

**American Educational Studies Association  
2002 Annual Meeting  
October 30 - November 3, 2002**

**Omni William Penn Hotel  
Pittsburgh, Pennsylvania**

**Meeting Cooperatively with the**

**HISTORY OF EDUCATION SOCIETY  
Pittsburgh Marriott City Center Hotel**

**Direction: Exit the Omni William Penn onto Grant Street and look for the HES hotel,  
the Pittsburgh Marriott City Center, across Steel Plaza and up the hill**

**UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION  
Hilton Pittsburgh Hotel**

**Direction: Exit the Omni William Penn onto Grant Street, enter the Steel Plaza “T” station, and take the free subway ride to Gateway Center. After walking up the stairs of the “T” station at Gateway Center, bear slightly right, walk down Liberty Avenue toward the Golden Triangle, and look for the UCEA hotel, the Hilton Pittsburgh, at the intersection of Liberty Avenue and Commonwealth Place.**

**MIDWEST/NORTHEAST REGIONAL COMPARATIVE AND  
INTERNATIONAL EDUCATION SOCIETY**

**Omni William Penn Hotel and University of Pittsburgh**

**Direction: The society will meet with AESA in the Omni William Penn on Thursday, October 31, and Friday, November 1. MW/NE CIES sessions will move to the campus of the University of Pittsburgh in the Oakland area of the city on Saturday, November 2, and Sunday, November 3. Ask for directions at the William Penn concierge’s desk.**

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**MEXICO CITY 2003! October 29 – November 2**

**Sheraton Maria Isabel Hotel and Towers**

**Founded in 1525, Mexico City is the oldest capital in the Americas. The city will offer AESA members the largest number of museums and the fourth largest number of theatres in the world as well as many archaeological and historical sites. AESA Past-President Bernardo Gallegos and Convention Coordinator Mary**

Abascal-Hildebrand are already working on local arrangements. Program Chair Dianne Smith will soon send out the call for paper and session proposals. Join us next year in Mexico City.

**FUTURE AESA MEETINGS**

**Kansas City, 2004**

**Charlottesville, 2005**

**2002 AESA Conference Program**

Please click [here](#) to download the full text of the program in Microsoft Word format.

All conference registrants will receive the final version of the program in booklet format

at the conference site. Please feel free not to print out the program.

<u>General Sessions and Features</u>		<u>Wednesday, Oct. 30, 2002</u>	
<u>Thursday, Oct. 31</u>	<u>Friday, Nov. 1</u>	<u>Saturday, Nov. 2</u>	<u>Sunday, Nov. 3</u>
<ul style="list-style-type: none"> <li>• <a href="#">Session I</a> (8:30-10:00 am)</li> <li>• <a href="#">Session II</a> (10:15-11:45 am)</li> <li>• <a href="#">Session III</a> (12:00-1:30 pm)</li> <li>• <a href="#">Session IV</a> (1:45-3:15 pm)</li> <li>• <a href="#">Session V</a> (3:30-5:00 pm)</li> <li>• <a href="#">Evening Session</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Session I</a> (8:30-10:00 am)</li> <li>• <a href="#">Session II</a> (10:15-11:45 am)</li> <li>• <a href="#">Session III</a> (12:00-1:30 pm)</li> <li>• <a href="#">Session IV</a> (1:45-3:15 pm)</li> <li>• <a href="#">Session V</a> (3:30-5:00 pm)</li> <li>• <a href="#">Evening Session</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Session I</a> (8:30-10:00 am)</li> <li>• <a href="#">Session II</a> (10:15-11:45 am)</li> <li>• <a href="#">Session III</a> (12:00-1:00 pm)</li> <li>• <a href="#">Session IV</a> (1:15-2:45 pm)</li> <li>• <a href="#">Session V</a> (3:00-4:30 pm)</li> <li>• <a href="#">Evening Session</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Session I &amp; II</a> (8:30-11:45 am)</li> </ul>
<a href="#">Thanks to...</a>			

**2002 General Sessions and Features**

<p>Wednesday, October 30  <b>Special Film Presentation, 7:00-8:30 PM</b></p> <p><i>Only a Teacher: A Documentary Film Series on Teachers and Teaching</i>  <b>Monongahela, Seventeenth Floor</b></p> <p><b>Kate Rousmaniere</b>, Miami University;  <b>Claudia Levin</b> and <b>Meg Pinto</b></p> <p>Followed by a reception in the Paneled/Oval Rooms, Mezzanine</p>	<p>Thursday, October 31</p> <p><b>George Kneller Lecture, 5:30-7:00 PM</b>  <b>Urban, Seventeenth Floor</b></p> <p><i>Educational Metamorphoses</i>  <b>Jane Roland Martin</b>,  University of Massachusetts, Boston (emeritus)</p> <p>Followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn Level</p>
<p>Friday, November 1</p> <p><b>R. Freeman Butts Lecture, 5:30-7:00 PM</b>  <b>William Penn Ballroom, William Penn Level</b></p> <p><i>Historical Contexts for Contemporary Educational Policy</i>  <b>James D. Anderson</b>,  <b>University of Illinois, Urbana-Champaign</b></p> <p>Followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn Level</p>	<p>Saturday, November 2</p> <p><b>Presidential Address, 5:00-6:30 PM</b>  <b>Monongahela, Seventeenth Floor</b></p> <p><i>Bringing Collaboration Back into Education</i>  <b>Eric Bredo, University of Virginia</b></p> <p>followed immediately by AESA Business Meeting  Monongahela, Seventeenth Floor</p>
<p><b>SPECIAL MEETINGS</b></p> <p><b>Graduate Students and New Professors</b>  Convened by Denise Taliaferro  Friday, November 1, 12:00 – 1:30 PM  Parlor E/Parlor F, Seventeenth Floor</p> <p><b>AESA Business Meeting</b></p>	<p><b>BOOK EXHIBIT</b>  Allegheny, Seventeenth Floor</p> <p>Thursday, October 30, 9:00 AM - 5:00 PM  Friday, November 1, 9:00 AM - 5:00 PM  Saturday, November 2, 9:00 AM - 12:00 PM  The Book Exhibit will reopen on Saturday at</p>

<b>Saturday, November 2: 6:30-7:30 pm,</b>	1:00 PM for purchases by graduate students and at 1:45 PM for purchases by all others.
<b>Registration</b> Monongahela Foyer, Seventeenth Floor  Wednesday, October 30, 5:00 - 7:00 PM Thursday, October 31, 8:00 AM - 4:00 PM Friday, November 1, 8:00 AM - 4:00 PM Saturday, November 2, 8:00 AM - 12:00 PM	<b>AESA Executive Council Meetings</b>  First Meeting: Thursday, October 31, 8:30 – 11:45 AM Oakmont, First Floor Second Meeting: Sunday, November 3, 8:00 – 10:00 AM Oakmont, First Floor
<b>Committee on Academic Standards and Accreditation (CASA)</b>  Thursday, October 31, 12:00 – 1:30 PM, Oakmont, First Floor	<b>Council of Social Foundations of Education (CSFE) Business Meeting</b>  Friday, November 1, 8:30 – 10:00 AM, Parlor E/Parlor F, Seventeenth Floor
<b>Educational Studies Editorial Advisory Board</b>  Thursday, October 31, 3:30 – 5:00 PM Oakmont, First Floor	<b>Educational Foundations Editorial Advisory Board</b>  Thursday, October 31, 1:45 – 3:15 PM Oakmont, First Floor

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## Wednesday, October 30, 2002

- **Registration, 5:00 – 7:00 PM, Monongahela Foyer, Seventeenth Floor**
- **Opening Session, 7:00 – 8:30 PM, Monongahela, Seventeenth Floor, followed by a reception in the Paneled/Oval Rooms, Mezzanine**

**OPENING SESSION  
7:00 – 8:30 PM**

**Special Film Presentation**

## **Monongahela, Seventeenth Floor**

### **Only a Teacher: The Impact of Teachers on American Public Education**

**A look at the film series and a conversation with Kate Rousmaniere, Miami University, and independent filmmakers Claudia Levin and Meg Pinto**

**followed by a reception in the Paneled/Oval Rooms, Mezzanine**

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## **Thursday, October 31, 2002**

- Registration: 8:00 am — 4:00 pm, Monongahela Foyer, Seventeenth Floor
- Book Exhibit: 9:00am — 5:00 pm, Allegheny, Seventeenth Floor
- AESA Executive Council Meeting: 8:30am — 11:45 pm, Oakmont, First Floor
- Educational Foundations Editorial Advisory Board: 1:45 — 3:15 pm, Oakmont, First Floor
- Educational Studies Editorial Advisory Board: 3:30 — 5:00 am, Oakmont, First Floor
- Concurrent Sessions: 8:30 am — 5:00 pm
- Committee on Academic Standards and Accreditation (CASA) Business Meeting, 12:00 – 1:30 PM, Oakmont, First Floor
- Kneller Lecture, 5:30 – 7:00 PM, Urban, Seventeenth Floor, followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn Level

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## **Session I**

**Thursday, October 31, 2000  
8:30-10:00 am**

### **Four Perspectives on Multiculturalism (Papers – Conference A, Conference Level)**

Chair and Discussant: Helen Kress, San Jose State University

John F. Covalleskie, Northern Michigan University. Acceptance Not Tolerance, Virtue Not Diversity

Haithe Anderson, Bowling Green State University. On Pragmatism and the Limits of Philosophical Multiculturalism

John F. Dye, University of North Carolina, Chapel Hill. Some Actors in the Real Conspiracy: The Link between Afrocentrism, Multiculturalism, and Political Liberalism  
Suzanne Rosenblith, Clemson University. Cultivating Respect in a Pluralistic Society: A Case for the Inclusion of Religion in Public Schools

**That's a Family! Film and Discussion: Building Awareness of and Respect for Difference through an Exploration of Family Diversity (Alternative – Oliver, Conference Level)**

Bob Kim, Women's Educational Media

**Psychoanalysis and the Crisis of Authority in Education (Symposium – Conference D, Conference Level)**

Chair and Discussant: Deborah Britzman, York University  
Jen Gilbert, York University. The Appeal to Authority in Sex Education: Some Predictable Reasons Why Youth Have Unsafe Sex  
Alice Pitt, York University. Reproducing Authority: Revolts against Transmission  
Karyn Sandlos, York University. Curiosity and the Strange Indirection of Sexuality  
Charles Bingham, DePaul University. Performativity and Psychoanalysis

**Contemporary and Historical Perspectives on Educational Thought (Papers – Vandergrift, Conference Level)**

Chair and Discussant: Deron Boyles, Georgia State University  
Benjamin H. Welsh, Ball State University. Spencer and Pestalozzi  
Nakia L. Pope, University of Virginia. Public, Not Common: Emerson and Education  
Nicholas J. Shudak, Northern Illinois University. Re-Constructing the Present as Constructing the Future: An Educational Biography of George Sylvester Counts  
D. G. Mulcahy, Central Connecticut State University. Mainstream or Minorstream: Situating Jane Roland  
Martin's Educational Thought

