIDENTIAL ADDRESS

pg. 44

5:30 PM - 7:00 PM

salon a & b

AESA BUSINESS MEETING

immediately following presidential address

salon a & b

ALTERNATIVE BOOK EXHIBIT SESSION

pg. 44

immediately following AESA Business Meeting

salon a

montpelier room

[1A] **SYMPOSIUM--PORNOGRAPHY, PEDAGOGY, AND ENDING VIOLENCE AGAINST GIRLS AND WOMEN**

Chair/discussant: Alison Anders, University of North Carolina, Chapel Hill

Women's Human Rights, Intersectionality, and Community Curriculum

Alyson Kozma, Amnesty International Women's Human Rights Program
Coordinator

Pornography as Pedagogy: Visibility, Knowledge, and Power

Bob Pleasants, University of North Carolina at Chapel Hill

Literacy as the Spatial: Articulations of Gender, Blackness, and Urban Revolution

Hill Taylor, University of the District of Columbia

Critical Sexual Health Literacy: Educating for Equity and Empowerment

Stacey Cutbush, Clark University

highlands & ashlawn room

[1B] **TECHNOLOGY AND LEARNING IN CULTURAL CONTEXT
An Apology for Face-To-Face Education**

Steve Broidy, Wittenberg University

Lowell Monke, Wittenberg University

**Computers Don't Kill Curriculum, People Kill Curriculum: A Critique of
Technology's Place in Social Education from technologia to the Iron Cage**

Douglas McKnight, University of Alabama

Technology and Educational Transformation: Toward a Purpose-Driven Approach

Wayne Willis, Morehead State University

Timothy L. Simpson, University of Illinois at Urbana-Champaign

madison room

[1C] **SYMPOSIUM--SAFETY, REGULATION, AND FAILURE:
PERSPECTIVES ON FEAR IN AN INNER-RING SUBURBAN HIGH SCHOOL**

**"These are strange times": The Culture of Fear, Regulation, and Students'
Connection to School**

Michelle Meyers, University at Buffalo

Code 10: Using fear as a method of control

Klay Diakos, University at Buffalo

Failure and fear: Facing the "new normal"

Julie Gorlewski, University at Buffalo

monticello room

[1D] **CARING, COMPASSION, FEMINISM, AND PHILOSOPHY
How Womanist Caring Recenters Morality and Makes Social Foundations Relevant
to Teacher Education**

Sheryl Cozart, George Mason University

Jenny Gordon, Binghamton University

**Different Voices, One Activist Site: Stories Inside the Mid-State Literacy Council--
A thrice-told narrative**

Yihuai Cai, Pennsylvania State University

Compassionate Listening

Jim Garrison, Virginia Polytechnic Institute

lewis & clark room

[1E] **DEMOCRATIC POSSIBILITY AND IMPOSSIBILITY
Eugenic Ideology in Education: The Rising Tide of Feeble-mindedness and
Democratic Impossibility**

Ann Winfield, North Carolina State University

**Last Time I looked, I Had a Bill of Rights: The Patriot Act and Constitutional Civil
Liberties**

Gene Grabiner, Erie Community College

It's in the patterns: the interactional roots of the democratic promise

Terence O'Connor, The College of New Jersey

salon a

[1F] **SYMPOSIUM--EXPLORING THE MEANING OF THE
"PUBLIC" IN PUBLIC EDUCATION**

**An Analysis of Hannah Arendt's Concept of the Public Sphere and the Civic
Purpose of Public Education**

Dale Snauwaert, University of Toledo

Habermas and the Formation of Public-Education

Mary Ellen Edwards, University of Toledo

Toward a Public Conception of Morality

Vicki Dagastino, University of Toledo

The Future of Democratic Education in the Consumer Society

Sam R. Snyder, University of Toledo

Democratic Education for Mutual Understanding and Respect Beyond Borders

Mohammed Shibat, University of Toledo

Arts Education in the public spaces of freedom

Phil O. Anosike, University of Toledo

highlands & ashlawn room

[2A] **SYMPOSIUM--PROGRESSIVES ENGAGED IN STRUGGLE
SUPPORT (PRESS) NETWORK: SEEKING SOCIAL JUSTICE IN
PUBLIC EDUCATION**

Chair: Adam Renner, Bellarmine University

Discussant: Barbara Thayer-Bacon, University of Tennessee

Service and Action

Jon Lee, Bellarmine University

Formation

Adam Renner, Bellarmine University

Support through Stories

Angela Morgan, Bellarmine University

Support through Stories

Andrew Gray, Bellarmine University

Reading Circles and Professional Development

Rachel Bryant, Bellarmine University

Bob Helvey, Bellarmine University

What is Next?

