

American Educational Studies Association 2001 Annual Meeting

October 31-November 4, 2001

Wyndham Miami Hotel on Biscayne Bay (Conversion to Renaissance is pending)

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<u>General Sessions and Features</u>		<u>Wednesday, October 31, 2001</u>	
<p style="text-align: center;"><u>Thursday, Nov. 1</u></p> <ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:00-2:30 pm) • Session IV (2:45-4:15 pm) • General session (3:30-5:00 pm) • 	<p style="text-align: center;"><u>Friday, Nov. 2</u></p> <ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:00-2:45 pm) • Session IV (3:00-4:45 pm) • General Session 	<p style="text-align: center;"><u>Saturday, Nov. 3</u></p> <ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:00-2:45 pm) • Session IV (3:00-4:45 pm) • General Session 	<p style="text-align: center;"><u>Sunday, Nov. 4</u></p> <ul style="list-style-type: none"> • Session I & II (8:30-11:45 am)

2001 Program Committee

- Eric Bredo, University of Virginia
- Mary Bushnell, CUNY
- John Covaleski, Northern Michigan University
- Corrine Glesne, University of Vermont
- Sue Ellen Henry, Bucknell University

Elizabeth Ihle, James Madison University
 Kathleen Knight, Miami University of Ohio
 Terry Osborn, University of Connecticut
 Richard Quantz , Miami University of Ohio
 Suzanne Rice, Montana State University
 Linda Stone, University of North Carolina, Chapel Hill
 Kurt Stemhagen, University of Virginia
 Barb Thayer-Bacon, University of Tennessee

2001 General Sessions and Features

<p>Welcome: Special Film Presentation,</p> <p>Exclusions and Awakenings: The Life of Maxine Greene Wednesday, October 31, 7-8:30 pm, La Brisa Room</p> <p>Reception Following, [Promenade]</p>	<p>Kneller Lecture, [Promenade]</p> <p>The Plight of Imagination: Educational Philosophy, Art and Justice Maxine Greene, Teachers College Thursday, November 1 , 5-6:30 pm Reception Following</p>
<p>R. Freeman Butts Lecture, [Promenade]</p> <p>Write-ous Indignation: Displacement, Achievement and African-American Students' Academic Performance Signithia Fordham, University of Rochester Friday, November 2, 5-6:30 pm Reception Following</p>	<p>Presidential Address, [Bahama/Mira Flores]</p> <p>Situated Knowing: Mind, Body, and Soul Wendy Kohli, The New School Saturday, November 3, 5-6:30 pm Reception Following,, [Promenade]</p>
<p>AESA Business Meeting, [Roumley]</p> <p>Saturday, November 3, 7pm</p>	<p>Special Meetings and Information</p> <p>Book Exhibit, [Orange Bowl]</p> <p>Thursday through Friday, 9:00 am-3:00 pm, Saturday, 8:30 to 11:30 am; distribution from 1:00 to 3:30</p>

	pm, Orange Bowl Grad students only from 1:00 to 1:30 pm, Saturday
Registration Thursday through Friday, 8:30am to 4:30pm Saturday, 8:30am to 2pm	AESA Executive Council Meetings, [Roumley] First meeting: Thursday, November 1, 8am-12pm Second meeting: Sunday, November 4, 8am-12pm
Committee on Academic Standards and Accreditation (CASA), [Roumley] Saturday, November 3, 12-2 pm	Council of Social Foundations of Education (CSFE) Business Meeting, [Roumley] (Formerly Council of Learned Societies in Education) Saturday, 8-9:30am
Educational Studies Editorial Advisory Board, [Roumley] Friday, 8:30-10:00 am	Educational Foundations Editorial Advisory Board, [Roumley] Friday, 10:00-11:30am

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Wednesday, October 31, 2001

- **Exclusions and Awakenings: The Life of Maxine Greene**

Organizer: Wendy Kohli, The New School

7-8:30 pm

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Thursday, November 1, 2001

- Registration: 8:00 am-5:30 pm, Convention Registration
Book Exhibit, 9:00 am-3:00 pm, Orange Bowl Room
AESA Executive Council Meeting: 8:00 am-12 pm, Roumley Room
Concurrent Sessions: 8:30 am-4:45 pm

Kneller Lecture: 5:00-6:30 pm, Bahama/Mira Flores Rooms
Reception Following, Promenade

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Session I
Thursday, November 1, 2001
8:30-10:00 am

Education, Schooling, and Poverty (Symposium—Bahama Room)

Chair: Ann Larson, University of Louisville

Can a Liberation Curriculum Be Defined

Jeanne Connell, University of Illinois at Urbana-Champaign

“What’s in a Name?”

Jennifer Ng and Rashid Robinson, University of Illinois at Urbana-Champaign

Reconstructing Socrates’ Role in the Teaching of the Humanities

Tim Simpson and Scott Johnston, University of Illinois at Urbana-Champaign

Assessing School Programs Serving the Children of Migrant Farm Workers

Carol Huang, University of Illinois at Urbana-Champaign

Discussant: Larry Parker, University of Illinois Urbana-Champaign

Experiences with Standards and High Stakes Testing (Paper Session—Mira Flores Room)

Chair: Erskine Dottin, Florida International University

Red Herrings and Resistance: Inviting Students to Retell the Standards and Accountability Saga

Martha Whitaker, Utah State University

High Stakes in New York: The View from a “Last Chance, First Chance” Classroom

Sue Brooks, SUNY at New Paltz

The Continuing Plight of the Rochester, N.Y. School Without Walls: Coping with the

Imposition of Standardized and High-Stakes Tests on a Progressive Secondary School
Norman J. Bauer, State University of New York, Geneseo

Bringing It Together in An Undergraduate Foundations of Education Course: Standards,
Outcomes, Alignment, Performance Assessment and Candidate Learning
Erskine Dottin, Florida International University

Aesthetics, Emotion, and Embodied Learning (Paper—Bolton Room)

Chair: Mary Bushnell, Queens College, CUNY

Aesthetic Education and Teacher Professionalism: Shifting Perspectives and Challenging
Assumptions

Mary Bushnell, Queens College, CUNY

Teacher – Dare to Care: Reflections on the Energy of Emotion in a Pre-Service
Classroom

Lesley Shore, OISE University of Toronto

Musical Performance as Embodied Learning

Deanne Bogdan, OISE University of Toronto

**Markets, Teachers, and Curriculum: Responses to the Conservative Modernization
in Brazil, Portugal, and the United States (Symposium—Stirrup Room)**

Chair: Thomas C. Pedroni, University of Wisconsin-Madison

Teachers' Responses to Educational Restructuring: A Conservative and a Progressive
Experience in Brazil