**Borders and Boundaries: Ethnographic Data from School-Based Research (Symposium – Conference C, Conference Level)**

Chair and Discussant: Mary (Sami) Wnek, University at Buffalo. Four Teachers and a Principal Negotiate the Idea of Good Teaching  
Michelle Meyers, University at Buffalo. The Business of Education: Reflections on Parental Pressure and Healthy Education at an Early Education Center  
Abebayehu Amero Tekleselassie, University at Buffalo. In the Quest for Crossing Traditional Boundaries between Research and Practice in Education: The Experiences of Public School Teachers in Erie County and Faculty in the School of Education at the University at Buffalo

**CIES Session: Pluralism and Diversity in the Curriculum (Conference B, Conference Level)**

Chair: Melissa Reed, Pennsylvania Governor's School for International Studies  
John Katunich, University of Michigan. Language Policy and Language Diversity at the University of Cape Town: Lessons for U. S. Institutions of Higher Education  
Audrey Lindsay, Independent Scholar. The Comprehensive High School in Jamaica  
Adel AL-Bataineh, Illinois State University. Provision for Students with Learning Disabilities in Jordanian Schools  
Melissa Reed. Fostering Global Perspective for Students: From Conception to Development and Assessment  
Discussant: Kimberly King, Auburn University

**Patriotic Duty: The Necessity for Interrogating Patriotism with Pre-Service Teachers (Panel – Parlor G, Seventeenth Floor)**

Carolyn F. Chryst, Gerard Hilfertz and Associates  
Mary Ellen Edwards, University of Toledo  
Martha Kransdorf, University of Toledo  
Margaret A. Nash, University of Toledo  
Sandra Spickard Prettyman, University of Toledo

**Secondary Education Reform, Equity Issues and Teacher Education and Practices: A Look at Egypt, Romania, Korea, and Kenya (Symposium – Conference E, Conference Level)**

Chair and Discussant: Clementina Acedo, University of Pittsburgh  
Nagwa Megahed, University of Pittsburgh. Voices of Teachers in Academic and Vocational Schools: Perceived Consequences of Reforming Secondary Education in Egypt  
Simona Popa, University of Pittsburgh. Teachers' Lives and Actions in the Context of Secondary Education Reform in Romania  
MinHo Yeom, University of Pittsburgh. Teacher Education in the Republic of Korea in the 1990s  
Lornora Kivuva, University of Pittsburgh. Groping for Balance: The Quest for Equity in Kenyan Secondary Education

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**Session II**  
**Thursday, Oct. 31, 2002**  
**10:15-11:45 am**

### **Looking Critically at Beauty (Papers – Conference A, Conference Level)**

Chair and Discussant: Rhonda Baynes Jeffries, University of South Carolina  
Dia Sekayi, Howard University. The Impact of Euro-centric Beauty Standards on the Social and

Academic Experiences of Black Women

Julie Kailin, University of Wisconsin, Milwaukee. The Oppression of Toys and Angel Hair Spaghetti: The Importance of Incorporating an Anti-Racist Perspective in Teacher Education

Karen W. Tice, University of Kentucky. Queens of Academe: Campus Beauty Pageantry and Student Life

Karen K. Dillard, University of Alabama. Missing the Girls: A Look at Beauty Pageants in Schools

### **Using Film To Provoke Questions about Schools in Teacher Education Classrooms: A Conversation (Alternative – Oliver, Conference Level)**

Catherine Lara Lalonde, University at Buffalo

David Cantaffa, University at Buffalo

Carrie Freie, University at Buffalo

Michelle M. Meyers, University at Buffalo

Scott B. Waltz, D'Youville College

### **Cuando la Puerta Este Cerrada, Metete por la Ventana/When the Door Is Closed, Enter through the Window: Re/making and Exploring Different Caminos/Paths to Latina/o Success in Education (Symposium – Conference D, Conference Level)**

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

Melissa Moreno, University of Utah, Salt Lake. Mexicana/o Young Adult Success and Leadership: Bicultural, Trans (local) national Identities

Julia Lopez Figueroa, University of California, Berkeley. Out of the Neighborhood and into the Ivory Tower: Latino Male Experiences in Higher Education

Beth Ann Hatt-Echeverria, University of North Carolina, Chapel Hill. "Benevolent Racism" at Its Best: Struggling to Control Latina Adolescent Bodies

Luis Urrieta, Jr., University of North Carolina, Chapel Hill. Activism From the Inside Out: Chicanas/os Negotiating Access "through the Windows" in Education

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

### **Military-Industrial-Corporate Intrusions (Papers – Conference B, Conference Level)**

Chair and Discussant: Catherine Lugg, Rutgers University

Benjamin Baez and Deron Boyles, Georgia State University. Are We Selling Out? Entrepreneurship, Grants, and the Future of Academic Freedom

Randy Hewitt, University of Central Florida. Priming the Pump: "Educating" for Market Democracy



Nathan A. Long, University of Cincinnati. JROTC: The Rise of the Military-Industrial-Educational Complex

**CIES Session: Implications of the World Trade Organization (WTO) and General Agreement on Trade in Services (GATS) for the Business of Higher Education (Parlor G, Seventeenth Floor)**

Chair: Mark Ginsburg, University of Pittsburgh

Mayumi Terano, University of Pittsburgh. Higher Education, the World Trade Organization and the General Agreement on Trade in Services

Simona Popa, University of Pittsburgh. From State Monopoly to International Markets: Implications for the Future of Romanian Higher Education within the WTO/GATS Framework

Oscar Espinoza, University of Pittsburgh. Privatization and Commercialization of Higher Education in Chile

Mark Ginsburg. Comparative Perspectives on the Implications of the WTO/GATS for Higher Education

Discussant: John Weidman, University of Pittsburgh

**Practicing Foundations in Leadership: But Does It Work in Theory? (Panel – Vandergrift, Conference Level)**

Natalie Adams, University of Alabama. Standardizing Foundations or Foundationalizing Standards: It's Raining Cats and Dogs

Nirmala Erelles, University of Alabama. Theorizing Practice: Do Students Need a Ditto?

John E. Petrovic, University of Alabama. Technocrats "or" Philosophers: Or Should It Be "and"?

Stephen Tomlinson, University of Alabama. Foundations and Leadership: Who's Wagging the Tale?

**"Our world will never be the same": Post-9/11, U.S. Capitalism and Education (Symposium – Conference C, Conference Level)**

William L. Griffen, State University of New York, Cortland. "Our world will never be the same": Let's Hope So

Richard Brosio, University of Wisconsin, Milwaukee. Capitalism's Intrinsic Contradictions: Neoliberalism, the Military, and Educational Issues

John Marciano, State University of New York, Cortland. War, 9/11 and America's Teachers

**Improving Pedagogy: Ways To Further Engagement of Pre-Service Teachers in Social Foundations Classes (Symposium – Conference E, Conference Level)**

Chair and Discussant: Jeanne Connell, University of Illinois, Urbana-Champaign  
Carol Huang, University of Southern Illinois, Edwardsville. Teaching Kozol's "Life on the Mississippi" at a Professional Development School in East St. Louis  
Jennifer Ng and Tim Simpson, University of Illinois, Urbana-Champaign. Using Primary Texts To Engage Pre-Service Teachers in the Social Foundations of Education  
Roderic Land, University of Illinois, Urbana-Champaign. Pedagogy, Primary Text, and Social Foundations

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## **Session III**

### **Thursday, October 31, 2002**

### **12:00-1:30 pm**

#### **Crouching Angels, Hidden Monsters: The Cultural De/Construction of Gendered Violence** (Symposium – Conference A, Conference Level)

Chair and Discussant: Stacey Elsasser, College of St. Rose  
Natalie Adams and Debbie Frisby, University of Alabama. Kicking Butt in Lipstick and Pearls: The Representation of Gendered Physical Aggression in Popular Culture  
Kevin Harvey, Oklahoma State University. Bling, Bling Kings, Rappin' and Stylin' Out: Hip-Hop as a Non-Violent Transitional Tool  
Mark Malaby, Oklahoma State University. Bad to the Bone: The Male Violence Debate  
Sibogile Mtshali-Dlamini, Oklahoma State University. Rape and Something Even Worse: Violence Committed against Women

#### **The Appeal of an Appeal: A Visual Examination of the United Negro College Fund's Publicity, 1944-1960** (Alternative, 12:00 – 12:45 PM – Oliver, Conference Level)

Marybeth Gasman, Georgia State University  
Edward Epstein, The Marist School

#### **Time Exposures: Visual Resources in the Social and Cultural Foundations of Education** (Alternative, 12:45-1:30 PM – Oliver, Conference Level)

Eugene F. Provenzo, Jr., University of Miami

#### **Lives and Careers in Higher Education (Papers – Vandergrift, Conference Level)**

Chair and Discussant: Molly O'Brien, University of Akron  
Katherine Babka, University of Georgia. Do Doctoral Programs Prepare Students for Life

and Work as Academic Faculty? Reflections from Postdoctoral Teaching Fellows  
Suzanne Rice, Lisa Wolf-Wendel, and Susan Twombly, University of Kansas. Dual  
Career Academic Couples: Challenging the Principles of “Fairness” and “Meritocracy”  
Thalia M. Mulvihill, Ball State University. Expressions of Power: The Use of Narrative  
by Women in Higher Education  
Susan Talburt, Georgia State University. Academic Novels: The Collapse of the Family  
and the Idea of a University

### **Using Literature in Teaching and Research (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: John F. Covalleskie, Northern Michigan University  
Kurt Stemhagen, University of Virginia. Fiction and Foundations: Using Literature To  
Enliven and Enrich a Foundations of Education Course  
Karla J. Smart, Concordia College, and Steven P. Jones, Southwest Missouri State  
University. Education and Agriculture: Finding a Metaphorical Voice for Talk about  
Teaching through Wendell Berry’s *The Unsettling of America: Culture and Agriculture*  
Monica B. McKinney, Meredith College. “This poem really made me open my eyes”:  
Looking at Self and Others in a Foundations Course  
Stacy Otto, Oklahoma State University. “Novel Inquiry”: Using Fiction as a Source of  
Data for Educational Research

### **Pedagogy of the Oppressed in Teacher Education: New Reflections on Enduring Issues (Symposium – Conference D, Conference Level)**

Chair and Discussant: Kathy Hytten, Southern Illinois University.  
Amee Adkins, Illinois State University. Lessons from an Art Teacher on What It Means  
To Be Human  
Will Ashton, Illinois State University. Architecture of the Heart: A Hermeneutic  
Phenomenological Analysis of Freire’s Classic Text, *Pedagogy of the Oppressed*  
Lucille L. T. Eckrich, Illinois State University. Returning to Pedagogy of the Oppressed:  
From Academe to Praxis and Back Again  
Keith Nainby, Southern Illinois University. *Classis Text, Classic Myths: An Exploration  
of Students’ Insights into Teaching Pedagogy of the Oppressed*

### **“My child ain’t stupid!” (Part 2): Experiences that Influence European American Pre-Service Teachers’ Perceptions about Diverse Populations (Panel – Conference C, Conference Level)**