Milton Brown, Bellarmine University

lewis & clark room

[2B] **THE LEGACY OF "JIM CROW"**

Jim Crow's Teachers: Remembering Pedagogy as Educational Capital

Hilton Kelly, University of Massachusetts at Amherst

Educating for Uplift: Three Ways to Prepare the Children of Ex-Slaves for White America

David Holdzkom, University of North Carolina--Chapel Hill

Strategies for Learning in a Jim Crow Society: African American Adult Education

Lisa Merriweather Hunn, Ball State University

unknown room

[2C] **SYMPOSIUM--THE USES OF FOUCAULT IN
EDUCATIONAL POLICY ANALYSIS**

Chair, Patti Lather, Ohio State University

Discussant: Wanda Pillow, University of Illinois at Urbana Champaign

Foucauldian Scientificity: Rethinking the Research, Policy, Practice Nexus

Patti Lather, Ohio State University

Tug of War: The Struggle Over Peace In Classroom Practices

Julie Clemens, Ohio State University

Conditions of Intelligibility in Higher Education: Gender, Research and Policy

Elizabeth Miglin, Ohio State University

The Unintended Effects of Complicating Compliance: Examining the Practice of Policy at a Colombian Public University

Stephanie Lynn Daza, Ohio State University

A Genealogy of the New Three R's: Rigor, Relevance and Relationships

Sarah Luchs, Ohio State University

madison room

[2D] **GIRLS, SCHOOL CULTURE AND COMMUNITY**
Hanging with the 'right' crowd: Social networks of support among high school Latinas

Monica Garcia, University of Illinois at Chicago

From Care, Challenge, and Community-Building to Classroom Competence: Lessons from Appalachian Girls' Resiliency Programs

Linda Spatig, Marshall University

Ary Amerikaner, Education Policy Center Urban Institute

monticello room

[2E] **SYMPOSIUM--ANARCHIST THEORY AND EDUCATION: AN ARGUMENT FOR INCLUSION**

You're an Anarchist Who Doesn't Know it Yet

William Armaline, University of Connecticut

An Argument for Inclusion

Deric Shannon, University of Connecticut

Rethinking the Discourse of Educational Reform through Anarchist Theory

Abraham DeLeon, University of Connecticut

Questioning Hierarchy in Science Education: Using Anarchist Theory as Radical Critique

Kurt Haste, University of Connecticut

Anarchist Theory and Literacy Education

Cara Mulcahy, Central Connecticut State University

Radical Desires: Towards the Inclusion of Sex-Radical Theory in Education

Natalie M. Peluso, University of Connecticut

montpelier room

[2F] **PANEL--NUESTRAS VOCES: LATINA TEACHERS IN THEIR OWN VOICES**

Susana Flores, CSU Fullerton

Alejandra Cuevas, CSU Fullerton

Martina Espinoza, CSU Fullerton and Lowell Joint Unified School District

Christina Garcia, Bellflower Unified School District

Karen Lobos, Montebello Unified School District

Susana Prado, Santa Ana Unified School District

montpelier room

[3A] **SYMPOSIUM--ON WHOSE TERMS? THE ROLE OF
LATINO/A PARENTS IN SCHOOLING AND EDUCATIONAL
POLICY**

Discussant, Laurence Parker, University of Illinois at Urbana-Champaign
**What Counts? Another look at the Role of Latino/a Immigrant Parents in
Education Today**

Annel Medina, University of Illinois at Urbana-Champaign

An "Active" Parent: The Historical Legacy of Latino Parent Involvement

John Arrona, University of Illinois at Urbana-Champaign

**Leaving Latino/a Children Behind: A Critical Examination of School Choice in No
Child Left Behind**

Xochitl Casillas, University of Illinois at Urbana-Champaign

highlands & ashlawn room

[3B] **POLITICAL CONSCIOUSNESS AND PROFESSIONAL
EDUCATION**

**Foundations and Democracy: Linking the Rhetoric and Reality in Educational
Foundations**

Dan Butin, Gettysburg College

**The struggle to design socially-conscious service learning for teacher candidates in
a Social Foundations course: The first year under the Realizing the Civic Mission of
Education grant**

Scott Waltz, California State University Monterey Bay

**Foucaultian Resistance to Political Accountability: Possibilities for Public
Responsibility and Implications for Graduate Education**

