

**American Educational Studies Association
2003 Annual Meeting
October 29 - November 2, 2003**

MEXICO CITY 2003! [Sheraton Maria Isabel Hotel and Towers](#)

FUTURE AESA MEETINGS

Kansas City, 2004

Charlottesville, 2005

2003 AESA Conference Program

Please click [here](#) to download the full text of the program in PDF 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. 29, 2003</u>	
<u>Thursday, Oct. 30</u>	<u>Friday, Oct. 31</u>	<u>Saturday, Nov. 1</u>	<u>Sunday, Nov. 2</u>
<ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:30-3:00 pm) • Session IV (3:15-4:45 pm) • Evening Session 	<ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:30-3:00 pm) • Session IV (3:15-4:45 pm) • Evening Session 	<ul style="list-style-type: none"> • Session I (8:30-10:00 am) • Session II (10:15-11:45 am) • Session III (1:30-3:00 pm) • Session IV (3:15-4:45 pm) • Evening Session 	<ul style="list-style-type: none"> • Session I & II (8:30-11:45 am)

2003 General Sessions and Features

<p>OPENING SESSION</p> <p>Wednesday, October 29, 7:00 PM –7:45 PM, Contitucion Total, Second Floor</p> <p>THE SHERATON MARIA ISABEL HOTEL HOSTS A MARGUIRITA/MEXICAN FOOD PARTY</p> <p>Wednesday, October 29, 8:00 PM, the Buganvilias, Third Floor</p>	<p>Thursday, October 30</p> <p>George Kneller Lecture, 5:30-7:00 PM</p> <p>Embajadores, Third Floor</p> <p>Disruption of the Everyday: Introducing a Missing Ethics</p> <p>Lynda Stone, University of North Carolina-Chapel Hill</p> <p>Followed by a reception in the Embajadores, Third Floor</p>
<p>Friday, October 31</p> <p>R. Freeman Butts Lecture, 5:30-7:00 PM</p> <p>Embajadores, Third Floor</p> <p>Privatizing Education in Texas: Neo-Liberalism, Accountability, Latinos and the Market</p> <p>Angela Valenzuela, University of Texas-Austin</p> <p>Followed by a reception in the Embajadores, Third Floor</p>	<p>Saturday, November 1</p> <p>Presidential Address, 5:00-6:30 PM</p> <p>Embajadores, Third Floor</p> <p>Would Marietta Johnson Join AESA? What a Pioneer Progressive Educator Might Think of Our Association</p> <p>Joseph Newman, University of South Alabama</p> <p>Immediately followed by</p> <p>AESA Business Meeting</p> <p>Embajadores, Third Floor</p>
<p>SPECIAL MEETINGS</p> <p>Graduate Students and New Professors-</p>	<p>BOOK EXHIBIT</p> <p>Imperio D, Second Floor</p>

<p>Convened by Denise Taliaferro Saturday, November 1, 8:30-10:00 AM, Terraza, Third Floor</p> <p>Graduate Students Meet with Denise Taliaferro to Discuss Publishing Saturday, November 1, 1:30-3:00 PM, Caza A, Third Floor</p>	<p>Thursday, October 30, 9:00 AM – 5:00 PM Friday, October 31, 9:00 AM – 5:00 PM Saturday, November 1, 9:00 AM – 12:00 PM The Book Exhibit will re- open on Saturday at 1:00 PM for purchases by graduate students and at 1:45 PM for purchases by all others.</p>
<p>Registration</p> <p>Foyer, First Floor</p> <p>Wednesday, October, 29, 5:00 – 7:00 PM Thursday, October 30, 8:00 AM – 4:00 PM Friday, October 31, 8:00 AM – 4:00 PM Saturday, November 1, 8:00 AM – 12:00 PM</p>	<p>AESA Executive Council Meetings</p> <p>First Meeting: Thursday, October 30, 8:00-11:45 AM, Terraza, Third Floor</p> <p>Second Meeting: Sunday, November 2, 7:30-10:00 AM, Terraza, Third Floor</p>
<p>Committee on Academic Standards and Accreditation (CASA)</p> <p>Friday, October 31, 1:30-3:00 PM, Caza A, Third Floor</p>	<p>Council of Social Foundations of Education (CSFE) Business Meeting</p> <p>Friday, October 31, 8:30- 10:00 AM, Terraza, Third Floor</p>
<p>SPECIAL FIELD TRIPS Arranged by Harry Smaller, York University, Toronto</p> <p>Thursday, October 30, 9:30 A.M.-12 Noon: Option of Visiting an Elementary or Secondary School or a Teacher Education Program (Look for Notices at the Registration Desk)</p> <p>Friday, October 31, Time to Be Arranged: Meet with Officials of Local and National Teacher Unions (Look for Notices at the</p>	<p>Educational Foundations Editorial Advisory Board</p> <p>Thursday, October 30, 1:30-3:00 PM, Caza A, Third Floor</p> <p>Educational Studies Editorial Advisory Board</p> <p>Thursday, October 30,</p>