Chair: Marvin Berlowitz, University of Cincinnati  
Kimberly Lenease King, Auburn University  
Ivan Watts, Auburn University  
Calandra Lockhart, Mercer University  
Maryam Al-Mazkour, Auburn University  
Denisha Hendricks, Auburn University  
SoJuan Crenshaw, Auburn University

### **Notable Lives, Powerful Lessons (Papers – Conference B, Conference Level)**

Chair and Discussant: Jackie Blount, Iowa State University  
Lesley Shore, Ontario Institute for Studies in Education/University of Toronto. Anne Frank in Life and Death: Teaching and Learning the Lessons of the Holocaust  
Steve Preskill, University of New Mexico. Eleanor Roosevelt, Radical Educator: A Leader Who Constantly Learned  
Najee E. Muhammad, Ohio University. The Organic Intellectual and the Organic Intellectualism of Malcolm X

### **Pushing the Limits of Multicultural Education (Papers – Conference E, Conference Level)**

Chair and Discussant: Deanna Fassett, San Jose State University  
Dan W. Butin, Gettysburg College. Constructing a Different Kind of Student: The Limits of Categorization within Multicultural Education  
Bonnie Lyon McDaniel, University of Washington. Will the Real Subject of Multicultural Education Please Stand Up? Modern and Postmodern Contentions over the Status of the Autonomous Subject  
Raji Swaminathan, University of Wisconsin, Milwaukee. Whose School Is It Anyway? Student Voices in an Urban Classroom

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## **Session IV Thursday, October 31 1:45-3:15**

### **Improving Teacher Recruitment, Selection, and Retention (Papers – Conference D, Conference Level)**

Chair and Discussant: Lois Weiner, New Jersey City University  
Mary Bushnell, Queens College, City University of New York. “I teach because I love children”: The Social Context of Teaching in New York City  
Michelle Kelly and Joseph Rayle, State University of New York College, Cortland. Reflections on an Urban Teacher Recruitment Program  
Jana Noel, California State University, Sacramento. Diversity and Location in Students’ Selections of Teacher Preparation Centers  
Rebecca Reumann-Moore and Diane Brown, Research for Action. The Literacy Intern Teacher Program: Attracting, Supporting and Retaining New Teachers in a Large Urban District

**A Tribute to Civil Rights Leader Rev. Dr. Leon Sullivan: A Teacher's Experience in International Education  
(Alternative – Oliver, Conference Level)**

Menthia P. Clark, Louisiana State University

**Critical Perspectives on Whiteness (Papers – Conference C, Conference Level)**

Chair and Discussant: John Warren, Bowling Green State University

Helen M. Kress, San Jose State University. Revisiting the Rogue Debate: The Case for Teachers Working To Eliminate rather than Transform Whiteness

Matt Jackson, University of Utah. Why Dialogue in Freirean Critical Pedagogy Can't Dismantle Whiteness: Toward a Weebles (Wobbles but Won't Fall Down) Theory of Whiteness

Satoshi Toyosaka, Southern Illinois University. Mission [Im]Possible?: The Investigation of My Suspicion towards Whiteness Studies—The First Step for Having OUR Racial Dialogue

**Promising (and Not-So-Promising) Strategies for Educating Students of Color  
(Papers – Conference A, Conference Level)**

Chair and Discussant: Sandy Grande, Connecticut College

Rosario Ordonez, California State University, Fullerton, and Pablo Jasis, Art, Research and Curriculum Associates. A Journey with De Colores: Exploring an Alternative Community Intervention Strategy for Under-Performing Chicano/Latino Students

Benjamin Blaisdell, University of North Carolina, Chapel Hill. Recolonizing Latin America: A Sheltered Biology Course

Margy McClain, Oklahoma State University. Making Community Knowledge Visible: Ethnic Community Dance Groups as Untapped Resources for School Learning

Ji-Yeon O. Jo, Lan Hue Quach, and Luis Urrieta, Jr., University of North Carolina, Chapel Hill. Adding Color to the Black and White Picture: Language, Identity, Racialization and Schooling of Asian and Latino Students

**CIES Session: Higher Education in Transition (Conference B, Conference Level)**

Chair: John C. Weidman, University of Pittsburgh

Donald Staub, Eastern Michigan University. A Comparative Analysis of International University Linkages

Tetyana Koshmanova, Western Michigan University. International Integration: Commonality and Divergence in the Development of Teacher Education in the U. S. and Ukraine

Dmitry Suspitsin, Pennsylvania State University. Russian Private Higher Education: Exploring the Complexity of Its Organizational Legitimacy

Brian L. Yoder and John C. Weidman, University of Pittsburgh. Struggling through a Decade of Education Reform in Central Asia: Mongolia and Uzbekistan

Discussant: David Post, University of Pittsburgh

**Educational Policy, Florida Style (Symposium – Parlor G, Seventeenth Floor)**

Sherman Dorn, University of South Florida. Accountability in Florida: Now and Forever  
Kathryn M. Borman, Jessica Barber, and Reginald Lee, University of South Florida. The Effects of Desegregation on Student Outcomes in Florida

Deanna Michael, University of South Florida, St. Petersburg, and Deirdre Cobb-Roberts, University of South Florida. A Look at Racial Equity in Florida's Educational System in the 1950s and 1960s: The Minimum Foundation Program and Florida Agricultural and Mechanical University

**Pedagogy of Relation and Educational Practice (Panel – Vandergrift, Conference Level)**

Charles Bingham, DePaul University  
Cherlyn Pijanowski, University of Washington  
Alexander Sidorkin, Bowling Green State University  
Barbara Stengel, Millersville University  
Barbara Thayer-Bacon, University of Tennessee  
Bonnie Lyon McDaniel, University of Washington

**Geographies of Collaboration: Ethnographic Relationships in a Multicultural Education Classroom (Symposium – Conference E, Conference Level)**

Nisha Gupta, Syracuse University. Charting the Paths of Doing Ethnography “alongside” an Ethnographer

Huei Lin, Syracuse University. Surveying the Pedagogical Landscape: (Re)configuring the Researcher and the Researched

Christina M. Limpert, Syracuse University. Through the Looking Glass: Shifting Selves and Multiple Dimensions of Ethnographic Terrain

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**Session V**  
**Thursday, October 31, 2002**  
**3:30-5:00 pm**

**Racism Is So Personal: Sites of Struggle (Panel – Conference A, Conference Level)**

Chair: Mary E. Weems, Cleveland State University  
Carolyne J. White, Northern Arizona University  
Gaetano Senese, Northern Arizona University

Roberta Ahlquist, California State University, San Jose  
Noreen Sakiestewa, Northern Arizona University  
Nona M. Burney, Roosevelt University  
Bernardo Gallegos, University of Illinois, Chicago  
Huey-li Li, University of Akron

**The Cacophony of Curriculum in Higher Education: From Presidential Participants to Programmatic Possibilities  
(Symposium – Parlor G, Seventeenth Floor)**

Mary Grimes, University of South Carolina. Female African-American College Presidents of the Southeast: An Ethnographic Study  
Susan L. Schramm-Pate, University of South Carolina. Rural Resistance to Higher Education: In Search of a Better Way through GEAR UP  
Rhonda Baynes Jeffries and Tamara Powell, University of South Carolina. Reviewing Enablers of and Barriers to Exemplary Curriculum Programs in Higher Education  
Patricia K. Kubow, Bowling Green State University. Developing the Educator Professional: Comparative Education as Foundational in Higher Education

**Education, Religion, Human Security, and Terrorism in the Global Context before and after September 11, 2001  
(Symposium – Conference D, Conference Level)**

Chair: Mark Ginsburg, University of Pittsburgh  
Wayne Nelles, University of British Columbia. Education, Terrorism and the Problem of Human Security: Theoretical, Empirical and Policy Issues  
Mark Ginsburg and Nagwa Megahed, University of Pittsburgh. The Challenges of Teaching about Terrorism and Islam before and after September 11, 2001: The Cases of Egypt, the Philippines, Cuba, and the United States  
Casandra Culcer, Bowling Green State University. Doomed to Suspicion: A Qualitative Study of the Experiences of Middle Eastern Students on American Campuses after September 11, 2001  
Sheng Yao Cheng, James Jacob, Hyo-Jung Kim, Edith Mukudi, Laura Portnoi, and Sung Sang Yoo, University of California, Los Angeles. A Changing Role for Education after September 11, 2001? Perspectives from Kenya, Taiwan, South Korea, and the United States

**Teachers' Emotions in School Contexts (Symposium – Conference C, Conference Level)**

Chair: Kathleen deMarrais, University of Georgia  
Anna Liljestrom, University of Georgia. Teachers' Emotions: An Overview of Current Psychological and Sociological Research  
Alexa Darby and Kathy Roulston, University of Georgia. First Year Teachers' Anger  
Jamie Lewis, University of Georgia. Veteran Teachers' Anger  
Meca Williams, Joycelyn Wilson, and Kathleen deMarris, University of Georgia.

Teachers' Anger in Racialized and Gendered Pedagogical Contexts  
UGA Teachers' Emotions Research Team. Theorizing Teachers Emotions: Implications  
for Alternative Practice  
Discussant: Sandra Winn Tutwiler, Washburn University

**In the Steps of the Ancestors: Indigenous Dance as Education (Alternative – Oliver,  
Conference Level)**

Maureen Porter, University of Pittsburgh, and students from the LINCS 2002 cohort

**Emergent Research Issues in Educational Language Policy and Politics: Focus on  
Marginalized Populations in Local and Global Contexts (Symposium – Vandergrift,  
Conference Level)**

Chair: Rodney Hopson, Duquesne University. Language, Globalization, and Identity in  
Namibia: Toward Whose Education for All?

Kara Marie Benintend, Duquesne University. ESL and Special Education: Why Jack Is  
Caught between a Rock and a Hard Place

Ryan D. Costanzo, Duquesne University. Language Rights and Legislation: Issues in  
Alaskan Native Education

Suzanne Houk, Duquesne University. Early Literacy Instruction: A Help or Hindrance to  
Linguistically Diverse Students?