Michael Gunzenhauser, University of Pittsburgh

salon a

[3C] **SYMPOSIUM--DEMOCRACY INCOMPLETE: FROM
RHETORIC TO PRACTICE PROBLEMATIZED**

Discussant: Glen Hudak, University of North Carolina at Greensboro and Leila
Villaverde, University of North Carolina at Greensboro

**Democracy and the military: recruitment in schools - the moral, ethical and politi-
cal implications**

Patricia Fairfield-Artman, University of North Carolina at Greensboro

Self-evident truths: the relationship between democracy and educational inequity

Sabrina Ross, University of North Carolina at Greensboro

Democracy and anti-intellectualism

Daniel Rhodes, University of North Carolina at Greensboro

The democratic pursuit of happiness or duty?

Winsora Blanford, University of North Carolina at Greensboro

The end of government: The ossification of American democracy

Gant Hewett, University of North Carolina at Greensboro

The practice of democracy, breaking down the walls, expanding the circle

Kathe Latham, University of North Carolina at Greensboro

monticello room

[3D] **BODY, MIND, AND QUEERING**

Queering the Body: The Politics of Gaydar

Jennifer Esposito, Georgia State University

Benjamin Baez, Georgia State University

Minding Knowledge: Leaving the Body Behind in Schools

Elizabeth Hendrix, University of Alabama

madison room

[3E] **PANEL--WOLLSTONECRAFT, WILLARD, & WIGGIN:
BIOGRAPHIES OF EDUCATIONAL THOUGHT & CHANGE**

Susan Franzosa, University of Washington

Susan Laird, University of Oklahoma

Lucy Townsend, Northern Indiana University

Richard Seckinger, University of Pittsburgh

lewis & clark room

[3F] **TEACHER PREPARATION FOR URBAN CONTEXTS**

**Charting Unexplored Territory in the Social Foundations: Pedagogical Practice in
Urban Teacher Education**

Sonia Murrow, Pace University

**Preparing Teacher Educators to Prepare Teachers for Urban Schools: A Survey and
Analysis of Doctoral Programs in Urban Education**

David McGough, Nazareth College of Rochester

**Using Art to Explore Racial Identity Development, Diversity & Privilege: Pre-
Service Teachers Wrestle with who they are**

Jaylynne Hutchinson, Ohio University

Jean Ann Hunt, National Louis University

salon a

[4A] **SYMPOSIUM--VISIONS OF DEMOCRACY IN EDUCATION:
U.S. EFFORTS TOWARD SOCIAL JUSTICE**

Chair: Clementina Acedo, University of Pittsburgh
Images of "the Democratic Classroom" in the United States
Andrea Hyde, University of Pittsburgh

Are magnet public schools fostering better and equal education for all?
Ligia D. Diaz-Roman, University of Pittsburgh

**Tales of Despair and Hope among Three Indigenous Groups: How Schools Make
or Break Language and Cultural Revitalization Programs**
Ellen P. Motohashi, University of Pittsburgh

lewis & clark room

[4B] **CITIZENSHIP, LEADERSHIP, AND SCHOOL PRACTICE**
**Building participatory democracy through/in education: the experience of the
Citizen School in Brazil**

Luis Gandin, Federal University of Rio Grande do Sul
From Rights to Practices: Rethinking Citizenship Education
Nadine Dolby, Purdue University

Leadership of Underperforming Urban Schools
Pat Baccellieri, University of Illinois at Chicago

highlands & ashlawm room

[4C] **SYMPOSIUM--THE STRUGGLE FOR AFRICAN AMERICAN
EDUCATION DURING THE 1960s AND 1970s IN TWO
NORTHERN CITIES IN THE DELAWARE VALLEY:
PHILADELPHIA AND CAMDEN**

Chair: K. Kim Holder, Rowan University
**The Struggle for School Desegregation in Philadelphia: Mayor Frank Rizzo is the
Issue, 1967-1981**
Anne Phillips, Rowan University

"Fire-Bell in the Night": The Revolution at Rutgers South Jersey, 1969
Laurie Lahey, Temple University

African American Studies and its Relationship to the Surrounding Community
Patrick Spearman, Rowan University

New Orleans, African-American Studies, and the Community, 2005
K. Kim Holder, Rowan University

madison room

[4D] **LIVING IN THE INTERSECTIONS OF GENDER, RACE, AND
ETHNICITY**

Between Voice and Silence: Identity development in black adolescent females
Gloria Gibson, State University of New York at Buffalo