Alvaro Moreira Hypolito, Federal University of Pelotas, Brazil

[Pre]text and Context of Curricular Integration: An Analysis of the Latest Imprimatur of
the Conservative Modernization in Portugal

João M. Paraskeva, University of Minho, Portugal

Race, Identity, Educational Markets, and Articulation: A Discursive Analysis of African
American Participation in the Milwaukee Parental Choice Program

Thomas C. Pedroni, University of Wisconsin-Madison

Pedagogies of Relation (Symposium—Hillcrest Room)

Chair: Alexander Sidorkin, Bowling Green State University

Participants:

Charles Bingham, DePaul University

Frank Margonis, University of Utah

Cherlyn Pijanowski, University of Washington

Alexander Sidorkin, Bowling Green State University

Barbara Stengel, Millersville University

Barbara Thayer-Bacon, University of Tennessee

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Session II

Thursday, November 1

10:15-11:45 am

Concepts and Practice in Tension in Moral/Education (Symposium—Bahama Room)

Chair: Barbara Stengel, Millersville University

Participants:

Douglas Simpson, University of Louisville

Nancy Smith, Millersville University

Barbara Stengel, Millersville University

The Politics of Educational Research (Paper—Mira Flores Room)

Chair: Mark Ginsburg, University of Pittsburgh

Limitations and Possibilities of Dialogue Between/Among Educational Researchers,
Policy Makers, and Practitioners: Comparative Perspectives

Mark Ginsburg, University of Pittsburgh

Educational Research: Why Bother?

Michele Moses, Arizona State University

Marina Gair, Arizona State University

Nitpicking: A Literal and Figurative Explanation for Marginalization of Gender Equity in Urban School Research and Reform
Lois Weiner, New Jersey City University

Reason and Emotion in Education (Paper—Bolton Room)

Chair: Barbara Thayer-Bacon, University of Tennessee

An Exploration of Myles Horton's Caring Reasoning at Highlander Folk School
Barbara Thayer-Bacon, University of Tennessee

On the Situation of Feminism, Pragmatism and "Critical" Thinking
Haithe Anderson, Bowling Green State University

Sadism As a Vice of the Virtuous Teacher
Gayle M. Turner, Appalachian State University

Listening to Screams: Buddhism, Poststructuralism and the Multimedia Teacher
Barb Tarockoff, University of Wisconsin-Madison

Jane Roland Martin's Philosophy and the Social Construction of Gender (Paper—la Brisa Room)

Chair: Daniel G. Mulcahy, Central Connecticut State University

Gender, Education, and Schooling in Jane Roland Martin
Daniel G. Mulcahy, Central Connecticut State University

Bringing Justice to Gender Equity: Considering the Effects of Institutional Masculinity on the Academic Achievement of Boys
Ty Cruce, University of Iowa

Dying to Be a Man: School, Sports, and the Construction of Masculinity
Sandra Spickard Prettyman, University of Toledo

On Another Margin: Southern History and Culture (Paper—Hillcrest Room)

Beyond Little Rock: Integrating Public Schools in the Arkansas Delta, 1957 to 1973
Thomas J. Fiala, Arkansas State University

Postcolonialism, Multiculturalism, and "The South"

Nina Asher, Louisiana State University, Baton Rouge

Paulo Freire, Critical Pedagogy, and Spirituality (Symposium—Stafford Room)

Chair: Glenn Hudak, University of North Carolina, Greensboro

Participants:

Glenn Hudak, University of North Carolina, Greensboro

David Purpel, University of North Carolina, Greensboro

H. Svi Shapiro, University of North Carolina, Greensboro

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**Thursday 11:45am-1:00pm
Lunch**

**Session III
Thursday 1:00-2:30pm
Concurrent Session 3**

**PES Comes to AESA: Proposing and Planning for Public Action on Accountability
(Panel-First of Two: Foundational Issues and Ideas—Bahama Room)**

Chair: Lynda Stone, University of North Carolina

Participants:

Robert Floden, Michigan State University

Lorraine Kasprisin, Western Washington University

Cris Mayo, University of Delaware

Steven Tozer, University of Illinois at Chicago

Others in Contention and Conversation (Panel—Mira Flores Room)

Chair: Huey-li Li, University of Akron

Participants:

Sandy Grande, Connecticut College

Nisha Gupta, Syracuse University

Stephen Haymes, DePaul University

Huey-li Li, The University of Akron

Recovering Histories of Oppression and Marginalization (Paper—Bolton Room)

Chair and Discussant: Ron Butchart, University of Georgia

Introducing “The White Architects of Black Education”

Bill Watkins, University of Illinois at Chicago

From Savages to Poets: 150 Years of Native American Education

Jana Noel, California State University, Sacramento

The Role of Race, Class, Culture, and Gender in the Development of Schools and Curricula in Nineteenth Century Hawaii

Kalani Beyer, University of Illinois, Chicago

Comparative Perspectives on Politics and Educational Change (Paper—La Brisa Room)

Chair and Discussant: Mark Ginsburg, University of Pittsburgh

Nationalism, Multiculturalism, and Educational Change in Mexico

John Petrovic, The University of Alabama and

Fernando Hernández Villanueva, Universidad Autonoma de Tamaulipa

American Orientalism vs. Ethno-Religious Identity: Colonial Education and Islamic Resistance in the Southern Philippines

Jeffrey Milligan, University of Nebraska-Lincoln

The Cumulative Cultural Text of “Teacher”: Teachers, Popular Culture and the

Politics of Representation (Symposium—Hillcrest Room)

Chair: Lesley Bogad, Rhode Island College

Teaching in Paradox: Cultural Myths, Popular Culture and the Politics of School Reform
Lesley Bogad, Rhode Island College

Sweathog Pedagogy: Welcome Back Kotter and the Representation of Teaching as a
Subversive Activity
Tina LeClercq, Syracuse University

Sex, Guns, Prozac, and Pedagogy: Representations of Teachers on Boston Public
Cerri Banks and Jennifer Esposito, Syracuse University

Teaching Sexualities: Cultural Myths, Public Representations and the Making of School
Practice
Kristen Luschen, Hampshire College

**Contributing to Craft Knowledge: Public School and Higher Education Social
Foundations Faculty in a Collaborative Endeavor to Enhance Effective Thinking
and Problem-solving (Panel—Stafford Room)**

Chair: Erskine Dottin, Florida International University

Participants:

Erskine S. Dottin, Florida International University
Mickey Weiner, North Glade Elementary, Miami
Carol Bregman, South Pointe Elementary, Miami Beach
Becky Francis, South Pointe Elementary, Miami Beach
Cindy Lasky, Barry University, Miami
Mariolga Lebredo, Sabal Palm Elementary, Miami
Bertha Moro, Principal, St. Patrick Parish School, Miami Beach
Judy Newman, South Pointe Elementary, Miami Beach.
Doris Olesky, MiamiBeach.