**Too Much Rationality? (Papers – Conference E, Conference Level)**

Chair and Discussant: Dan Kmitta, University of Idaho

Jim Dwight, Virginia Tech. Hypertext: An Alternative to the Busnoper Dominated  
Curriculum

Ruthanne Kurth-Schai, Charles R. Green, and Simone King, Macalester College.  
Exploratory Democratic Practice, the Internet, and Public Education Reform

Roy Wilson, University of Pittsburgh. Computational Simulation and the Search for  
Emancipatory Education

**The Social Foundations of Education: A Cross-National Dialogue (Panel –  
Conference B, Conference Level)**

Hussein Fereshteh, Bloomsburg University

David E. Washburn, Bloomsburg University

Neil Brown, Bloomsburg University

Cheryl Desmond, Millersville University

Amy Gratch, West Chester University

Mohammad Mazidi, Shiraz University

Taghi Azadarmaki, Tehran University



**Thursday, October 31, 2002**  
**5:30 — 7:00 pm**

**George Kneller Lecture**  
**Urban, Seventeenth Floor**

**Introduction by Wendy Kohli, Fairfield University**

**Educational Metamorphoses**  
**Jane Roland Martin, University of Massachusetts, Boston (emeritus)**

**followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn Level,**  
**cosponsored by AESA and the Educational Studies Fund**

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**Friday, November 1, 2002**

- Registration: 8:00 am — 4:00 pm, Monongahela Foyer, Seventeenth Floor
- Book Exhibit: 9:00 am — 5:00 pm, Allegheny, Seventeenth Floor
- Concurrent Sessions: 8:30 am — 5:00pm
- CSFE Business Meeting: 8:30 — 10:00 am, Parlor E/Parlor F, Seventeenth Floor
- Graduate Students and New Professors—Special Meeting convened by Denise Taliaferro, 12:00 – 1:30 PM, Parlor E/Parlor F, Seventeenth Floor
- R. Freeman Butts Lecture: 5:30 — 7:00 pm, William Penn Ballroom, William Penn Level, followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn Level

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**Session I**  
**Friday, November 1, 2002**  
**8:30-10:00 am**

**Historical Memory and Race (Papers – Conference D, Conference Level)**

Chair and Discussant: Ronald E. Butchart, University of Georgia  
Donald Warren, Indiana University. Race Riot: Historical and Policy Inquiries on an Educational Event

Beth M. Weiss, Georgia State University. Institutional Memory: Atlanta's Racial History and Its Legacy in Public Education

Patricia Randolph Leigh, Iowa State University. Fly in the Ointment: School Segregation and Desegregation in the Ohio Valley, 1950-1970

### **Critical Views of Tracks, Grades, and Textbooks (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: Deanna Michael, University of South Florida, St. Petersburg  
Raquel Goulart, Rhode Island College. Tracking Inequality: "The Rich Get Richer and the Poor Get Poorer"

Kristan A. Morrison, University of North Carolina, Greensboro. The Anti-Intellectualism of the System of Grading

### **The Development of Intercultural Ideology and Programs in Formal and Informal Educational Settings, 1919-1980 (Symposium – Carnegie I, Conference Level)**

Chair and Discussant: Joy Williamson, Stanford University

Catherine E. Wycoff, University of Wisconsin, La Crosse. Learning To Be a White American: Working-Class Ethnic Youth and Informal Educative Agencies in Chicago, 1919-1939

Katrina Sanders, University of Iowa. "What the schools are doing": Intercultural Education Efforts, 1940-1948

Teresa Garcia, University of Iowa. "A challenge to change": Multicultural Education Programs and Policy Development in Iowa, 1970-1980

### **Current and Former Students, across Race and Ethnicity, Narrate Their Educational Experiences and Life Choices (Symposium – Conference E, Conference Level)**

Carrie Freie, University at Buffalo. Nursing Students and Nurses Reflect on Their Educational Experiences and Life Choices

Catherine Lara Lalonde, University at Buffalo. Academic Excellence and Group Solidarity: Afro-American and Euro-American Women's Experiences at Foster Academy

Daryn C. Peckey, University at Buffalo. "I have potential to do great things": African American and White Students Negotiate Smartness

### **From the Front: Perspectives on Contemporary Battles in Teacher Education Reform (Symposium – Conference A, Conference Level)**

Chair: Karen Graves, Denison University. Forming the Hand that Holds the Chalk, or, A Modest Proposal for a Brass Knuckles Approach to Reform in Teacher Education

Maureen E. McCormack, Eastern Michigan University. Teacher Education and Its Academic War: Theory as Practice vs. Consumerism

Kathleen Murphey, Indiana University-Purdue University, Fort Wayne. Reflections from the Eye of the Storm: Teacher Education Reform—Gains, Losses, and New Opportunities

Douglas McKnight, University of Alabama. NCATE's Disposition of Despair: Invading the Hearts of Teachers

Discussant: Steve Tozer, University of Illinois, Chicago

### **Teaching Strategies for Foundations Courses (Papers – Vandergrift, Conference Level)**

Chair and Discussant: Joseph Watras, University of Dayton

Sonia E. Murrow, Long Island University, Brooklyn. Learning from Recurring Debates in Education: Teacher Education Students Explore Historical Case Studies

Landon E. Beyer, Indiana University. Teaching Philosophy of Education to Prospective Teachers: Theory and Practice One More Time

Erskine S. Dottin, Florida International University. Using a Social Foundations of Education Course To Enhance Effective Thinking and Problem Solving for Pre-Service Teacher Education Candidates

Denise K. Crockett, Furman University. Working the System: Introducing Socio-Cultural Theories as an Avenue to Teachers' Critical Thinking

### **CIES Session: Educational Globalization and Its Critique (Conference B, Conference Level)**

Chair: Sangeeta Kamat, University of Massachusetts, Amherst

Agedew Redie, University of Pittsburgh. Educational Reform without Participation: A Case Study from Ethiopia

Sangeeta Kamat. Subject to Globalization: Understanding the Contradictions of U. S. Education

Laura Dull, State University of New York, New Paltz. "Why is the West so opposed to our development?" The Promotion of Neo-Liberalism and Collaboration in Ghana

Robert Stevenson, University at Buffalo. Globalization and Education Reform: Moving from an Economic to a Sustainable Development Agenda

Antoinette Errante, Ohio State University. "Boys who kill turn us on": Engendered Violence in a Globalizing Age

Discussant: Robert Arno, Indiana University.

### **Towards an Equitable Education: Students "at Risk," Poverty and Equity (Panel – Conference C, Conference Level)**

Chair: John P. Portelli, Ontario Institute for Studies in Education/University of Toronto

Michael Scales, University of British Columbia

Carolyn Shields, University of British Columbia

Mark Edwards, University of British Columbia

Jason Price, Ontario Institute for Studies in Education/University of Toronto

Archana Sharma, Ontario Institute Studies in Education/University of Toronto

Ann Vibert, Mount St. Vincent University  
Trudy Lovell, Mount St. Vincent University

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## **Session II**

### **Friday, November 1, 2002**

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

#### **Money Talks: School Finance Reform (Papers – Conference E, Conference Level)**

Chair and Discussant: Molly O'Brien, University of Akron  
Sue Books, State University of New York, New Paltz. The Worst Schools: When Courts Turn Their Backs  
Linda Symcox, California State University, Long Beach. The Hidden Educational Agenda behind Proposition 13: A Suburban Middle Class Revolt  
Jane Fowler Morse, State University of New York, Geneseo. Wanted: The Political Will To Reform School Funding in the United States  
Barbara Nicholson, Marshall University. Beyond Jefferson: Making the Case for Federal Funding of Public Education

#### **The Art of Conflict Resolution (Alternative, 10:15-11:00 AM – Vandergrift, Conference Level)**

Daniel Kmitta, University of Idaho  
Peggy Fiske, Kendrick High School, Kendrick, Idaho

#### **Pedagogies of Flex and Flux: Apprehending the Post-Critical (Alternative, 11:00-11:45 AM – Vandergrift, Conference Level)**

Deanna Fassett, San Jose State University  
John T. Warren, Bowling Green State University

#### **Nineteenth-Century Constructions of Race and Gender (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: Donald Warren, Indiana University  
Lucy E. Bailey, Ohio State University. White Women Writing White: The Construction of Race in Nineteenth-Century Educational Texts  
Stephen Tomlinson, University of Alabama. The Racial Blue Print of the American Freedmen's Bureau  
Menthia P. Clark, Louisiana State University. Am I My Sister's Keeper? Contributions of the Oblate Sisters of Providence to the Education and Advancement of Colored Girls  
Carl Kalani Beyer, University of Illinois, Chicago. Comparing and Contrasting Female

Education in Hawaii and the United States during the Nineteenth Century

**CASA Session: Insinuating the Social Foundations into Teacher Education  
(Conference C, Conference Level)**

Chair: Sandra Winn Tutwiler, Washburn University

Invited Participants: Erskine Dottin, Jacque Ensign, Enrique Murillo, Jr., Kathleen deMarrais, Michael Katz, Carol Huang, Jamie Lewis, and others

**Putting Foucault to Work in Educational Research (Symposium – Conference A,  
Conference Level)**

Patti Lather, Ohio State University. Foucauldian “Indiscipline” as a Sort of Application:  
Queer(y)ing Research/Policy/Practice

Lisa Weems, Miami University. Un/Fixing the “Fiend”: Using Genealogy and  
Ethnography in Cultural Studies

Dennis Carlson, Miami University. Foucault, Illich, and De-Schooling

**CIES Session: Canon and the Comparative Method: What Can Be Offered to ED  
Schools?  
(Carnegie I, Conference Level)**

Chair: Esther Gottlieb, Ohio State University

David Anderson and Donald Staub, Eastern Michigan University. Maximizing the Impact  
of the Comparative Education Program within the College of Education

Eileen Kraus-Dobratz, University of Pittsburgh. Misunderstanding Other Nations: An  
Epistemological Perspective with Educational Implications

Patricia K. Kubow, Bowling Green State University. Comparative Perspective Taking:  
An Important Skill for American Educators

Esther Gottlieb, Ohio State University. On Becoming “Post-”: Questions of Canon in  
Comparative Education

Discussant: Rolland Paulston, University of Pittsburgh

**Positive and Negative Images of African Americans (Papers – Conference D,  
Conference Level)**

Chair and Discussant: Denise Taliaferro, Colgate University

Ivan E. Watts, Kimberly Lenease King, and Irene Houston, Auburn University. Why Are  
African American Boys Violent? Uncovering Classroom Practices that Would Frustrate  
Any Student

Robert Berry, Old Dominion University. A Portrait of Two Successful African American  
Male Middle School Mathematics Students

Sherick A. Hughes, University of North Carolina, Chapel Hill. Somewhere between  
Mainstream and Homeboy: Positionality and Ethno-Historical Research on Black  
Families

LaVada Taylor Brandon, Purdue University Calumet. "Being": A Black, Urban, Poor Student in the United States Today?

### **Technology and Instruction (Papers – Conference B, Conference Level)**

Chair and Discussant: Harry Smaller, York University

David M. Dees, Gannon University, and Jeff Heinfeldt, Ohio Northern University. "Is that me or my dad teaching the class?" A Foundational and Aesthetic Exploration into a "Live" versus Distance Learning Environment

Thomas J. Fiala, Arkansas State University. Nine/Eleven Online: Teacher Decision Making in an Era of Informational and Curricular Bounty

Jim Dwight and Jim Garrison, Virginia Tech. A Manifesto for Instructional Technology: Hyperpedagogy

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## **Session III Friday, November 1 12:00-1:30 pm**

### **How the Social Foundations Disciplines Do and Should Inform Urban Teacher Education (Panel – Conference A, Conference Level)**

Chair: Lois Weiner, New Jersey City University

Norma E. Gonzalez, University of Utah

Cally L. Waite, Teachers College, Columbia University

Wendy R. Kohli, Fairfield University

Sari Knopp Biklen, Syracuse University

Louis F. Miron, University of Illinois, Urban-Champaign

### **Power, Control, and Change in Public Education (Papers – Vandergrift, Conference Level)**

Chair and Discussant: Kathryn Borman, University of South Florida

J. R. Lawson, Jr., and Christopher Wilson, University of Virginia. The Role of Educational Expertise in School Board Decision-Making: How School Board Members Interpret Education Professionals

Vicki L. Jarrell, Ohio University. Paternalism in the Superintendency: Two Historical Cases

Nona M. Burney and Bernice E. Holloway, Roosevelt University. A Tale of Two Cities: Reality Check on Mayoral Control of Urban School Districts

Jenny Gordon, George Mason University, and Jean Patterson, Wichita State University.