**Making It Not Faking It: Cultural Capital and Academic Success of Women of
Color Undergraduates**
Jennifer Esposito, Georgia State University
Cerri Banks, Hobart College and William Smith College

Best of Times, Worst of Times: Muslim/Arab Women in their Search for Peace
Najwa Raouda, Oklahoma State University

monticello room

[4E] **PANEL--ORDINARY LESSONS: AUTOBIOGRAPHICAL
RECONSTRUCTIONS OF THE GENDERED POLITICS OF
SCHOOLING IN THE 1950s**

Susan Franzosa, University of Washington
Jane Hansen, University of Virginia
Lucy Townsend, Northern Illinois University
Wendy Kohli, Fairfield University
Susan Laird, University of Oklahoma
Judith Robb, University of New Hampshire

montpelier room

[4F] **PANEL--LATINO PARENTAL INVOLVEMENT AND LATINO
IDENTITY IN THE CONTEXT OF POST-WELFARIST
EDUCATIONAL REFORM**

Chair: Thomas Pedroni, Utah State University
Enrique Murillo, California State University at San Bernardino
Myriam Torres, New Mexico State University
Margarita Machado-Casas, University of North Carolina at Chapel Hill
Monica G. Garcia, University of Illinois at Chicago
Jacqueline Romano, Texas Tech University

monticello room

[5A] **LOVE AND LOGIC, EMOTIONS AND ETHICS**

Renewing engagement: bell hooks, love, and education

Amee Adkins, Illinois State University

A Missing Fourth Dimension in Ethical Theory

Eric Bredo, University of Virginia

Reason & Emotion as Explanatory-Causation!

Sandy Jump, University of Illinois at Urbana-Champaign

salon a

[5B] **SYMPOSIUM--TESTING, STANDARDS, AND ACCOUNTABILITY: TENSIONS IN PUBLIC EDUCATION FOR A DEMOCRATIC SOCIETY**

Discussant: Diane Hoffman, University of Virginia

Perceptions on the dichotomy of accountability and excellence: A comparative view of Japan and the United States

Carolyn Pinkerton, University of Virginia

High stakes testing and non-traditional students in Great Britain and the United States

Carol Clair, University of Virginia

Education for academic success or education for social development? Trends and debates in Germany, Japan, and the US

Beth Lloyd, University of Virginia

Elementary school music education in Japan and the United States: A comparative look

Melissa Levy, University of Virginia

Stakes are High: Examining the Implications of Contentious Reform for Teachers, Learners, and Lawmakers

Justin A. W. Stone, University of Virginia

lewis & clark room

[5C] **SHAPING THE TERRAIN: WOMEN IN EDUCATION**

Liberal Education and Gender Sensitivity: Some Questions for Jane Roland Martin

Daniel Mulcahy, Central Connecticut State University

Reimagining Beneficence: The Lives and Contributions of the Women of the Ball Family, 1822-1926

Thalia Mulvihill, Ball State University

Teaching in the North Carolina Common Schools: Kate Roberts Dameron, 1842-1922

Katherine Pasour, Lenoir-Rhyne College

highlands & ashawn room

[5D] **SYMPOSIUM--H.W.C.U'S: HISTORICALLY WHITE COLLEGES AND UNIVERSITIES, INSTITUTIONAL RACISM IN HIGHER EDUCATION**

Reginald Flood, Eastern Connecticut State University

Surura Abdul Wahab, Connecticut College

Leslie Williams, Teachers College, Columbia

madison room

[5E] **PANEL--ILLINOIS PROJECT FOR DEMOCRATIC ACCOUNTABILITY**

Introduction: The Limits of High Stakes Tests and general description of the research

Walter Feinberg, University of Illinois at Urbana-Champaign

The Methodology: Interviews and Narratology

Jennifer Greene, University of Illinois at Urbana-Champaign

Findings: What teachers know that tests can't Tell them

Lois Miron, University of Illinois at Urbana-Champaign

Findings: Coping with the Limitations of High Stakes Tests

Sarah McGough, University of Illinois at Urbana-Champaign

Implications for Teacher Professionalism

Walter Feinberg, University of Illinois at Urbana-Champaign

montpelier room

[5F] **STUDYING SCHOOL PRACTICES: STUDENTS AND TEACHERS**

Building a Foundation for Culturally Relevant Practice

Ann Marie Ryan, Loyola University at Chicago

Separation from Family as a Task of Education? Urban Students in a Public, College-Prep Boarding School

Jennifer Engle, Pell Institute

Reframing Program Evaluation: An Equitable Deal or Just Another Broken Promise to Teachers?