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Session IV
Thursday, November 1
2:45-4:15 pm

**PES Comes to AESA: Proposing and Planning for Public Action on Accountability
(Panel-Second Session: Planning for Public Action—Bahama Room)**

Chair: Lynda Stone, University of North Carolina, Chapel Hill

Participants:

Kal Alston, University of Illinois at Champaign-Urbana

Nicholas Burbules, University of Illinois at Champaign-Urbana

Suzanne Rice, University of Kansas

**Transnational Migrations, Gender, Race, and Education (Panel—Mira Flores
Room)**

Chair: Bernardo Gallegos, University of Illinois at Chicago

Narrative, Race, and Science Pedagogy: Storytelling in a Latino Classroom

Elizabeth Alvarez, University of Illinois at Chicago

Researching Across the Gender Line: Mexicana Activists of 18th Street, Chicago

Leonard Ramirez, University of Illinois at Chicago

Irish Immigrants and Schooling in Chicago in the Early 20th Century

Anne Marie Ryan, University of Illinois at Chicago

Culture and Politics in the Academy (Paper—Bolton Room)

Chair: Nena Torrez, California State University, San Bernadino

Latina Faculty's Perceptions of Bias in the Academy

Nena Torrez, California State University, San Bernadino

Never Settling for Less: The Critical Struggles of African American Women in the
Academy

Nirmala Erevelles, Auburn University

Academic Capitalism and Shared Governance: A Critical Perspective

Huey-li Li, University of Akron

**Multicultural Explorations of Women Shaping Curricula (Symposium—Hillcrest
Room)**

Chair: Gretchen Givens, George Mason University

Gender, Class, Race, and Reform: Myths and Realities about Southern Women Educators in the Progressive Era

Susan Schramm, University of South Carolina

Mohawks, Matrons, and Mrs. Lincoln: Female Lives at Thomas Indian Boarding School, 1900-1940

Mary Nix, The University of Alabama at Birmingham

Storytelling as Oral History: A Review of the Life Work of Augusta Baker

Rhonda Jeffries, University of South Carolina

The Trouble with Heroes: Rosa Parks, Multicultural Education, and the Quest for Progressive Heroes

Dennis Carlson, Miami University of Ohio

Respondent: George Noblit, University of North Carolina

The Contradictions of Eurocentricity in Peace Studies (Symposium—Merrick)

Chair: Marvin Berlowitz, University of Cincinnati

Presenters:

Marvin Berlowitz, University of Cincinnati

Eric Jackson, Northern Kentucky University

Cathryn Chappell, University of Akron

Nathan Long, University of Cincinnati

Discussant: Stefani Stallworth, University of Cincinnati

Who Led the Way? Unknown Stories and Courageous Acts of the Civil Rights Movement (Symposium—La Brisa Room)

Chair: Jamie B. Lewis, The University of Georgia

Women of Brown: Staying the Course for African- American Children

Sandra Winn Tutwiler, Washburn University

Growing Up in the Shadow of Brown: The Schooling Experiences of African-American Students in Topeka, Kansas

Jamie B. Lewis, University of Georgia.

Senator Richard B. Russell, School Desegregation, and Cold War Ideology
Derrick P. Alridge, University of Georgia

The Class of 1968's Contribution to the Civil Rights Movement in York, Pennsylvania
Dwayne C. Wright, University of Georgia

Discussant: Joel Spring, The New School

My Child Ain't Stupid! Strategies for Preparing White Pre-service Teachers for Diversity in the Classroom (Panel—Stafford Room)

Chair: James Kaminsky, Auburn University

Participants:

Kimberly Lenease King, Auburn University

Calandra Lockhart, Auburn University

Nirmala Erevelles, Auburn University

Ivan E. Watts, Auburn University

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**Thursday 5:00-6:30pm
General Session**

Kneller Lecture

The Plight of Imagination: Educational Philosophy, Art and Justice

Maxine Greene, Teachers College

Bahama/Mira Flores Rooms

Reception Following

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Friday, 2 November 2001

- Registration: 8:00 am-5:30 pm, Convention Registration
Book Exhibit, 9:00 am-3:00 pm, Orange Bowl Room
Concurrent Sessions: 8:30 am-4:30 pm
Educational Studies Editorial Advisory Board: 8:30-10:00 am, Roulmley Room
Educational Foundations Editorial Advisory Board: 10:00-11:30 am, Roulmley Room
R. Freeman Butts Lecture: 5:00-6:30 pm. Bahama/Mira Flores Rooms
Reception Following, Promenade

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Session I Friday, November 2 8:30-10:00 am

Philosophical Aspects of Democracy and Education (Paper—Bahama Room)

Chair: James Garrison, Virginia Tech

Reflections on Whitman, Dewey, and Educational Reform: Reclaiming “Democratic Vistas”

James Garrison, Virginia Tech

Democratic Decisions and the Making of Public Policy: When Consensus Trumps Truth?
Christine McCarthy, University of Iowa

Education and Conscience

John Covalesskie, Northern Michigan University

The Forming of a Civic Sensibility: Foundations’ Implications for a Ricoeurian Ethics
Test of Economics and Politics

Mary Abascal-Hildebrand, University of San Francisco

Research Methods and the Researcher’s Identity (Paper—Mira Flores Room)

Chair: Corrine Glesne, University of Vermont

Between Localisms and the Pluriverse: Reframing Research in Oaxaca, Mexico
Corrine Glesne, University of Vermont

Telling Stories: Methodological Issues in Studying Youth and Sexuality
Kristen Luschen, Hampshire College

Researching the Forbidden: Recovering the History of Lesbian and Gay Educators
Jackie Blount, Iowa State University

Vocabularies of Gender (Panel—Stafford Room)

Chair: Sari Knopp Biklen, Syracuse University

I Don't Think in Terms of Gender
Sari Knopp Biklen, Syracuse University

Embodied in the Classroom
Jennifer Esposito, Syracuse University

Doing Race and Gender for Graduation's Sake
Cerri Banks, Syracuse University

Public School and Community-Based Intercultural Education Programs, 1919-1950 (Panel—Stirrup Room)

Chair: Catherine E. Wycoff , Northern Illinois University

“We Declare That Teachers Need More Intercultural Education, Not Less”: The Politics
of Intercultural Education in the New York City Schools – 1944-1950
Lauri D. Johnson, The State University of New York at Buffalo

“If There Is a Better Intercultural Plan in Any School System in America, I Do Not Know
Where It Is”: Intercultural Education Program in the San Diego City Schools During
World War II
Yoon K. Pak, University of Illinois at Urbana-Champaign

“We Must Preserve Our Heritage for Our Future”:
Chicago Ethnic Societies' Response to the “Second Generation Problem,” 1919-1939
Catherine E. Wycoff , Northern Illinois University