“It’s what we’ve always been doing”: Exploring Tensions between School Culture and Change

**Rethinking Teacher Education: Episodes in Policy History (Symposium – Conference B, Conference Level)**

Chair and Discussant: Joan Burstyn, Syracuse University  
Glenn Lauzon, Indiana University. *Midwestern Land-Grant Colleges and Normal Schools in the Age of Uncertainty, 1865-1890*  
Marlissa Hughes, Indiana University. *Pedagogy versus Content: Historical and Policy Problems in the Preparation of American High School Teachers*  
Richard Stein, Indiana University. *Preparing College Teachers To Teach: When Reform Failed To Happen*

**Contradictions in Patriotism: The Effects of September 11th on Schools and Universities (Symposium – Carnegie I, Conference Level)**

Chair and Discussant: Dianne Smith, University of Missouri, Kansas City  
Stuart McAninch, University of Missouri, Kansas City. *To Restore Ideological Legitimacy to the American Government and Corporation by Discrediting Fundamental Critiques of Institutional Injustice: From The Revisionists Revised to the American Council of Trustees and Alumni*  
Edward Underwood, University of Missouri, Kansas City. *Truth-Telling among African-American Educators Post-September 11th: Contradictions in Patriotism*  
Carolyn J. Thompson, University of Missouri, Kansas City. *Crisis Management: University Responses to the Attacks on September 11th*  
Sue Thompson and Eugene Eubanks, University of Missouri, Kansas City. *Creating Democratic Structures in K-12 Schools: Lessons for Leaders*

**Education in the New Latino Diaspora: Policy and the Politics of Identity (Panel – Conference C, Conference Level)**

Chair: Enrique G. Murillo, Jr., California State University, San Bernardino  
Michael Brunn, University of Colorado, Colorado Springs  
Edmund T. Hamann, Northeast and Islands Regional Educational Laboratory, Brown University  
Bradley Levinson, Indiana University  
Stanton Wortham, University of Pennsylvania  
Discussant: Susana Y. Flores, California State University, Fullerton

**Talking Back to the Backlash against Women and Girls (Panel – Parlor G, Seventeenth Floor)**

Chair: Susan Douglas Franzosa, University of New Hampshire  
Lesley Shore, Ontario Institute for Studies in Education/University of Toronto

Susan Laird, University of Oklahoma

**Amazing Grace: Black Teachers, Spirituality and “Audacious Hope” (Symposium – Conference E, Conference Level)**

Sheryl Conrad Cozart, University of Maryland, College Park  
Gretchen Givens Generett, George Mason University  
Paula Groves, Washington State University

**Social Class and Schooling (Symposium – Conference D, Conference Level)**

Chair: Jane A. Van Galen, University of Washington, Bothell. Teachers and the Work of Class  
Bill Johnston, North Carolina State University. Class as Representation, Identity and Action  
George Noblit, University of North Carolina, Chapel Hill. Critiquing Our Conceptions of Class  
Beth Hatt, University of North Carolina, Chapel Hill. Autoethnography as Class Analysis  
Lois Weis, University at Buffalo. Class Reunion  
Discussant: Kathy Hytten, Southern Illinois University

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**Session IV**  
**Friday, November 1**  
**1:45-3:15 pm**

**Educational Foundations and Cultural Studies: Back to the Future? New Paradigm? Or False Model? (Panel – Conference A, Conference Level)**

Chair: Eugene F. Provenzo, Jr., University of Miami  
Kathy Hytten, Southern Illinois University  
Susan Semel, City College of the City University of New York  
Steve Tozer, University of Illinois, Chicago  
Wayne Urban, Georgia State University

**Beyond the Archives: Using Alternative Sources (Alternative – Vandergrift, Conference Level)**

Dwayne Wright, University of Georgia  
Lisa Merriweather Hunn, University of Georgia  
Laurie Varner, University of Georgia  
Moderators: Kathleen deMarrais and Judith Preissle, University of Georgia



**Off to College: Hopes, Dreams, and Limitations (Papers – Conference E, Conference Level)**

Chair and Discussant: Marybeth Gasman, Georgia State University  
Jennifer Engle, American University. “Generations of Dreams”: Experiences of First-Generation College Students  
Barbara Nicholson and Tammy Johnson, Marshall University. Promise Scholarship: Official Intent vs. Actual Impact of a Merit-Based Financial Aid Program  
Larry Johnson, University of South Florida, St. Petersburg. One Florida: Managing African-American Aspirations

**CIES Session: Education and Reconstruction: National Security and the Public Trust (Parlor G, Seventeenth Floor)**

Chair: Maureen McClure, University of Pittsburgh  
Junghwa Oh, University of Pittsburgh, and Gonzalo Retamal, UNESCO Institute for Education, Hamburg. The Literacy Exchange: Meeting the Challenges of Families and Out-of-School Youth  
Frank Dahl, Creative Associates and RISE Institute, and Emily Vargas-Baron, Ann E. Casey Foundation and RISE Institute. Who’s on First? The Roles of Education, Participation and Transparency in Reconstruction  
Frank Method, GINIE Project, Washington, DC; Maureen McClure, GINIE Project, University of Pittsburgh; and Miki Fukuhara, University of Pittsburgh. Humanitarian Responses in Post-Conflict and Crisis Situations: Six Frameworks for the Implementation of Educational Assistance  
Discussant: Leslie Limage, UNESCO, Paris.

**Getting Reform into Place: Historical Case Studies (Papers – Conference C, Conference Level)**

Chair and Discussant: Karen Graves, Denison University  
Lee J. Hark, University of Virginia. How the West Was Lost: Sectional Conflict, Internal Improvements, and the Battle for Common Schooling in Virginia, 1778-1861  
Kathleen Weiler, Tufts University. Charles Waddell Visits Progressive Schools, 1923  
Joseph Watras, University of Dayton. Can Reformers Change the High School Curriculum? Lessons from the Eight-Year Study, 1932-1940

**Educational Reform: More Rhetoric Than Reality? (Symposium – Conference B, Conference Level)**

Chair and Discussant: Richard Seckinger, University of Pittsburgh  
Don T. Martin, University of Pittsburgh. Examining Select Educational Reforms in Historical Context  
Richard Noftzger, Waynesburg College. The Relationship of Social and Civic Values in Educational Reforms  
Bradshaw Frey, Geneva College. Character Education as Educational Reform:

Communities of Hope and William Holmes McGuffey as an Antidote to William Bennett  
Ralph Phillips, Geneva College. Adult Student Research in the Workplace: Ethical and  
Reform Considerations

Deanna Hill, University of Pittsburgh. Educational Reform in the Philadelphia Public  
Schools: A Case Study

**Breaking Silences on Gender and Sexual Orientation (Papers – Conference D,  
Conference Level)**

Chair and Discussant: Patti Lather, Ohio State University

Anne Kanga, University of Alabama. Re-Thinking Sexual Harassment among High  
School Girls in Kenya: A Feminist Critique

Katherine Babka, University of Georgia. Identity Construction in Female Scholars: One  
Graduate Student's Writing on Identity and Academe

John E. Petrovic, University of Alabama. To Queer the Elementary School: Uncensoring,  
Recensoring, and Exposing (or Not) the Hidden Curriculum

**Teachers and Teacher Educators Reflecting Critically on Their Work (Papers –  
Carnegie I, Conference Level)**

Chair: Isabel Nunez, University of Illinois, Chicago

Raymond A. Horn, Jr., Pennsylvania State University, Harrisburg. Facilitating the  
Development of Teachers as Transformative Intellectuals through Their Development of  
Critical Literacy

Barbara L. Regenspan, State University of New York, Binghamton/Binghamton  
University. "Come on, talk to me so we can see what's goin' on": First Graders Enlighten  
Student Teachers about the Power of the Police, the Emperor and the Dollar

Joy Cowdery, West Liberty State College and West Virginia University. Induction-Year  
Mentors' Self-Perceptions and Reflections on Their Training

Discussant: Bernardo Gallegos, University of Illinois, Chicago

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**Session V**  
**Friday, November 1, 2002**  
**3:30-5:00 pm**

**Getting Critical of Critical Theory (Papers – Conference C, Conference Level)**

Chair and Discussant: George Noblit, University of North Carolina, Chapel Hill

Rick A. Breault, Illinois State University. The Fundamentalist Tendencies of Critical  
Theory

Aaron Schutz, University of Wisconsin, Milwaukee. Not Noticing You Are Oppressed:

An Elite Fear of Postmodern Educational Theory

**Researchers and Critical Educators (RACE): Constructing a Professional Organization in Teacher Education  
(Symposium – Vandergrift, Conference Level)**

Chair and Discussant: Susana Y. Flores, California State University, Fullerton  
Patricia A. Young, Howard University. Leading the Development of a Socially Conscious and Pragmatic Professional Faculty Organization  
Juan Munoz, California State University, Fullerton. No Longer Vulnerable: Using Institutional Structures as an Instrument of Solidarity and Empowerment  
Rosario Jasis, California State University, Fullerton. Faculty of Color, People of Conscience: Negotiating the Strains of Academe through a Professional Faculty Organization

**Revisiting Dewey (Papers – Conference E, Conference Level)**

Chair and Discussant: Douglas Simpson, Texas Technological University  
Greg Seals, College of Staten Island, City University of New York. The Development of Dewey's Thinking on a Science of Education  
Kurt Stemhagen, University of Virginia. Toward a Pragmatic/Contextual Philosophy of Mathematics: Recovering Dewey's Psychology of Number  
John F. Covalleskie, Northern Michigan University. Paley's Paradox: Educating for Democratic Life

**Educational Studies Special Issue Session on Teaching the Social Foundations after 9/11 (Panel – Conference D, Conference Level)**

Chair: Rebecca A. Martusewicz, Eastern Michigan University  
Jaylynne Hutchinson, Ohio University  
Thomas J. Fiala, Arkansas State University  
Andrew N. McKnight, University of North Carolina, Greensboro  
Susan Talburt, Georgia State University  
Andi O'Connor, University of Colorado, Boulder  
Discussant: Mary Bushnell, Queens College, City University of New York

**Charters and Other Choices (Papers – Conference B, Conference Level)**

Chair and Discussant: Alan Sadovnik, Rutgers University, Newark  
Kathleen Knight Abowitz, Miami University. Charter Schools and the Problem of Segregation  
Richard Ognibene, Siena College. Charter Schools and Educational Reform: Lessons Learned at New York State's First Charter School  
Patricia A. Petty, Marshall University. The Children First Academy Program: A Collaborative Study of Racial and Ethnic Achievement Gap Trends  
James P. Valle, Millersville University. Reasons Parents Choose To Homeschool and

Public School Responses: What Can Be Learned?