Registration Desk) There will be a \$20/person fee to cover costs for transportation and provide a modest honorarium for institutions visited.	3:15-4:45 PM, Caza A, Third Floor
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Wednesday, October 29, 2003

OPENING SESSION

Wednesday, October 29, 7:00 PM –7:45 PM, Contitucion Total, Second Floor

THE SHERATON MARIA ISABEL HOTEL HOSTS A MARGUIRITA/MEXICAN FOOD PARTY

Wednesday, October 29, 8:00 PM, the Buganvilias, Third Floor

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Thursday, October 30, 2003

Registration, 8:00 AM-4:00 PM, Foyer, First Floor

Book Exhibit, 9:00 AM-5:00 PM, Imperio D, Second Floor

Concurrent Sessions, 8:30 AM-5:00 PM

AESA Executive Council Meeting, 8:00-11:45 AM, Terraza, Second Floor

Educational Foundations Editorial Board Meeting, 1:30-3:00 PM, Caza A

Educational Studies Editorial Board Meeting, 3:15-4:45 PM, Caza A, Third Floor

KNELLER LECTURE, 5:30-7:00 PM, Embajadores, Third Floor

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Session I

Thursday, October 30, 2003

8:30-10:00 am

Standards and Policy Issues (Paper Presentations-Contitucion C, Third Floor)

Chair/Participant: Camille Martina, University of Rochester

Camille Martina, David Hursh, Dina Markowitz, and Kevin Hart, University of

Rochester; Peter Debes, Rochester City School District. Contradictions in Educational Policy: Developing Integrated Problem-Based Curriculum in a High Stakes Environment

Action Research: Constructing a Research Culture in Rural Arkansas (Panel-Imperio C, Second Floor)

Chair/Participant: Bryan McCoy, Southern Arkansas University
Bryan McCoy, Southern Arkansas University
Kathryn Benson, Southern Arkansas University
Kim Bloss, Southern Arkansas University

Compelling Change: The Dynamics of Race and Power in Promoting Institutional Change in Higher Education (Alternative Presentation-Imperio B, Second Floor)

Chair/Participant: Sandy Grande, Connecticut College
Reginald Flood, Connecticut College
Leslie Williams, Connecticut College
Teresa Ammirati, Connecticut College
Tracee Reiser, Connecticut College

Coffee Talk: Negotiating/Disrupting the Hidden Curriculum of Graduate School (Alternative Presentation-Imperio A, Second Floor)

Chair/Participant: Amy Anderson, University of North Carolina at Chapel Hill
Lan Quach, University of North Carolina at Chapel Hill
Sydney Brown, University of North Carolina at Chapel Hill
Beth Hatt-Echeverria, Indiana State University

Lessons in Reform (Paper Presentations-Contitucion B, Second Floor)

Chair: Herman Wallace, WMW, LLC, Kansas City
Barbara L. Nicholson, Marshall University. Misguided Assumptions, Misplaced Trust, Missed Opportunities: The Story of a School Takeover which Failed Everyone
Juan S. Munoz and Vanessa Mineo, California State University, Fullerton.
Examining the Social Construction of "At-Risk": A Comparative Study of Two Alternative Education Programs
Dixie McGinty, Western Carolina University. A Qualitative Study of Jamaican Educators' Attitudes toward Testing

Reflections on Education and Globalization (Paper Presentations-Contitucion A, Second Floor)

Chair: Glorianne Leck, Emeritus, Youngstown State University
Magda Banda, Loyola University-Chicago. Education and Globalization in Mexico: Escuela Marista Miravalles
Robert V. Farrell and Clifton Hamilton, Florida International University.