Discussant: Kathleen Weiler, Tufts University

Multicultural/Anti-Racist Caring in the Classroom: Selected Teaching Stories in Higher Education Classrooms (Symposium—Hillcrest Room)

Chair: Barbara Thayer-Bacon, University of Tennessee

Participants:

Jo Anne Pagano, Colgate University

Lynda Stone, University of North Carolina

Barbara Thayer-Bacon, University of Tennessee

Respondent: Susan Laird, Oklahoma University

**Black Education for Liberation: Complications and Contradictions of the Terms
(Panel-Merrick Room)**

Chair: Stacey Gray Akyea, Indiana University Northwest

Participants:

John Long, University of Illinois at Chicago

Stacey Gray Akyea, Indiana University Northwest

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**Session II
Friday, November 2
10:15-11:45 am**

**“The Way We Were”: Reflections on Social Class, Race/Ethnicity, Gender and
Sexuality (Panel—Bahama Room)**

Chair: Lois Weis, State University of New York, Buffalo

Introduction to a Pedagogical Project

Lois Weis, State University of New York, Buffalo

Excel School for Girls: Graduates of a Middle to Upper-Class, Private, All-Girls Schools
Narrate Their Experiences of Privilege

Karyn Peckey, State University of New York, Buffalo

Reflections on the High School Experiences of Low Income, First-Generation College

Students

Barbara Thompson, State University of New York, Buffalo

Schools and Their Tools: Recollections of High School from Professional and Low-Income Latina Women

Tina Wagle, State University of New York, Buffalo

Re/Covering The Past: Gay Men Recall Their High School Experiences as (Closeted) Youth

David Cantaffa, State University of New York, Buffalo

Wrap-up

Lois Weis, State University of New York, Buffalo

The History and Politics of Liberal Education: Hutchins, Adler, and Hirsch (Paper—Mira Flores Room)

Chair: Eugene Provenzo, University of Miami

Do Classic Texts Speak to Students Anymore? Reading Plato's Republic with Students
Steven P. Jones, Southwest Missouri State University

The Politics of the Great Books Idea at the University of Chicago, 1930-1953
Paul Plath, University of Evansville

Individualism and Socialism in American Education: Mortimer Adler and the Paideia Proposal

Burton Weltman, William Paterson University

Counter-Cultural Literacy: A Textual and Multimedia Response to the Work of E.D. Hirsch

Eugene P. Provenzo, Jr., University of Miami

Democratizing Math and Science Education (Paper—Bolton Room)

Chair: Kurt Stemhagen, University of Virginia

Culture, Writing and Technology in Girls' Scientific Literacy

Lisa Weems, Miami University of Ohio

Toward a Reconciliation of Mathematics Education: Lessons from Wittgenstein on Context and Creativity

Kurt Stemhagen, University of Virginia

The Paradigm Shift in Mathematics Education: Combining Cognition and Culture to Bring Equity and Meaning into the Equation

Mark Ellis and Robert Berry, University of North Carolina at Chapel Hill

What Does Social/Emotional Have to Do with Diverse Students Learning Math/Science?

Jacque Ensign, Seattle University

Engendering Experience and Miseducation (Symposium—Stirrup Room)

Chair and Discussant: Glorianne Leck, Youngstown State University

Presenters:

Susan Birden, University of Oklahoma

Susan Laird, University of Oklahoma

Reconsidering Pestalozzi, Martin Luther King, Dewey, and Others (Paper—Hillcrest Room)

Chair: Suzanne Rice, University of Kansas

Reconsidering Pestalozzi

Benjamin H. Welsh, Ball State University

The Ethical Thought of Martin Luther King, Jr.

Suzanne Rice, University of Kansas

Sculpting the Soul with Humility: The Inspirational Pedagogy of Janusz Korczak

Kristin Poppo

Dewey, Montessori, and Weil on “Work”

Kana Cesar, University of Oklahoma

How Does It Feel to Be a Problem? Inclusion, Exclusion, and Student Identities (Paper—Stafford Room)

How Does It Feel to Be a Problem? Race, Disability, and the Limits of “Inclusion Policies” in Education

Nirmala Erevelles, Auburn University

When "Inclusion" Fails to Include: A Close-Up Look at a Middle School
Bram Hamovitch, Cleveland State University

Money Matters: Preps, Skanks, and Wanna-Be's Talk about Class
Natalie Adams, The University of Alabama

Boys = Boys: Constructing Emergent Maleness in Popular Discourse
Mark Malaby, Oklahoma State University

Liberty, Equality, and Difference (Paper—Merrick Room)

Chair: Lorrain Kasprisin, Western Washington University

Liberty and Equality: Conflicting Values in Public Education
Lorraine Kasprisin, Western Washington University

Merit and Difference
Benjamin Baez, Georgia State University

The Contemporary Educational Equivalent of Forty Acres and a Mule
Kerry Burch, Northern Illinois University

Deliberative Democracy in Public Schools (Alternative—La Brisa Room)

Chair: Sue Ellen Henry, Bucknell University

Participants:
Sue Ellen Henry, Bucknell University
Kathleen Knight Abowitz, Miami University of Ohio
Stacy Smith, Bates College

Friday 11:45-1:15
Lunch

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Session III
Friday, November 2
1:00-2:45 pm

Urban School Reform and Improvement (Symposium—Bahama Room)

Chair: Alan R. Sadovnik, Rutgers University

Mathematics Education and Urban School Improvement
Roberta Schorr, Rutgers University

Science Education and Urban School Improvement
Gale Seiler, Rutgers University

Social Capital and Educational Achievement: The Case of Korean Students
Jamie Lew, Rutgers University

Whole School Reform in New Jersey: The Coalition of Essential Schools in New Jersey's
Abbott Districts
Claudia Burzichelli, NJCES and Rutgers University and Susan F. Semel, CUNY

State Takeover and Urban School Improvement: The Case of Newark
Alan R. Sadovnik and Paul Tractenberg, Rutgers University

Philosophical Aspects of Moral Education (Paper—Mira Flores Room)

Chair: Michael Katz, San Jose State University

Becoming a Moral Teacher: The Components of an Ethical Sensibility
Michael Katz, San Jose State University

A Pragmatic Principles Approach to Educational Ethics: Lessons for Teachers from
Bioethics
Nakia Pope, University of Virginia
Kurt Stemhagen, University of Virginia

The Problematic Role of Conscience in Moral Education
Clint Collins, University of Kentucky

Reflections on Freire and Freedom (Paper—Bolton Room)

Chair: Stephen Haymes, DePaul University

Teacher Authority in Paulo Freire: The Project of Avoiding Domination and Submission
Charles Bingham, DePaul University