Stacy Otto, Oklahoma State University

general session

PRESIDENTIAL LECTURE

5:30 PM - 7:00 PM, Saturday, November 5th

salon a & b

Introduction by Judith Preissle, University of Georgia

**"The Haves and the Have Mores":
Fueling a Conservative Ideological War on Public Education**

Kathleen deMarrais
University of Georgia

Kathleen deMarrais is a professor, the coordinator of the Qualitative Inquiry Program, past department head of Social Science Education, and currently Associate Dean of the College of Education at the University of Georgia. She conducts research in critical examination of school equity issues, particularly as related to social class, gender and ethnicity. In addition, much of her writing is focused on qualitative methodologies. Her publications include *The Way Schools Work: A Sociological Analysis of Education* (with Margaret LeCompte), *Life at the Margins: Profiles of Diverse Adults* (with J. Merrifield, B. Bingman and D. Hemphill), and *Inside Stories: Reflections on Qualitative Research, and Educating Young Adolescent Girls* (with P. O'Reilly and B. Penn). Kathleen has been a member of AESA since the early 1980s. She has served with distinction as the chair of AESA's Committee on Academic Standards and Accreditation and as a member of the Executive Council, as Vice President of AESA, and as Program Committee Chair of the Kansas City AESA conference in 2004. Kathleen also represents the National Council for Social Foundations of Education on NCATE's Board of Examiners. In working with national accreditation efforts, she advocates for the use of Social Foundations of Education scholarship to inform issues of standards and accreditation.



Sunday, 6 November 2005

agenda

AESA EXECUTIVE COUNCIL MEETING

7:30 AM - 10:00 AM

wilson room

(Newly elected officers begin terms at this meeting.)

CONCURRENT SESSIONS

Session 1 8:30 AM - 10:00 AM pg. 46

Session 2 10:15 AM - 11:45 AM pg. 48

see session descriptions for locations

alternative session

immediately following AESA Business Meeting

BOOK SESSION--THE HANDBOOK OF RESEARCH IN SOCIAL FOUNDATIONS OF EDUCATION

salon a & b

Many AESA scholars are contributing to the forthcoming *Handbook of Research in Social Foundations of Education* (Erlbaum, 2006), edited by the team of Steve Tozer, Bernardo Gallegos, Annette Henry, Mary Bushnell Greiner and Paula Price Groves. This session has two objectives: first, to feature one of the chapters, *Postmodern Studies in Educational Foundations: The Postmodern Always Rings Twice*, by Patti Lather and Julie Clemens of Ohio State University; and second, for the editors to discuss the progress of the book with interested AESA members. Lather and Clemens use the multidisciplinary of social foundations to interpret where the field is now and where it may be headed—issues that challenge the Handbook editors as they seek to finalize the table of contents.

madison room

[1A] **PHILOSOPHY AND EDUCATIONAL PRAXIS**

Epicurean what? And what does a hippo have to do with education, anyway?

Pamela Konkol, University of Illinois at Chicago

A Socratic Dilemma for Teaching: Does It Matter If or What We Know?

J. Gregory Keller, Indiana University Purdue University Indianapolis

Deborah Biss Keller, Indiana University Purdue University Indianapolis

Epistemology and Education: Through Thick and Thin

Kurt Stemhagen, University of Mary Washington

Nakia Pope, Winthrop University

highlands & ashlawn room

[1B] **NCLB AND SILENCING THE RESISTANCE**

No Child Left Behind: Leveling the Playing Field or Maintaining the Culture of Silence?

Lynn Zimmerman, Purdue University Calumet

Hush! Don't Wake the Children: Hidden Social Justice Lessons on Child Labor from No Child Left Behind

Stephanie Higdon, Western Michigan University

Talking Back: Problematising and Resisting NCLB Policies in Connecticut

William Armaline, University of Connecticut

Donald Levy, University of Connecticut

montpelier room

[1C] **SYMPOSIUM--COMPLEXIONING SOCIAL CLASS: RACE AND SOCIAL CLASS IDENTITIES IN ACTION**

Reading Identity Through Hollywood Film: Race and Social Class Among Graduate Students in Education

Catie Lalonde, University at Buffalo

"Just Like Everybody Else": How White Working-Class Students in a Public High School Narrate Normalcy

Carrie Freie, University at Buffalo

Shading Suburban Spaces: How Race and Social Class Identities Work in an Inner-Ring Suburban High School

Michelle Meyers, University at Buffalo

lewis & clark room

[1D] **CITY KIDS IN CITY SCHOOLS**

Urban Middle School Students Discuss Democratic Ideals

Lynda George, Central Connecticut State University

Young, Black, Urban and Male: Why Are We Transfixed by the Educational Redemption Narrative?