Creating the “Thinking” Worker for the New World Order: Educational Boom or Bust?

Philosophical Images from Roland Martin and Foucault (Paper Presentations-Colonia, Second Floor)

Chair: Jesse Goodman, Indiana University

Lizbett Simmons, University of California, Berkeley. The Genealogy of School

Discipline: Foucauldian Perspectives on Power

Daniel Mulcahy and Ronnie Casella, Central Connecticut State University.

Caring and the Problem of Violence in the Work of Jane Roland Martin

Deconstructing the Role of Women in Mexican Music: An Historical and Musical Performance Interpretation (Alternative Presentation-Caza B, Second Floor)

Chair/Participant: Leila Flores Duenas, University of New Mexico

Patricia Rosas Lopategui, University of New Mexico

Carol Vigil, University of New Mexico

Ana Guillermina Guiroz-Gibson, University of New Mexico

Rosa Cosme-Ruiz, University of New Mexico

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Session II
Thursday, Oct. 30, 2003
10:15-11:45 am

Black Protest Thought and Education (Panel-Caza C, Third Floor)

Chair/Participant: William Watkins, University of Illinois at Chicago. On Education: A Critique by Black Socialists and Communists

Annette Henry, University of Illinois at Chicago. Black Feminist Thought and Pedagogy: Educational Critiques and Contributions

David Stovall, University of Illinois at Chicago. Critical Race Theory and Protest: Power and Praxis in Education

Dionne Danns, University of Illinois at Chicago. Education and Protest in Chicago

Critical Consciousness through a Critical Constructivist Pedagogy (Panel-Conquista, Second Floor)

Chair: Michael Bentley, University of Tennessee

Stephen C. Fleury, Le Moyne College

Jim Garrison, Virginia Tech

Examining Our “Good Intentions” within Inclusive Education (Symposium-Imperio

B, Second Floor)

Chair: Sofia Villenas, University of Texas-Austin

Discussant: Jo Worthy, University of Texas-Austin

Debora Wisneski, University of Texas-Austin. The Inconsolable Community

Jesse Gainer, University of Texas-Austin. An Inclusive Magnet School?: An Effort to Develop a Space within/against the “Elite Enclave”

Rocio Delgado, University of Texas-Austin. Latino English Language Learners with Disabilities

Kimberley Cuero, University of Texas-Austin. Latino English Language Learners with Disabilities

David Schwarzer, University of Texas-Austin. Monolingual Teachers Fostering Students’ Native Languages: Inclusion/Exclusion Practices

Brent Hasty, University of Texas-Austin. When the Closet Door Hits You in the Face...

Identity Formation, Race, Empowerment (Paper Presentations-Imperio A, Second Floor)

Chair/Participant: Barbara J. Thayer-Bacon, University of Tennessee-Knoxville.
Exploring Democratic Citizenship in a Mexican and a Mexican American School:
Varying Forms of Empowerment

Margy McClain, Oklahoma State University. De-Essentializing Whiteness: Why Defining the Color Line Isn’t Enough

Margaret Longo, Northern Illinois University. White Privilege: Providing Opportunities for Minority Failure in American Education

Kiran Katira, University of New Mexico. The Metamorphosis of Racism: Why We Still Need Antiracist Education

Leslie A. Grinner, Syracuse University. Consuming Blackness: Black Racial Performativity and the Commodification of Black Identities

Perspectives on Race and Racism (Paper Presentations-Contitucion C, Second Floor)

Chair/Participant: Timothy Reagan, University of Connecticut. Islam and Muslims in U.S. Schools: Toward an Articulation of the Needed Knowledge Base

Helen M. Kress, San Jose State University. The War on Racism and Soldiers for Peace?: Theorizing Metaphors of War and Peace across Peace Studies and Critical Whiteness Studies

Stacy Gibbs, University of Georgia. West Indian or American: Dilemmas of the Second-Generation