Race and Freire's Pedagogy of the Oppressed
Stephen Haymes, DePaul University

Minds Stayed on Freedom: Politics and Pedagogy in the African-American Freedom
Struggle
Daniel Perlstein, University of California-Berkeley

**Countering the Performative Principle in Teacher Education (Symposium—Stirrup
Room)**

Chair: Leslie A. Sassone, Northern Illinois University

Loving Educational Politics: Arendt on Educational Activism
Wilma Miranda, Northern Illinois University

Teacher Education and the Language of Performance: A Postmodern Critique
James Palermo, Buffalo State University

Discipline and Performance: A Structuralist Look at Contemporary Pedagogy
Leslie A. Sassone, Northern Illinois University

Education and Southern Morality (Panel—Hillcrest Room)

Chair: Judith Preissle, University of Georgia

Participants:

Judith Preissle, University of Georgia

Melaine Pavich-Lindsay, Mercer University

Kathryn Gray-White, Truett-McConnell College

Steven G. Fairchild, Gwinnett County Public Schools

Victoria Davion, University of Georgia

Kate Babka, University of Georgia

**Postsecondary Inequity: Institutional Policy and Its Role in the Exclusion of
Marginalized Groups (Symposium—Stafford Room)**

Chair: Dannielle J. Davis, University at Illinois at Urbana-Champaign

Presenters:

Pardip Bolina, University at Illinois at Urbana-Champaign
Dannielle J. Davis, University at Illinois at Urbana-Champaign
Ivy Janie Wu, University at Illinois at Urbana-Champaign

Embodied Pedagogy: Drawing on Theory and Empirical Work in Choreography, Theology, Geography (Symposium—Merrick Room)

Chair: Mary Delaney, Meredith College

Teaching as Choreography: How the Arts Can Inform Understandings of Teaching and Learning
The Hidden Curriculum of Classroom Space
Monica McKinney, Meredith College

Spiritual Hunger and Disembodiment in the Classroom
Anna Bost Pennell, The University of North Carolina at Greensboro

Embodied Pedagogy as Moral Obligation
Yolanda Medina, The University of North Carolina at Greensboro

Discussant: Sherry Shapiro

Making the Field by Teaching It: A Continuing Multilogue (Alternative—La Brisa Room)

Chair: Mary Bushnell, Queens College, CUNY

Participants:
Kathleen Knight Abowitz, Miami University of Ohio
Mary Bushnell, Queens College, CUNY
Sue Ellen Henry, Bucknell University
Jeanne Pietig, Eastern Michigan University

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Session IV
Friday, November 2
3:00-4:45 pm

Constructing, Deconstructing and Reconstructing Selves and Identities (Paper—Bahama Room)

Chair: Timothy Reagan, University of Connecticut

Curriculum and Teaching (the) Self: Notes on Bahktin's Dialogism
Douglas McKnight, University of Alabama

Deconstructing Constructions of Identity: Toward An "Archeology of Deafness"
Timothy Reagan, University of Connecticut

Reconstruction in Philosophy as Reconstruction of the Self: Conditions of Individuality and Pedagogy
Nakia Pope, University of Virginia

Alternative Values/Alternative Schools (Paper—Mira Flores Room)

Chair: Linda Street

Finding Success Within, Struggling with the Challenges Beyond: A Case Study of an Alternative High School
Amea Adkins, Illinois State University

Which Way is Forward? Public Alternative Education in New York State
Linda Steet, SUNY, Geneseo

Homeschooling in Ethnographic Perspective
Jennifer Deets, University of Central Florida

Reconsidering Critical Pedagogy in Theory and Practice (Paper—Bolton Room)

Chair

The Faces of Whiteness: Pitfalls and the Critical Democrat
John T. Warren and Kathy Hytten, Southern Illinois University

Critical Pedagogy and Liberal Education
Ben Endres, SUNY at New Paltz

Internalized Oppression as Mediated Action: Implications for Critical Pedagogy
Mark Tappan, Colby College

Relating Schools, Cultures, and Communities (Paper—Stirrup Room)

Chair: Irma Olmedo, University of Illinois, Chicago

Welcome to Miami: Living Between Cuban Paradise and the American Dream
Linda Bliss, Florida International University

The Importance of Education Among White Irish Americans within the Spaces
Susan Lyons Lombardo, University at Buffalo

The Stories They Tell: Learning from the Elders
Irma Olmedo, University of Illinois, Chicago

Elections, Democracy, and Local Control: The Changing Meaning of School Board
Elections in an Era of Educational Reform
Abe Feuerstein, Bucknell University

**Power, Politics, and Educational Reform: An Analysis of Two Charter Schools in
New York's Capital District (Panel—Hillcrest Room)**

Chair: Richard Ognibene, Siena College

Participants:
Richard Ognibene, Siena College
Bill Washburn, The College of St. Rose
Kenneth Paulli, Siena College

**Lessons Learned through Discipline within Youth Prisons and High Schools: A
Collaborative Research Project (Panel—Stafford Room)**

Chair: Beth Hatt- Echeverria, University of North Carolina at Chapel Hill

Presenters:
Beth Hatt- Echeverria, University of North Carolina at Chapel Hill
Edmundo Echeverria, Manatee High School, Sarasota, Florida
Two students from Manatee High School, Sarasota, Florida

Discussant: Paula Groves, Washington State University, Pullman

For/Four Colored Girls Who Do Curriculum Theory (Alternative—Merrick Room)

Chair: Denise M. Taliaferro, Colgate University

Presenters:

Denise M. Taliaferro, Colgate University
Nichole A. Guillory, Louisiana State University
Tayari kwa Salaam, Louisiana State University
LaVada U. Taylor, Louisiana State University

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Friday, November 2, 2001
5:30 - 6:00 pm

R. Freeman Butts Lecture

**Write-ous Indignation: Displacement, Achievement and African-American
Students' Academic Performance**

Signithia Fordham, University of Rochester

Bahama/Mira Flores Rooms

Reception Following, Promenade

**(Those interested in further discussion of eco-justice and education can
meet in the Merrick Room after the Butts lecture)**

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SATURDAY, NOVEMBER 3, 2001

- Registration: 8:00 am-4:30 pm, Convention Registration
Book Exhibit: 8:30 am-11:30 am, Orange Bowl Room
(Book Distribution: 1:00-3:30 pm: Graduate Students Only Until 1:30 pm)
CSFE Business Meeting: 8:00-9:30 am, Roumley Room
CASA Business Meeting 12-2:00 pm, Roumley Room
Concurrent Sessions: 8:30 am-4:45 pm
Presidential Address: 5:00-6:30 pm, Bahama/Mira Flores Rooms
AESA Business Meeting: 6:30-7:30 pm, Roumley Room