Stacy Otto, Oklahoma State University

The children who are left behind: Exploring Myths of Meritocracy in Education (The Mis-education of Black Boys)

Robin Hughes, Indiana University

James Satterfield, Indiana University

monticello room

[1E] **SYMPOSIUM--UNSETTLING BELIEFS: TEACHING SOCIAL THEORY TO TEACHERS**

Unsettling Beliefs: A Cultural Studies Approach to Teacher Education

Robert Helfenbein, Indiana University Indianapolis

Teaching Theory As Other Against Othering: A Critical Pedagogical Approach

Sherick A. Hughes, University of Toledo

Teaching Theory Through Performance: Role Playing Cultural Capital in the Classroom

Beth Hatt, Illinois State University

"But that stuff's in the past": Teaching whiteness and challenging meritocracy with pre-service teachers

Joshua Diem, University of Miami

[2A] *highlands & ashlawn room*
**SYMPOSIUM--PUTTING THE "PUBLIC" IN PUBLIC
EDUCATION INTO PRACTICE**

**Teaching Democratic Theory To A Resistant Public: Toward A Critical Pedagogy
of Theory to Effectively Teach Practitioners**
Sherick Hughes, University of Toledo

**Americans for Informed Democracy (AID) as a Community-based Context to
Practice Education for Democracy.**
Lynne Hamer and Laura Hampton, University of Toledo

Group Processes and Transformative Pedagogy
Martu Fleishman, University of Toledo

GEAR-UP and Student Voice in East Toledo
Linda Alvarado-Wee, University of Toledo

Assessing the Critique of No Child Left Behind
Martha Kransdorf, University of Toledo

Teaching for Humanity Plus Rationality in a Democratic Environment
Gui Lin and Lynne Hamer, University of Toledo

[2B] *montpelier room*
ECONOMIC CONTEXTS AND EDUCATIONAL OUTCOMES

**Sewing the Seeds of Social Efficiency: The Educational Triumph of William T.
Harris**
Thomas Fiala, Arkansas State University

**Persistent Calvinism: Assumptions that Schools Should Select for Predestined Roles
and Statuses Obstruct Democratic Options in US Public Education**
Ashimuneze Heancho, Central Michigan University

[2C] *madison room*
**SYMPOSIUM--FROM KINDERGARTEN TO COLLEGE:
CREATING AND MAINTAINING DIVERSITY AFFIRMATION
THROUGH PROFESSIONAL DEVELOPMENT INITIATIVES.**

**Bridging the gap between poverty and student achievement with diversity training
in K-12 staff development.**
Rhonda Jeffries and Susan Schramm, University of South Carolina

**A case study exploration of a social justice learning community program at a
private liberal arts college for women.**
Candace Thompson, University of South Carolina

**An examination of the inclusion of appropriate and effective practices in the
multiple domains of development for educators in K-12 learning environments.**

Leigh D'Amico, University of South Carolina

Sustaining a non-traditional student at a large, traditional university
Sharon White, University of South Carolina

[2D] *lewis & clark room*
DEMOCRATIC VALUES IN GLOBAL CONTEXTS
**EDUCO Schools in El Salvador: A Democratic Tree in a Market-Driven, Anti-
Democratic, Globalized Forest**

Cheryl Desmond, Millersville University

Is Nothing Sacred? The Rhetoric of Spiritual Capital in a Global Society
Robert Helfenbein, Indiana University at Indianapolis
J. Gregory Keller, Indiana University / Purdue University Indianapolis

When Schooling Isn't Enough
Joseph DiBona, Duke University

[2E] *monticello room*
RESEARCH DRAMAS: A PERFORMANCE/WORKSHOP
**INVESTIGATING RESEARCHERS' ROLES IN A FAMILY SCHOOL
INVOLVEMENT PROJECT**

Janet Mittman, University of North Carolina at Chapel-Hill

Ben Blaisdell, University of North Carolina at Chapel-Hill

Monifa Green, University of North Carolina at Chapel-Hill

Kathie Englebrecht, University of North Carolina at Chapel-Hill