Debbie Reese, University of Illinois at Urbana-Champaign. Bias and Error in the Representation of Native Americans in the Retelling of Native American Stories

Rethinking Gender and Schooling (Paper Presentations-Contitucion B, Second Floor)

Chair: Loyce Caruthers, University of Missouri-Kansas City
D. G. Mulcahy, Central Connecticut State University. Some Difficulties with the Idea of a Gender-Sensitive Education
Anne Kanga, University of Alabama. Women's Sports and Physicality: What Exactly is Happening?
Amina Humphrey, University of California Los Angeles. Reading Race, Reading Gender: Picture Books about Hair and Skin Color for African American Females and Their Educational Relevancy

Language, Schooling and Policy Implications (Paper Presentations-Contitucion A, Second Floor)

Chair/Participant: Benjamin Baez, Georgia State University. Education Needs and Politics of Excess
David Cassels Johnson, University of Pennsylvania. Creating a Multilingual Educational Language Policy in an English-Only Era: An Ethnographic Study of Language Planning and Policy and Bilingual Education
Linda O'Neill, Northern Illinois University. Off the Paige: "Social Languages" and Educational Policy
Ji-Yeon O. Jo, University of North Carolina at Chapel Hill. The Power of Language or the Language of Power?

Perspectives on Curriculum and Culture in Schools (Paper Presentations-Colonia, Second Floor)

Chair/Participant: Nancy Earnest, University of Alabama
Isabel Nuñez, University of Chicago-Illinois. In the Cage of the National Curriculum
Nancy Earnest, University of Alabama. Teaching along the Last Mile: Alabama Teachers Talk about Using Educational Technology in Technology-Poor Communities
Birgitte Brander, Washington State University. Assessing Cultural and Racial Responsive Biases in Teacher Education
David Williams, Washington State University. The Key to Unlocking Pandora's Cultural Box: Identifying and Measuring the Affects of Racism in the Classroom

THURSDAY, OCTOBER 30—LUNCH BREAK (ON YOUR OWN) 12:00 – 1:15 PM

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Session III
Thursday, October 30, 2003
1:30-3:00 pm

Dewey's Epistemology and Its Promise for Educators (Symposium-Colonia, Second Floor)

Chair: Jim Garrison, Virginia Tech

Discussant: Ameer Adkins, Illinois State University

Donna Adair Breault, Illinois State University. Epistemology, Aesthetics, and Moral Ambiguity: The Disfiguring of the American Hero

Deron Boyles, Georgia State University. Dewey's Epistemology: An Argument for Warranted Assertions, Knowing, and Meaningful Classroom Practice

Greg Seals, SUNY – Staten Island. Dewey's Epistemology: Metaphysical Consideration

Native American Education and the Neglect of Tribal Educational Sovereignty: A Student/Faculty Project (Panel-Caza B, Third Floor)

Chair/Participant: Guy Senese, Northern Arizona University

Samantha Honani, Northern Arizona University

Bobby Robbins, Northern Arizona University

Veldina Roy, Northern Arizona University

Herman Cody, Northern Arizona University

Isabel Harmon, Northern Arizona University

Lucy Lomakema, Northern Arizona University

Noreen Sakiestewa, Executive Director, Department of Education (Hopi Tribe)

Discussant: Corrine Glesne, Boston University

Critical Education and Democracy (Paper Presentations-Contitucion B, Second Floor)

Chair: Gerald Wood, University of Alabama

Kathryn Herr, University of New Mexico, and Gary L. Anderson, California State University at Los Angeles. Violent Youth or Violent Schools? A Critical Incident Analysis of Symbolic Violence

Gerald Wood, University of Alabama. Language and Politics in Paraguay: Bilingual Education and Social Power

Kurt Stemhagen, University of Virginia. Social Justice and Mathematics: The Possibilities of Adopting an Evolutionary Approach

Crossing Discursive Borders: Mojados of the 21st Century, los Buenos, los Malos, y los Feos (Symposium-Imperio A, Second Floor)

Chair/Discussant: Norma Gonzalez, University of Utah

Mary DeLaRosa, University of Utah. Latina High School Students and Language Use

Octavio Pimentel, University of Utah. Pinche Gringo: I Am Not a Terrorist

Richard Garcie, University of Utah. Experiences of First-Year Chicanas/Latinas in Higher Education

Troubling Notions of Teacher Professionalization (Symposium-Imperio C, Second

Floor)

Chair/Discussant: Donald Warren, Indiana University

Barbara J. Thayer-Bacon, University of Tennessee and Charles S. Bacon, Knox County Schools. Teacher Professional: An Oxymoron in the USA?