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Session I
Saturday, November 3
8:30-10:00 am

The Role of Social Foundations in High Stakes Testing: Historical, Political and Moral Perspectives

(CASA Session I, Symposium—Bahama Room)

Chair: Kathleen de Marrais, University of Georgia

Influence of Asian Educational Models on American Schools
Joel Spring, New School University

The Role of Social Foundations in High Stakes Testing
Dan Kmitta, University of Idaho

High Stakes Testing in Ohio: A Case Study
Nelson Vincent, University of Cincinnati

Testing for Teacher Certification: The Moral Issues
Faye Hicks-Towns, Stephen F. Austin State University

Respondent: Enrique Murillo, California State University San Bernardino

Embracing Compassion in Critical Pedagogy (Symposium—Mira Flores Room)

Chair: Kathleen Casey, University of North Carolina, Greensboro

Working with Working Class Students: Healing Splits Engendered by Critical Pedagogy
Kathleen Casey, University of North Carolina, Greensboro

Whoa-critical pedagogy: Engaging Alienated Adolescents Through a Language of Community Love
Glen Hudak, University of North Carolina, Greensboro

I'm So Glad I'm Here: Appreciating the Personal and Local Values of Students in the South
Myra Shird, University of North Carolina, Greensboro

Locating Goodness in the Democratic Spirit of Academia: A Theo-critical Encounter
Douglas Everhart, University of North Carolina, Greensboro

The Role of Ritual in Critical Pedagogy: Creating and Celebrating Significant Community Traditions
Hollyce Giles, Brooklyn College

Discussants:
Rosmarie Vardell, Center for the Childcare Workforce
Wayne Reed, Brooklyn College

Service Learning, Culture, and Community (Paper—Bolton Room)

Chair: Jana Noel, California State University, Sacramento

Transforming Future Teachers' Views About Importance of a School's Community: A Service Learning Project
Jana Noel, California State University, Sacramento

How (Critical) Service Learning Projects Can Inform Multicultural and Antiracist Educational Practices for Teachers
Adam Renner, University of Tennessee

Discussant: Mordechai Gordon, Brooklyn College

Invisible Social Identities and Teacher Education (Paper—Stirrup Room)

Chair: Julie Kailin, University of Wisconsin, Milwaukee

The Invisible Presence of People of Color in the White Racial Autobiography: Incorporating an Anti-racist Perspective in a Cultural Foundations of Education Class
Julie Kailin, University of Wisconsin, Milwaukee

Let's Be Practical: The Effects of Identity Consciousness on the Practices of Preservice Teachers
Sheryl Cozart, University of Maryland, College Park

Teacher Identity and Pre-Service Teacher Education
Julio Emilio, Federal University of Minas Gerais (UFMG), Brazil.

Developing K-12 Curriculum for Teaching Social Justice and Eco-Ethical Consciousness (Panel—Hillcrest Room)

Chair: Rebecca Martusewicz, Eastern Michigan University

Presenters:

Larissa Czuchnowsky, Willow Run Public Schools, Eastern Michigan University

Chris Tee Weixelman, Eastern Michigan University

Rachel Toon, Ann Arbor Open School, Eastern Michigan University

Natalie Holbrook, Eastern Michigan University

Laura Hudson, Yspilanti Public Schools, Eastern Michigan University

The Emotional Lives of Teachers: Sociological Perspectives (Panel—Stafford Room)

The Emotional Lives of Teachers: Sociological Perspectives (Panel—Stafford Room)

Chair: Kathleen deMarrais, University of Georgia

“You Just Haven't Become Desensitized Yet”: The Emotional Labor of Learning to Teach in an Urban School

Nisha Thapliyal, University of Georgia

“If You Looked Up the Word 'Outsider' in the Dictionary, You Would Have Seen My Name”: An Intern Teacher's Emotions about Whiteness

Jamie B. Lewis, University of Georgia

“There's No Place for Feeling Like This in the Work Place”: Teachers' Anger in School Settings

Anna Liljestrum, University of Georgia

Kathleen deMarrais, University of Georgia

Kathy Roulston, University of Georgia

Uphill Battles: Emotional Labor and Elementary Music Teaching

Kathy Roulston, University of Georgia

Discussant: Sandra Winn Tutwiler, Washburn University

Collecting Snapshots of Urban School Life: Scrapbooking the Hidden Curriculum (Alternative—Merrick Room)

Chair: Jennifer Deets, University of Central Florida

Presenters:

Jennifer Deets, University of Central Florida

Chaney Stiglich, Colonial High School, Orlando, Florida

Methodological Approaches to the Study of Privilege and Identity (Alternative: A Conversation—La Brisa Room)

Chair: Sari Knopp Biklen, Syracuse University

Conversationalists:

Sari Knopp Biklen, Syracuse University

Kathleen Weiler, Tufts University

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Session II

Saturday, November 3

10:15-11:45 am

The Roles of Social Foundations in Standards-Based Teacher Education (CASA Session II, Symposium—Bahama Room)

Chair: Kathleen deMarrais, University of Georgia

Standards-based Teacher Education: The Promises and Perils for Educating the Compassionate, Caring, and Qualified Teacher
Sandra Winn Tutwiler, Washburn University

The Role of Social Foundations in the NCATE Process
John Covalesskie, Northern Michigan University

Performance Evidence for the CLSE Standards
Erskine Dottin, Florida International University

What Does It “Mean” to Teach ALL Children? Sociological and Legal Perspectives on Assessing Teacher Performance
Kathleen deMarrais, University of Georgia
and Jamie Lewis, University of Georgia

Discussant: Charles Jackson, Augusta State University

Narratives of Latina/o and Chicana/o Educators: Constructing Bridging Identities (Symposium—Mira Flores Room)

Chair: Susana Y. Flores, California State University, Fullerton

Conversations with a Chicana Educator: Linking Teacher's Beliefs with Classroom Practice

Corinne Martinez, California State University, San Bernardino

Unfolding Lives: Life Histories of Latino Teachers

Susana Y. Flores, California State University, Fullerton

Testimonios: Dilemmas of Latino Activist Teachers

Luis Urrieta, University of North Carolina, Chapel Hill

Bilingual/Bicultural Teachers' Roles and Self-Affirmation Within the Bilingual Classroom

Francisco Ramirez, Claremont Graduate School

Discussant: Enrique G. Murillo, California State University, San Bernardino

(En)gaging Social Foundations Praxis in New Institutional Spaces (Symposium—Bolton Room)

Chair: Carolyne J. White, Northern Arizona University

Participants:

Carolyne J. White, Northern Arizona University

Cindy Meyer Sabik, Gilmour Academy

Mark Storz, John Carroll University

Information Technology and Equity (Paper—Stirrup Room)

Chair and Discussant: Nicholas Burbules, University of Illinois

Technology's Role in the Wake of High Stakes Testing: An Analysis of Third-Grade Math Lesson Plans on the World Wide Web

Sherick Hughes, University of North Carolina, Chapel Hill

Be Careful What You Ask For: Problems with Access and the Digital Divide from a Post-Technocratic Perspective

Nicholas Burbules, University of Illinois, Urbana Champaign and T. A Callister, Whitman College

Postmodern Pedagogy and the Use of Technology: Shifting of Power and Control in Pedagogical Discourse

Aziz Talbani, University of Memphis

Education and the Cult of the Corporation (Paper—Hillcrest Room)

Chair

Cultural Conflict, Corporate Capitalism and Democracy: The Ideological Struggle in US Education, 1950-1990

Richard J. Reynolds, Eastern Connecticut University

Accountability or Productivity in Educational Reform: Is There a Difference?