**The Ballad of Nathan DeRolph: An Original Song about a School Finance Lawsuit  
(Alternative – Carnegie I, Conference Level)**

Thomas V. O'Brien, Ohio State University, Mansfield, and Molly T. O'Brien, University of Akron

**Constructing Gender Roles (Papers – Conference A, Conference Level)**

Chair and Discussant: Lois Weis, University at Buffalo

Michele Kahn, University of Alabama. Women Teachers' Gender Role Constructions of Their Students

Maike Philipsen, Virginia Commonwealth University. The Crisis of Masculinity

Sandra Spickard Prettyman, University of Toledo. Disrupting Masculinities: The Construction of Masculine Identities in an Upper Middle Class School

Elizabeth Hendrix, University of Alabama. The Blame Game: Gender Warfare

**Critical Histories of Teacher Education in North America: Anglophone and Francophone Canada, Mexico, and the United States  
(Symposium – Parlor G, Seventeenth Floor)**

Chair: David Boote, University of Central Florida

Maurice Tardif and Claude Lessard, Université de Montréal. Socio-Historical Analysis of Teacher Education in French Canada, 1836-1994: Teachers' Pedagogical Competence as a Social Challenge

David Boote, Marvin F. Wideen, Simon Fraser University, Jolie Mayer-Smith and

Jessamyn O. Yazon, University of British Columbia. On the History and Future of

Teacher Education in Anglophone Canada: Tradition in the Work of Teacher Educators

Mark B. Ginsburg, Carolina Belacaza, Rocio Fuente, Liora Rapopor, Rodolfo Veg, and

Hugo Zegarra, University of Pittsburgh. Institutional Arrangements and Curricular Goals

of Teacher Education in Mexico, 1821-1994: A Historical Analysis in Global/National

Political Economic Context

Edward Buendia, University of Utah, and Mark B. Ginsburg. Constructing Citizen-

workers in/through Teacher Education in the United States: A Historical Analysis

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**Friday, November 1, 2002**

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

**R. Freeman Butts Lecture**

**William Penn Ballroom, William Penn Level**

**cosponsored by AESA, the History of Education Society, and the**

**University Council for Educational Administration**

**Introduction by Ronald E. Butchart, University of Georgia**

**Historical Contexts for Contemporary Educational Policy  
James D. Anderson, University of Illinois, Urbana-Champaign**

**followed by a reception in the Sternwheeler and Riverboat Rooms, William Penn  
Level,  
cosponsored by AESA and the History of Education Society**

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## **SATURDAY, NOVEMBER 2, 2002**

- Registration: 8:00 am — 4:00 pm, Monongahela Foyer, Seventeenth Floor
- Book Exhibit: 9:00am — 12:00 pm, Allegheny, Seventeenth Floor,  
The Book Exhibit will reopen at 1:00 PM for purchases by graduate students and  
at 1:45 PM for purchases by all others.
- CIES Sessions, 8:30 AM – 5: 45 PM, University of Pittsburgh campus
- Concurrent Sessions, 8:30 AM – 4:30 PM
- AESA Business Meeting: 6:30 — 7:30 pm
- Presidential Address, 5:00 – 6:30 PM, Monongahela, Seventeenth Floor,  
followed immediately by AESA Business Meeting, Monongahela, Seventeenth  
Floor

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### **Session I Saturday, November 2 8:30-10:00 am**

**The Post-Brown South: People Filling Gaps between Law, Tradition and Transition  
(Symposium – Conference A, Conference Level)**

Chair: George Noblit, University of North Carolina, Chapel Hill. The Post-Brown South:  
People Filling Gaps between Law and Tradition

Jim Leloudis, University of North Carolina, Chapel Hill. The Post-Brown South:  
Communities in Transition

Sherick Hughes, University of North Carolina, Chapel Hill. Pedagogy of Educational  
Hope: Black Families Responding to Structural Challenges of Post-Brown Schooling

Discussant: David Levine, University of North Carolina, Chapel Hill

**CASA Session: Workshop on Teaching Social Foundations in Professional Preparation Programs (Alternative – Vandergrift, Conference Level)**

Kathleen deMarrais, University of Georgia

**School Administration: Policy and Practice (Papers – Conference D, Conference Level)**

Chair and Discussant: Bill Armaline, Bowling Green State University  
Joan N. Burstyn and Marilyn Tallerico, Syracuse University. The Role of Administrators in Preventing Violence in Schools: A Study of One Alternative School  
Christopher Dunbar, Jr., Michigan State University, Francisco A. Villarruel, Department of Family Child Ecology, Joyce Piert, Harry Matrone, and Andrew Hahn, Michigan State University. Urban School Leaders and the Implementation of Zero Tolerance Policies: An Examination of Its Implications  
Barbara Nicholson and Drew Ciccarello, Marshall University. Still Shedding Their Rights at the Schoolhouse Gate: Student Dissension in an Environment of Public Fear

**Moral Dimensions of Teaching and Learning (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: Suzanne Rice, University of Kansas  
Michael G. Gunzenhauser, Oklahoma State University. Philosophy in Methodology: Negotiating a Space for Critical Research within a Moral Epistemological Framework  
Jim La Prad, University of Virginia. Community, Conflict and Indifference: The Moral Atmosphere of an American High School  
Mark Malaby, Oklahoma State University. Returning to Eden: Robert Coles and the Ego Ideal in Children's Moral Development  
Michael S. Katz, San Jose State University. Towards Becoming a Moral Teacher: Cultivating Fairness and Trustworthiness in the Moral Sensibility of Teachers

**Schools as Sites of Gender Crossings and Regulation: Problematizing Gender Binaries (Symposium – Conference C, Conference Level)**

Chair and Discussant: Mary Bentley, Ithaca College  
Marc Davidson, University of New Mexico. Gender Profiling, Gender Silence, and Gender Bending: How Some High School Boys Experience Multiple Masculinities  
Hadar Dubowsky, University of New Mexico. Some of Us Were Boys Too: Tomboy Experiences of Gender  
Glenda Aleman, University of California, Los Angeles. Disciplined Bodies: The Regulation of Gay Performances  
Kathryn Herr, University of New Mexico. Cultivating Gender Bending in the Classroom: Boys Crossing Over

**The Advantages and Disadvantages of Online Pedagogy (Symposium – Conference B, Conference Level)**

Chair: Barbara Duncan, University of Illinois, Champaign-Urbana. Online Pedagogy, Play, and Textual Identity

Nicholas Burbules, University of Illinois, Champaign-Urbana, and Thomas A. Callister, Jr., Whitman College. Navigating the Advantages and Disadvantages of Online Pedagogy  
Megan Boler, Virginia Tech. Is a Critical Digital Pedagogy Possible?

Bryan Warnick, University of Illinois, Champaign-Urbana. Machines, Morality, and Metaphors: The Influence of the On-Line Experience

Tim McDonough, University of Illinois, Champaign-Urbana. The Net and Norms

**Why Philosophy of Education Has Disappeared from Undergraduate Teacher Education Programs (and How It Can Be Resurrected)  
(Symposium – Carnegie I, Conference Level)**

Steven P. Jones, Southwest Missouri State University. New Opportunities amidst the Ruins of Educational Philosophy

Thomas Deering, South Dakota State University. The Decline of Philosophy in Teacher Education: Producing a “Profession” without a Foundation

ashimuneze k. heanacho, Central Michigan University. Midwife at the Birth of Meaning in the Social Foundations of Education

Paul Plath, University of Evansville. Did NCATE Kill Philosophy of Education?

**Examining Race and Privilege in the Teaching of Diversity: African American and White Educators Speak Out (Panel – Conference E, Conference Level)**

Chair: Andi O’Conor, University of Colorado, Boulder

Adah Ward Randolph, Ohio University

Najee Muhammad, Ohio University

Jaylynn Hutchinson, Ohio University

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

**Will Multicultural Education Overcome the Hidden Curriculum of Whiteness?  
(Symposium – Conference A, Conference Level)**

Chair: Rodney Hopson, Duquesne University

Michelle Jay, University of North Carolina, Chapel Hill. Multiculturalism in U.S. Education

Darrell Cleveland, Holy Family College. Who Is Multicultural Education for?

Ji-Yeon O. Jo, University of North Carolina, Chapel Hill. Racial Politics in Multicultural

America: Asian American Educational Experiences

Rob Helfenbein, University of North Carolina, Chapel Hill. Troubling Multiculturalism: The New Work Order, Anti-Anti-Essentialism, and a Cultural Studies Approach to Education

Luis Urrieta, Jr., University of North Carolina, Chapel Hill. Racial Hybridity and Latina/o Identity: The Uncritical Historical Amnesia of U.S. Multicultural Education

Janel Hinrichsen, University of Kansas. Entering Schools as Strangers: Intercultural Communication in Multicultural Education

Theodora R. Berry, University of Illinois, Chicago

**A Word to the Absurd: A Provocative, Not Exactly Scholarly but (Hopefully) Humorous Reflection on What Passes for Learned Commentary on Education in the Millennium, and a Call to Action for AESA! (Alternative, 10:15-11:00 AM – Vandergrift, Conference Level)**

Denise R. Knapik, Warren City Schools, Ohio

**Preparing Teachers for Diversity: Listening to the Voices of Urban Teachers (Alternative, 11:00-11:45 AM – Vandergrift, Conference Level)**

Susan Curtin, Youngstown State University

**Black Women Educators: Creating Intellectuals and Making Community (Symposium – Conference D, Conference Level)**

Chair: Kathleen Casey, University of North Carolina, Greensboro. Black Women Educators Transcending Possessive Individualism

Gwendolyn Guy, University of North Carolina, Greensboro. African American Elite Club Women: Their Relationship to Community

Gaetane Jean-Marie, University of Oklahoma. Black Women Administrators: Social Justice Project Rooted in Community

**Responding to Reform: Teaching Under Pressure (Symposium – Conference E, Conference Level)**

Chair and Discussant: Charles Tesconi, American University

Anthony M. English, Indiana University. Voices from the Classroom: Teachers and School Desegregation, 1954-1979

Riad Twal, Indiana University. Institutional Transformation: Teacher Education at a Jesuit University

Ethan Tretkoff, Indiana University. Preaching Cultural Maintenance to Young Assimilationists: Hebrew School Teachers in the Post-World War II Era

**Ethics in Nineteenth and Twentieth-Century Southern Education (Symposium – Conference C, Conference Level)**



Chair: Judith Preissle, University of Georgia  
Kate Babka, Judith Preissle, and Vicky Davion, University of Georgia. Southeastern Undergraduates' Perceptions of Ethical and Moral Instruction in Secondary Schools  
Steve Fairchild, Gwinnett County Public Schools/University of Georgia. Teaching Ethics in a Community of Character  
Kathryn Gray-White, University of Georgia. Chapels, Pedagogies, and the "Proper Dose" of Ethics in the Plantation South, 1845  
Monica D. Knight, Clarke County Public Schools/University of Georgia. Selling Washington but Doing Du Bois: Samuel F. Harris' Vision of the Black Mammy Memorial Institute  
Melanie Pavich-Lindsay, University of Georgia. Retreat: Palimpsest of a Georgia Sea Island Plantation—Art and History, Education and Social Justice