Douglas McKnight, University of Alabama. The Technization of My Vocation: Teachers' Voices of Despair

Wendy Kohli, Fairfield University. A Critical Exploration of the Ethical Formation of Teachers: Perspectives on Social Justice and Civic Courage for Teacher Education

Huey-li Li, University of Akron. "Social Foundations of Education in Transition?"

Steve Broidy, Wittenberg University. The Professional Educator and a Professional Ethic

Exploring Factors that Guide and Nurture Underrepresented Minorities in Academia (Symposium-Imperio B, Second Floor)

Chair: RoSusan D. Bartee, University of Illinois at Urbana-Champaign

RoSusan Bartee, Yuqin Gong, William Trent, University of Illinois at Urbana-Champaign. Social Capital and the Pursuit of Graduate Studies: Some Preliminary Insights

Lynette Danley, Ra'Quel Shavers, Yuqin Gong, University of Illinois at Urbana-Champaign. SROP Female Participants Navigating the Academic Pipeline: A Focus on Spirituality and Mentoring

Victor Perez, University of Illinois at Urbana-Champaign. Investing in the SROP: Campus Aspirations and Expectations

Danielle Joy Davis, University of Illinois at Urbana-Champaign. The Role of Faculty Mentors in the Early Research Experience

Critical Reflection, Disruption, and Schooling (Paper Presentations-Contitucion C, Second Floor)

Chair: Sandra Spickard Prettyman, University of Akron

Sandra Spickard Prettyman, University of Akron. Disrupting Dominant Discourses of Masculinity – Institutional Attempts to Disrupt and Dislodge Hegemonic Masculinity

Yuejin Xu and Asghar Iran-Nejad, University of Alabama. Using Grounded Instruction to Promote Critical Reflection

Rosario Carrillo, University of Michigan, and Melissa Moreno, University of Utah, Humor Casero Mujerista (Womanist Humor of the Home): A Telling Case of Everyday Pedagogy Refashioning Gender and Class Oppression

Gender and Identity in Education (Paper Presentations-Contitucion A, Second Floor)

Chair: Rhonda Baynes Jeffries, University of South Carolina

James Kaminsky, Auburn University. "Getting Straight": Masculine Identity and Educational Theory and Practice

Karen Higgins and Elizabeth Noll, University of New Mexico. Women in Academia: Constructing Identities as Researchers and Writers
Becky Atkinson, University of Alabama. Of Aprons, Apple Jumpers and Teacher Babes: The Regulation and Abjection of Women Public School Teachers
Subrina Robinson, Southern Illinois University. The Cord that Binds: Theorizing from Our Flesh

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Session IV

Thursday, October 30

3:15-4:45

Politics, Pedagogy, and Resistance (Paper Presentations-Caza B, Third Floor)

Chair: John Petrovic, University of Alabama
Barbara Applebaum, Syracuse University. Agency rather than “Choice”: Bridging the “I” of Complicity with the “I” of Resistance
Mary Abascal-Hildebrand, University of San Francisco. The Promise of a Principled Pedagogy in Personalism and Narrative
Xiang Zhang, John E. Petrovic, University of Alabama. Linguistic Imperialism or Political Resistance?: The Unenviable Position of Chinese Intellectuals
Mary Jean Herzog, Western Carolina University. Come and Listen to a Story...The Long Saga of the Appalachian Hillbilly in Popular Culture

Developing Interview Skills for Social Sciences Research (Symposium-Contitucion B, Second Floor)

Chair: Kathryn Roulston, University of Georgia
Discussant: George Noblit, University of North Carolina at Chapel Hill
Kathleen deMarrais, University of Georgia
Jamie Lewis, University of Georgia
Judith Preissle, University of Georgia
Kakali Bhattacharya, University of Georgia

Teacher Development toward Activism (Paper Presentations-Contitucion A, Second Floor)