Joseph DiBona, Duke University

Reflections on Superimposing the Business Model on Public Schools and Colleges

James Van Patten, University of Arkansas, Fayetteville

What Would Socrates (Fortlow) Do? Knowledge, Power and Moral Authority in the Writings of Walter Mosley (Alternative—Stafford Room)

Kathleen Casey, University of North Carolina, Greensboro

From Cognition to Being Together (Alternative—Merrick Room)

Henry McHenry, University of Virginia

**Saturday 11:45am-1:15pm
Lunch**

**CASA Business Meeting, 12:00-2:00 pm, Roulmley Room
(Committee on Academic Standards and Accreditation)**

Session III

Saturday, November 3

1:15 pm-2:45 pm

State Standards and High-Stakes Testing: Critical Perspectives on the New Accountability (Panel—Bahama Room)

Chair: Joseph Newman, University of South Alabama

Participants:

Joseph Newman, University of South Alabama

Ray Horn, Pennsylvania State University

Eric Bredo, University of Virginia

Colonization, Imperialism and Education (Paper—Mira Flores Room)

Chair and Discussant: Marvin Berlowitz, University of Cincinnati

American Indian Women and the Feminist Imaginary: Toward a Theory of Indigenista
Sandy Grande, Connecticut College, New London

Critical Pedagogy and the New Imperialism: The Return of Mr. Marx
Ramin Farahmandpur, University of California, Los Angeles

Imperialism, Globalization, and a Pedagogy of Implication
Susan Talburt, Georgia State University

Sociological Views of Schooling and Its Consequences (Paper—Bolton Room)

Chair and Discussant: Kathy Borman, University of South Florida

The Practice of Community in Two Schools
Raji Swaminathan, University of Wisconsin-Milwaukee

School Context and Educational Practices: Teachers Doing Qualitative Research
Amy Gratch, University of South Carolina, Aiken

What Lessons Are They Really Learning? A Study of Student-Teacher Interactions
Policies and Codes of Honor in a Contemporary Public High School
Jim LaPrad, University of Virginia

The (Im)Possibilities of “Community” in School-University Partnerships
Jill Lynch, Ohio State University

Eco-Justice, Culture, and Teacher Education (Symposium—Stirrup Room)

Chair: Rebecca Martusewicz

Nature, Business and the Aim of Education
Kathryn Ross Wayne, Western Washington University

Overcoming Obsolescence: Eco-Ethical Consciousness and Teacher Education
Rebecca A. Martusewicz, Eastern Michigan University

Elements of an Eco-Justice Approach to Teacher Preparation
Chet Bowers, Portland State University

Thinking Culturally: An Eco-Justice Approach to Teacher Education
Jeffrey Edmundson, Portland State University

Anarchism and Education (Symposium—Stafford University)

Chair: James Kaminisky, Auburn University

Deschooling: Social Ideas on Education and Work
Richard D. Lakes, Georgia State University

Paul Goodman, Anarchism, and Education
James S. Kaminsky, Auburn University

**National Council for the Accreditation of Teacher Education (NCATE): Its Impact
and Ramifications on Teacher Education Programs (Panel—Merrick Room)**

Chair: Tom Deering, South Dakota State University

Participants:

Tom Deering, South Dakota State University
Steve Jones, Southwest Missouri State University
Karla Smart, Concordia College
Jerry Whitworth, Abilene Christian University
John Sweeney, Freed-Hardeman University
Paul Plath, University of Evansville

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Session IV

Saturday, November 3

3:00-4:45 pm

Community Organizing for School Reform: The Question of Parent Agency (Symposium—Bahama Room)

Chair: Norman Fruchter, Institute for Education and Social Policy, New York University

Community Organizing for School Reform: A Study of Independent Organizing Efforts
in Eight Sites Around the Country

Norman Fruchter, Institute for Education and Social Policy, New York University

Community Organizing for School Reform: Parents, Power and Social Capital

Eva Gold, Research for Action, Philadelphia

Elaine Simon, Research for Action and Program in Urban Studies, University of
Pennsylvania

New Settlement Apartments: A Case Study of Community Organizing for School Reform

Eric Zachary, Community Involvement Program, Institute for Education and Social
Policy

Thinking Their Own Thoughts: Schools' Scripts and Parents' Knowledge in Community
Organizing for School Reform

Hollyce C. Giles, Brooklyn College

Discussant: Anne C. Hallett, Cross City Campaign for Urban School Reform, Chicago

Has California's Passage of Proposition 227-A Made a Difference in the Way We Teach? (Panel—Mira Flores Room)

Chair: Enrique G. Murillo, Jr., California State University, San Bernardino

Participants:

Claudia Flamenco, Edgemont Academy

Moises M. Merlos, Jehue Middle School

Lorena Segura, Kelly Elementary School

Discussant: Corinne Martinez, California State University, San Bernardino

Critical Pedagogy and Critical Race Theory (Paper—Bolton Room)

Chair

Critical Pedagogy in the Classroom: An Exploration of How Race, Class, and the Gendered Instructor Body Matters

Rochelle Robertson, Southern Illinois University, Carbondale

The Pedagogy of Subversion

Susan B. Harden, University of North Carolina, Greensboro

The Milieu of the Academy: Teaching Colonized Minds (Symposium—Stirrup Room)

Chair: Dawn M. Van Gunten, Eastern Illinois University

Participants:

Dawn M. Van Gunten, Eastern Illinois University

Gilda Bloom, San Francisco State University

Renee J. Martin, University of Toledo

Janet Pilcher, University of West Florida

Educational Policy and Inequality (Paper—Hillcrest Room)

Chair and Discussant: John Portelli, OISE-University of Toronto

Lessons in Creating Equitable School Funding: Conclusions from a Comparative Study of Ontario, Vermont, and New York

Jane Fowler Morse, SUNY Geneseo

Justice, Accountability, and School Funding in New York
Sue Books, SUNY at New Paltz