### **Teachers as Researchers (Papers – Conference B, Conference Level)**

Chair and Discussant: Harry Smaller, York University  
Brian McCadden, Rhode Island College. Practitioner-Centered Validity Criteria for Action Research  
Amy Gratch, West Chester University. Conforming or Reforming: School Culture and the Student Teaching Experience  
Darryl A. Pifer, Illinois State University. Diversity, Ethics, and the Self: Teaching Qualitative Research as More than a Method

### **Valuing Graduate Students of Color: A Conversation (Panel – Carnegie I, Conference Level)**

Chair: Marybeth Gasman, Georgia State University  
Cynthia Gerstl-Pepin, University of Vermont  
Karry L. Hathaway, Georgia Perimeter College  
Lisa Rasheed, Georgia State University  
Sibby Anderson Thompkins, Georgia State University

### **Who's Normal? What's the Norm? Studies of Development and Disability (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: Eleanor Hilty, Western Carolina University  
Aimee Howley, Ohio University. Developmentally Appropriate Education for Young Children: The Micro-Politics of the "Norm"  
Paul Neufeld and Michael Foy, Simon Fraser University. Historical Reflections on ADHD: Making Sense for Our Students and Our Selves  
Ronald J. Ferguson, Louisiana Tech University. For the Sighted Only: An Examination of a Policy Intended To Exclude the Blind from Teaching Orientation and Mobility

**Session III**  
**Saturday, November 2**  
**12:00-1:00 pm**

**Becoming Americans: Two Historical Perspectives (Papers – Carnegie I, Conference Level)**

Chair and Discussant: Wayne J. Urban, Georgia State University  
Ann Marie Ryan, University of Illinois. Responding to the Americanization Movement: Chicago's Catholic High Schools, 1910-1930

**Putting “Democracy in Education” into Practice (Papers – Conference A, Conference Level)**

Chair and Discussant: Dennis Carlson, Miami University  
Barbara J. Thayer-Bacon, University of Tennessee. An Exploration of Highlander Folk School as a Radical Democracy  
Greg Seals, College of Staten Island, City University of New York. Mechanisms of Student Participation: Theoretical Description of a Freirean Ideal

**Asian Students in Higher Education (Papers – Conference B, Conference Level)**

Chair and Discussant: John Weidman, University of Pittsburgh  
Huey-li Li, University of Akron. Educating Asians and Asian Americans in the Age of Globalization  
Beth L. Goldstein, University of Kentucky. Finding Home: Chinese Alumni of Malaysian-U.S. Linked Undergraduate Programs

**Cautions on Comparative and International Studies (Papers – Parlor G, Seventeenth Floor)**

Chair and Discussant: Laureen Fregeau, University of South Alabama  
Tracy Stevens, University of Utah. The Western Self versus the Eastern Self: A Researcher's Quandary To Accept or Reject a Master Narrative  
Leanne Disla and John F. Dye, University of North Carolina, Chapel Hill. The Impact of International Education Programs: An Unforeseen Hegemonic Agenda

**Educating School Administrators (Papers – Conference C, Conference Level)**

Chair and Discussant: David Hursh, University of Rochester  
Nirmala Erevells, Natalie Adams, and Rose Mary Newton, University of Alabama. Contexts of Possibility: A Meta-Analysis of Social Justice Discourses in Educational Administration Scholarship  
David J. McGough, State University of New York, Cortland. The Learning Story as Co-Constructive Mediator: On Principal Learning and Organizational Renewal

### **The History of Educational Foundations (Papers – Conference D, Conference Level)**

Chair and Discussant: Steve Tozer, University of Illinois, Chicago

Mary Rose McCarthy, Pace University. The Social Context of Foundations of Education Courses: The Rise and Fall of ED 200F

Denise D. Gibson and Averil McClelland, Kent State University. Three Phases of the Foundations of Education: Review of the Literature and Reactions from Ten Scholars in the Field

### **Caribbean Students and Their Experiences in Cuba and Canada (Papers – Vandergrift, Conference Level)**

Chair and Discussant: Sandy Grande, Connecticut College

Karen S. Vocke, Western Michigan University. Cuba's Commitment to Literacy: Lessons Worth Learning

Brenda J. McMahon and Denise Armstrong, Ontario Institute for Studies in Education /University of Toronto. Racism, Resistance, Resilience: The 3Rs of Educating Caribbean Students within a Multicultural Context

### **Writing and the Academic Disciplines (Papers – Conference E, Conference Level)**

Chair and Discussant: Susan Semel, City College of the City University of New York

Mary Abascal-Hildebrand, University of San Francisco. Ricoeurian Insights on Writing in Determined Genres: Implications for Public Praxis

Cindy Meyer Sabik, Independent Scholar. Disciplinary Conditioning

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## **Session IV**

### **Saturday, November 2**

### **1:15-2:45 pm**

### **Foundations Scholars in Administrative Positions: A Philosophy of Administration? (Panel – Conference A, Conference Level)**

Nona M. Burney, Roosevelt University

c. lynne hannah, Shepherd College

Wendy Kohli, Fairfield University

George Noblit, University of North Carolina, Chapel Hill

Cindy Meyer Sabik, Independent Scholar

Clarence Shelley, University Illinois, Champaign-Urbana

Douglas Simpson, Texas Technological University

Steve Tozer, University of Illinois, Chicago

Carolyn J. White, Northern Arizona University

**Educational Transformation through the Cultural Arts (Alternative – Vandergrift, Conference Level)**

Kathy Farber, Djisovi Eason, Jeannie Ludlow, Halifu Osumare, and Bill Armaline,  
Bowling Green State University  
Harriett Greier and Jan Murphy, East Toledo Junior High, Toledo, Ohio

**Youth Culture and Media (Papers – Conference C, Conference Level)**

Chair and Discussant: Eugene F. Provenzo, Jr., University of Miami  
Jo Victoria Nicholson-Goodman, University of Pittsburgh. Sides Aside, Sublimating the  
“Cult of Cool”: Exploring Transference for Educational Awakening in a Media-  
Colonized Youth Culture  
Brent Allison, University of Georgia. Anime Fans and Perceptions of Japan and Japanese  
Ethnicity: A Review of the Literature  
Lesley Bogad, Rhode Island College. The “Secret Lives” of Youth: Representing Youth  
Representing Themselves  
Laura McQueen, University of North Carolina, Greensboro. Reconstructing Popular  
Culture Using Critical Pedagogy

**9-11 and the Classroom (Papers – Conference E, Conference Level)**

Chair and Discussant: Mark McKenzie, Independent Scholar  
Justen Infinito, Ball State University. True Evil: 9/11 and What We Told the Children  
Robert J. Helfenbein, Jr., University of North Carolina, Chapel Hill. Looking through  
Lenses: Culture in Classrooms, Curriculum, and the Crisis of September 11th  
Eric D. Miller, Kent State University. Teaching Loss, Grief, and Trauma to  
Undergraduates: New Directions and Considerations Following the September 11th  
Tragedy

**What Do We Want To Learn? A Historical Understanding of Black Education  
(Panel – Conference D, Conference Level)**

Chair: Dionne Danna, University of Illinois, Chicago  
James D. Anderson, University of Illinois, Urbana-Champaign  
William Watkins, University of Illinois, Chicago  
Discussant: Christopher Spann, University at Buffalo

**Overcoming Obstacles: Achievement, Curriculum and the Schooling Experiences of  
Girls and Young Women  
(Symposium – Conference B, Conference Level)**

Susan L. Schramm-Pate, University of South Carolina. Improving Achievement and

Access to Higher Education for Rural, Southern, Working Class, Female Adolescents of Color through GEAR UP

Jacque Jacobs, University of South Carolina. Is It Cool To Be Smart at Your School?

Some Effects of Socialization on the Achievement of Girls and Young Women

Dianne Smith, University of Missouri, Kansas City. Examining the Effects of Particular Actions by White Female Teachers toward Urban, African-American Elementary School Girls

Rhonda Baynes Jeffries, University of South Carolina. An Exploration of Literacy and Literature on Girls, Hair and the Curriculum

**The Teaching of Context/The Context of Teaching: The Social Foundations  
Classroom as a Pedagogy of Engagement  
(Panel – Parlor G, Seventeenth Floor)**

Chair: Dan W. Butin, Gettysburg College

Mary Bushnell, Queens College, City University of New York

Jeff Edmundson, Portland State University

Rebecca Martusewicz, Eastern Michigan University

Amy Gratch, West Chester University

Discussant: Kathleen Knight Abowitz, Miami University

**Interrupting Perceptions of Identity among University Students: Opening Spaces to  
Explore Gay Identity, Urbanism, and Whiteness  
(Symposium – Carnegie I, Conference Level)**

Chair: David Cantaffa, University at Buffalo. TV as Text: Catalyzing a Discussion of Gay Identity among Pre-Service Teachers

Ramona Santa Maria, University at Buffalo. Challenging Urban Identities: Expanding the Walls of the College Classroom through Service Learning

Matt Weigand, University at Buffalo. Being White, Feeling White: First-Year College Students and Their White identity

Discussant: Michelle Meyers, University at Buffalo

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**Session V  
Saturday, November 2  
3:00-4:30 pm**

**Social Justice, Identity, and Curriculum: Theorizing the Construction and  
Contestation of Conservative Modernization  
(Symposium – Conference A, Conference Level)**

Chair: Thomas C. Pedroni, University of Wisconsin, Madison, USA. Strange Bedfellows:

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

Joao M. Paraskeva, Universidade do Minho, Portugal. The Politics of the New Right: [An]other Reading over the New Hegemonic Blocs

Julio Emilio Diniz Pereira, Universidade Federal de Minas Gerais, Brasil. How Do Progressive Social Movements Affect the Construction of Critical and Radical Teacher Identity?: The Experience of the Landless Workers' Movement in Brasil

Alvaro M. Hypolito, Universidade Federal de Pelotas, Brasil. Educational Restructuring in Brasil: Teachers and Struggles for Hegemony

### **Issues of Democracy and Authoritarianism in the Performing Arts Classroom (Alternative – Vandergrift, Conference Level)**

Robin Lakes, University of North Texas

Lorenzo Garcia, University of North Texas

Becky Dyer, University of Northern Colorado

### **An Educational Opportunity Program and a Chicano and Native American Cultural Center (Symposium – Conference D, Conference Level)**

Chair and Discussant: Scharron Clayton, University of Northern Iowa

Teresa Garcia, University of Iowa. "Casa, Calli, Wikiabi, Home": Latina/o and Native American Students and the Ongoing Struggle for "Place" at the University of Iowa

Sandi Solis, University of Iowa. The University of Iowa Latino and Native American Cultural Center: A Site for Exploring the Challenges and Possibilities to/for Transformation and Inclusion

Johnnie Sims, University of Iowa. Support Service Programs for Students of Color: Where Are They Now? Where Did They Come From? Where Are They Going?