Taking Care of Business: Educators' Responses to Corporate Involvement in Schools (Symposium—Stafford Room)

Chair: Donna L Adair, Illinois State University, Normal

The Exploiting Business
Deron R. Boyles, Georgia State University

Jesus in the Temple: What Should Administrators Do When the Marketplace Comes to School?
Donna L. Adair, Illinois State University

“Real World” Elementary Curriculum: In Exchange for What?
Rick Breault, Illinois State University

Resisting and Subverting Privatization in Indiana
James R. Pennell and Greta Eleen Pennell, University of Indianapolis

Studies of Educational Authority, Power, and Resistance in Film, in Three “Reels” (Symposium—Merrick Room)

Chair: William L. Fridley, Southeastern Oklahoma State University

Reel One: Nurse Ratched and Anne Sullivan: Case Studies in Authority and Resistance
William L. Fridley, Southeastern Oklahoma State University

Reel Two: Mr. Chipping to Mr. Chips: A Case Study (in Fiction) of Consequences When Power Submits to Resistance
Mark McKenzie, Troy State University

Reel Three: Ichabod Crane and the Legend of the Cold War
Randy Prus, Southeastern Oklahoma State University

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Saturday, November 3, 2001

5:00 — 6:30 pm

Presidential Address

Situated Knowing: Mind, Body, and Soul

Wendy Kohli
Director of Teacher Education
The New School, NYC

Bahama/Mira Flores Rooms

AESA Business Meeting Follows
6:30-7:30 PM Roumley Room

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SUNDAY, NOVEMBER 5, 2000

- AESA Executive Meeting: 8:00 am-12:00 noon, Roumley Room
Concurrent Sessions: 8:30-11:45 am

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Session I

Sunday, November 4, 2001

8:30-10:00 am

Where Are the Radicals? A Search for Meaning in the Academy (Panel—Orange Bowl Room)

Chair: Susan B. Harden, University of North Carolina, Greensboro

Participants:

Glenn Hudak, University of North Carolina, Greensboro
H. Svi Shapiro, University of North Carolina, Greensboro

Sherry Shapiro, Meredith College

Discussant: Joe L. Kincheloe, Brooklyn College

**Reconceptualizing A Multicultural Model of Pedagogy Across the University Setting
(Symposium—Merrick Room)**

Chair: Gaetane Jean-Marie, University of North Carolina, Greensboro

Multicultural Pedagogy for Freshman Orientation
Gwen Guy, University of North Carolina, Greensboro

Changing the Atmosphere in Which Learning Takes Place
Gaetane Jean-Marie, University of North Carolina, Greensboro

The Effect of Coalition Building in the University Classroom
Chanelle James, University of North Carolina, Greensboro

**Afrocentric Charter Schools: Do They Really Have Self Governance?
(Symposium—Bolton Room)**

Chair: Darrell Cleveland, University of North Carolina, Chapel Hill

Participants:

Gretchen Givens, George Mason University
Darrell Cleveland, University of North Carolina, Chapel Hill
Paul Bitting, North Carolina State University

Respondent: Eric Freeman, North Carolina State University

**Teaching and Assessing Analytic Writing in Foundations Courses: A Collaborative
Approach (Panel—Hillcrest Room)**

Chair: Jeanne Pietig, Eastern Michigan University

Participants:

Jeanne Pietig, Eastern Michigan University
Patricia A. Pokay, Eastern Michigan University
Rebecca Martusewicz, Eastern Michigan University
Maureen McCormack, Eastern Michigan University

Discussant: Douglas J. Simpson, University of Louisville

***Sunday 10:15-11:45am
Concurrent Session II***

Final Thoughts on Standards and High Stakes Testing (Paper—Orange Bowl Room)

Chair: Landon E. Beyer, Indiana University

Educational Standards: What Role for Educational Foundations?
Landon E. Beyer, Indiana University

Two Cheers for Standardized Testing
John Covalesskie, Northern Michigan University

The Ethics of Uncertainty: High-Stakes Testing as Cash Cow
Darren Pascavage, Georgia State University

Subverting the Paradigm: Alternatives to Test-driven Accountability and a Return to the Democratic Ideals of Public Education
Chuck Greanoff, Tri-Cities Community College, Ohio

Issues in Multicultural Education (Paper—Merrick Room)

Chair:

Teacher Education Students' Complex Interactions with Multiculturalism
Amber Carpenter, Rutgers University

Multicultural Education in Teacher Training Programs: Implications on Preparedness for Effective Work in Urban Settings
Jennifer Ng, University of Illinois

Worlds in Collision: Black and White Ideas of Teaching
Judy German and Stephen Tomlinson, University of Alabama

Ethnocentric...and Proud of It: Richard Rorty, Clifford Geertz, and Multicultural Education

Dan Butin, University of Virginia

Pre-Service Teachers' Views of Poverty and Social Diversity (Paper—Bolton Room)

An Assessment of Pre-service Teachers' Perceptions of Diversity: a Frame of Reference for Urban Schooling

Helen Kress, San Jose State University and
Daniel Drake, Cleveland State University

Prospective Teachers Attitudes Towards Social Issues: A Comparative Study of Education Students Attending a Rural Public University in the Mid-West and a Private Catholic University in the East

Rita Egan, Minnesota State University, Moorhead
Examining Discourses of Poverty and Their Impact on Teachers
Thalia M. Mulvihill, Ball State University

Teacher Roles: Cognition, Affect, and Development (Paper—Stirrup Room)

Is an Apple a Day Enough? Remembering the Forgotten Teacher
Gina Gaskin Anderson, Oklahoma State University

Resilience Resources: What Sustains Public School Teachers?
Becky Bobek, Ball State University

Reflective Thinking in Teaching: A Review of the Research at the In-Service Level
Marietta Giovannelli University of Illinois-Chicago Circle

Issues in Ethics and Education (Paper—Hillcrest Room)

Chair

Character, Sensibility, and Brain-Based Research in Educational Ethics

Steve J. Broidy, Southwest Missouri State University

Does Morality Harm Children? Alice Miller on Poisonous Pedagogy and Morality

William Fridley, Southeastern Oklahoma State University

Ethics and Education: Is There a Conflict of Interest in Teaching?

Adelina Giselle Jones-Jones, University of North Carolina, Greensboro

Learning, Evaluating, and Relating (Paper—Stafford Room)

Chair

You've Got an A: Sacrificing Traditional Grading Upon the Altar of Learning
Darryl A. Pifer, Illinois State University

Humanistic Education and Student Assessment
Charles Bacon, Independent Scholar and Writer

Toward the Nature of Learning: Cognitive Archeology and the Evolving Mind
David J. McGough, State University of New York, Cortland

Economy of Relations
Alexander Sidorkin, Bowling Green State University