### **Teachers, Institutional Structure, and Inequality (Papers – Carnegie I, Conference Level)**

Chair and Discussant: Christine E. Murray, State University of New York College at Brockport

Mark McKenzie, Independent Scholar. Good Intentions Are Not Enough: Teacher Quality and Persistent Reproduction of Social Status in Schools

Amadou Niang, University of Utah. Unraveling the Hidden Curriculum of Public Education through a Critical Race Theory Lens

Naomi Norquay, York University. "What can I do for you?" Role Modeling, Teacher Professionalism and Multicultural Education

### **Critiques of Educational Initiatives for African American Youth (Symposium – Conference E, Conference Level)**

Chair and Discussant: P. Rudy Mattai, State University of New York College at Buffalo  
Julia Hall, D'Youville College. Selling Out Youth

Mary Nix-Hollowell, Cincinnati Museum Center. YouthALIVE: Museum Outreach in Cincinnati Public Schools

Margo Coker, University of Alabama, Birmingham. African American Males in a Predominantly White High School

**Ecology, Ethics and Education (Symposium – Conference C, Conference Level)**

Kathryn Ross Wayne, Western Washington University. Homo Nexus: Connected Humans

Natalie Marie Holbrook, Eastern Michigan University. Education for an Ethic of Flourishing

Rebecca Martusewicz, Eastern Michigan University. Toward “Collaborative Intelligence”: Eco-Ethical Perspectives and Community

Jeffrey Edmundson, Portland State University. Ecological Pedagogical Content Knowledge: Routes to Teacher Change

**Skinheads and Soccer Moms: Overcoming Resistance in Educational Foundations Service Courses (Panel – Parlor G, Seventeenth Floor)**

Marvin J. Berlowitz, Nathan Long, Rodney Daniels, Susan Smith, Tanya Delvalle, and Brandy Carey, University of Cincinnati

**Patriotism in the Classroom: The Aftermath of September 11th and the Effects on Children and Schools**

**(Symposium – Conference B, Conference Level)**

Chair and Discussant: Dianne Smith, University of Missouri, Kansas City

Bernard Oliver, University of Missouri, Kansas City. The Assault on Patriotism: Teaching Children to be Resilient

Donna M. Davis, University of Missouri, Kansas City. Educating on the Verge: Patriotism in the Classroom and the Implications for Children

Loyce Caruthers and Larry Gregg, University of Missouri, Kansas City. You’re White and I’m Black: Overcoming the Fear of Difference in the Aftermath of September 11th

Jennifer Jay, University of Missouri, Kansas City. The Pedagogy and Practice of Freedom: Curriculum Changes Post-September 11th

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**Saturday, November 2, 2002**

**5:00 – 6:30 PM**

**Presidential Address  
Monongahela, Seventeenth Floor**

**Introduction by  
Kathleen Knight Abowitz, Miami University**

**Bringing Collaboration Back into Education  
Eric Bredo, University of Virginia**

**followed immediately by**

**AESA Business Meeting  
Monongahela, Seventeenth Floor**

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## **SUNDAY, NOVEMBER 3, 2002**

- AESA Executive Council Meeting, 8:00 – 10:00 AM, Oakmont, First Floor
- Concurrent Sessions, 8:30 AM – 11:45 AM
- CIES Sessions, 9:00 AM – 12:30 PM, University of Pittsburgh campus (see p. 40)

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## **Session I Sunday, November 3, 2002 8:30-10:00 am**

### **A Critical Eye on Media (Papers – Conference A, Conference Level)**

Chair and Discussant: Eleanor Hilty, Western Carolina University

Becky Atkinson, University of Alabama. Hollywood's Female Teachers: Identity and the Body

Lesley Bogad, Rhode Island College. Doing the American Dream: Youth, Individualism and the Production of Privilege

Michael T. Hayes, Washington State University. Race, Patriotism and Emotional Engagement in Student Produced Videos

Paula Groves, Washington State University. Whiteness, Inequality, and the Contradictions of Media: Emotional Imagery and the Representations of Race

### **Still I Rise: Lessons in Prison Pedagogy (Alternative – Vandergrift, Conference Level)**

Allison Anders, Ross Bryan, and Beth Hatt-Echeverria, University of North Carolina, Chapel Hill

Cathryn A. Chappell, University of Akron



**Ethics and Communicative Risk Beyond Safe Spaces: On Privacy, Narrative, and Listening (Panel – Conference E, Conference Level)**

Margaret E. Manson, Ontario Institute for Studies in Education/University of Toronto  
Sharon Todd, York University  
Lisa Farley, Ontario Institute for Studies in Education/University of Toronto

**An Unbroken Chain: Inequality, Standards, High-Stakes Testing, Segregation, Perpetual War, Tyranny. So Now What? (Symposium – Parlor G, Seventeenth Floor)**

Chair: E. Wayne Ross, University of Louisville  
Stephen C. Fleury, Le Moyne College. The Corporate State, the Militarized Society, and Educational Foundations  
Rich Gibson, San Diego State University. Teaching in a Society that Promises Its Children Perpetual War  
Perry Marker, Sonoma State University. Another Brick in the Wall: High-Stakes Testing in Teacher Education—The California Teacher Performance Assessment  
Kevin D. Vinson, University of Arizona, and E. Wayne Ross. Controlling Images: Teaching in the Face of the New Disciplinarity  
Discussant: David W. Hursh, University of Rochester

**Problematizing the Critical: Struggling with Resistance to Educational Foundation's Perspectives (Panel – Conference B, Conference Level)**

Kay Dunlap, Jason Earle, Dawn Harsch, Thomas Kelly, and David Shutkin, John Carroll University  
Mathew Weinstein, Kent State University

**Scaffolding, Translating, and Struggling: The Theoretical Foundations of Inquiry in Post-Paradigm Contexts (Panel – Monongahela, Seventeenth Floor)**

Chair and Discussant: Stacy Otto, Oklahoma State University  
Susana Y. Flores, California State University, Fullerton  
Cynthia I. Gerstl-Pepin, University of Vermont  
Michael G. Gunzenhauser, Oklahoma State University  
Enrique G. Murillo, Jr., California State University, San Bernardino

**Moral Matters: Making the Moral Visible in American Schooling (Panel – Conference C, Conference Level)**

Barbara Stengel, Millersville University  
Alan Tom, University of North Carolina, Chapel Hill  
Landon Beyer, Indiana University

David Hansen, Teachers College, Columbia University  
Dennis Denenberg, Millersville University

**Student Responses to “White Privilege” in Teacher Education (Panel – Conference D, Conference Level)**

John P. Portelli, Ontario Institute for Studies in Education /University of Toronto  
R. Patrick Solomon, York University  
Beverly-Jean Daniel, Ontario Institute for Studies in Education /University of Toronto  
Arlene Campbell, York University

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**Session II**  
**Sunday, November 3, 2002**  
**10:15-11:45 am**

**Thinking Constructively: The Quilting of Diverse Students’ Stories (Symposium – Conference D, Conference Level)**

Chair and Discussant: Barbara Thayer-Bacon, University of Tennessee  
Lucy Kachmarik , University of Tennessee. For Every Child: A Caring School  
Jacquie Noble-Dial and Dorothy Stulberg, University of Tennessee. Our Selves and Our Identities as They Relate to Constructive Thinking  
Adam Renner, University of Tennessee. “Constructive” Pedagogy: Seeking a More Emancipatory Praxis for Our Classrooms

**School Reform in Times like These (Papers – Conference B, Conference Level)**

Chair and Discussant: Christine E. Murray, State University of New York College at Brockport  
Jesse Goodman and Linda Holloway, Indiana University. Understanding the Times in which We Work: Progressive School Reform During the Conservative Restoration  
David Hursh, University of Rochester, and Camille Martina, Rochester City School District/University of Rochester. The Rise of Testing and Accountability and the Decline of Teacher Professionalism and Local Control: A Critical Analysis of the Changing Forms of Governmentality in New York  
Steve Broidy, Wittenberg University. Four Ironies of Accountability  
Alexander Sidorkin, Bowling Green State University. Panopticon of the Second Kind: Self-Reforming during the Era of Excellence

**Looking through “Post” Lenses (Papers – Conference C, Conference Level)**

Chair and Discussant: Michael G. Gunzenhauser, Oklahoma State University

Stacey Elsasser, College of St. Rose. Fruit with Pink Goo and Trail Mix Cookies:  
Embodied Meanings in the School Cafeteria  
Stephanie Lynn, Ohio State University. Exposure: Cultured Identities, Sex, and U.S.  
Education  
Nirmala Erevelles and Robert M. Young, University of Alabama. Reading Curriculum as  
Postcolonial Text: Labor, Desire, and Disability in Gayle Jones' Corregidora

**Voices from the Margins: Childcare Providers in Appalachia (Panel – Conference  
E, Conference Level)**

Linda Spatig, David Holliway, and Kathy Seelinger, Marshall University  
Jennifer Scharf, Bridgewater College  
Diane Wellman, Prevention Resource Center/Charleston, West Virginia

**Moral Leadership: Theoretical and Instrumental Considerations (Panel – Parlor G,  
Seventeenth Floor)**

Nancy J. Smith and Richard Frerichs, Millersville University  
Ellen Griffis, Linda Baylor, Anne Carroll, and Mike Leichliter, Penn Manor School  
District, Pennsylvania

**Preparing Teachers for Working with Diverse Students: Moving beyond Awareness  
to Practice (Symposium – Conference A, Conference Level)**

Chair: Jacque Ensign, Seattle University. Teaching All Those Different Students:  
Learning To Teach in Culturally Relevant Ways  
Jamie Lew, Rutgers University, Newark. Preparing Teachers for Diversity: Race  
Relations Revisited  
Kimberly A. Scott, Hofstra University. My Friend Is Black: The Problems with  
Interracial/Interethnic Associations in Teacher Education  
Joy Moore, University of Cincinnati. Culturally Relevant Mathematics Pedagogy:  
Transforming Theory into Practice, Research, and Beyond  
Discussant: Sandra Tutwiler, Washburn University

**Philosophical Perspectives on Educational Policy (Papers – Vandergrift, Conference  
Level)**

Chair and Discussant: Tania Ramalho, State University of New York, Oswego  
Aziz Talbani, The Next Step, Visalia, California. From Physical to Intellectual: Control  
in Educational Policymaking  
Richard J. Reynolds, Connecticut State University. "Everything old is new again": The  
Evolving World of the Political and Ideological Dimensions of Education  
Haithe Anderson, Bowling Green State University. On the Grammar of Educational  
Policy

Linda O'Neill, Northern Illinois University. Dethroning Dispositions: The Challenge of  
Alain Locke's Values and Imperatives

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### THANKS TO . . .

**AESA Treasurer Huey-li Li and Secretary Sue Ellen Henry, whose year-round work makes our annual meetings possible; the History of Education Society (HES), especially Local Arrangements Coordinator Rob Levin and Program Chair Jim Albisetti; the University Council for Educational Administration (UCEA), especially Program Chair Fran Kochan and Executive Director Michelle Young; the Midwest/Northeast Regional Comparative and International Education Society, especially Mark Ginsburg and David Post; Dean Alan Lesgold of the School of Education, University of Pittsburgh; the Institute for International Studies in Education of the School of Education, University of Pittsburgh; Dean George Uhlig of the College of Education, University of South Alabama, who provided generous financial support; Diane Kerrin, who processed words and spread sheets for hours; Wanda Newman, who helped in countless ways;**

### AND TO . . .

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