Chair: Pamela Konkol, University of Illinois at Chicago
Kim Williams, University of Illinois at Chicago, and Kristi Madda, Northwestern University. A Case for More Locally Tailored Professional Development: Supporting the Needs of Mainstreamed ELL Students

Lisette Sosa, University of La Verne. Neighborhood Based Activism, Movimiento Ideology and Alternative Educational Spaces in the Re/Production of Activist Teachers
Pamela Konkol, University of Illinois at Chicago. A Critical Examination of the Potential of a Professional “Creed” for Educators

Left Behind and Left Out: Deconstructing the “No Child Left Behind” Legislation (Symposium-Imperio A, Second Floor)

Chair/Participant: John George, University of Missouri-Kansas City
Donna M. Davis, University of Missouri-Kansas City
Stuart McAninch, University of Missouri-Kansas City
Sue Carol Thompson, University of Missouri-Kansas City
Loyce Caruthers, University of Missouri-Kansas City
Bernard Oliver, University of Missouri-Kansas City
Edward Smith, University of Missouri-Kansas City
Jennifer Jay, University of Missouri-Kansas City

A Conversation about Being a Woman, an African American, and a Leader in the Academy (Panel-Colonia, Second Floor)

Chair: Rhonda Jeffries, University of South Carolina
Marion Gillis-Olson, Fayetteville State University
M. Collen Jones, University of Nebraska – Lincoln
Mary Grimes, Fayetteville State University

Caught Up Somewhere in between the Talented Tenth and the Miseducated Negro: The Struggle of Radical Black Scholars of Education (Panel-Imperio B, Second Floor)

Chair: Denise Taliaferro Baszille, Miami University (Ohio)
Craig Saddler, Miami University (Ohio)
Carl Robinson, Miami University (Ohio)
Mona Burts-Beatty, Miami University (Ohio)
Kamau Ashanti, Miami University (Ohio)
Alvin Sanders, Miami University (Ohio)

Perspectives on Moral Education (Paper Presentations-Imperio C, Second Floor)

Chair: Herman Wallace, WMW, LLC, Kansas City
Colleen A. Moore, Central Michigan University. Evolutionary Theory, Creation Theories, and Academic Study: Maintaining Separation of Church and State in Public Schools
Dale T. Snauwaert, Adelphi University. Radical Evil and Moral Education
John F. Covaleskie, Northern Michigan University. Whose Side Are You On? Discourse of Moral Education in the Public School Classroom

Teachers Thinking About Change (Paper Presentations-Contitucion C, Second Floor)

Chair:Carolyn J. White, Northern Arizona University

Huei-Hsuan Lin, Syracuse University. Cartography of (Un)Intelligibility: A Migrant Intellectual's Classroom

Amy Anderson, University of North Carolina at Chapel Hill. When Figured Worlds Collide: Teachers as Change Agents

Elizabeth Alvarez, University of Illinois at Chicago. Storytelling in a Predominantly Latino Science Classroom

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Thursday, October 30, 2003 5:30 — 7:00 pm

GEORGE KNELLER LECTURE Embajadores, Third Floor

Introduction by Dianne Smith, University of Missouri-Kansas City

**Disruption of the Everyday: Introducing a Missing Ethics
Lynda Stone, University of North Carolina-Chapel Hill**

Followed by a reception in the Embajadores, Third Floor

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Friday, October 31, 2003

Registration, 8:00 AM-4:00 PM, Foyer, First Floor

Book Exhibit, 9:00 AM-5:00 PM, Imperio D, Second Floor

Concurrent Sessions, 8:30 AM-5:00 PM

Council of Social Foundations of Education (CSFE), 8:30-10:00 AM, Terraza, Third Floor

Committee on Academic Standards and Accreditation (CASA), 1:30-3:00 PM, Caza A, Third Floor

Lynda Stone, An Informal Conversation, 10:15-11:45 AM, Terraza, Third Floor

Session I
Friday, October 31, 2003
8:30-10:00 am

The Mis-Education of Me – Reflections of Suburban White Educators (Panel-Imperio C, Second Floor)

Chair: Cathryn Chappell, University of Akron
Dawn Bellinger, University of Cincinnati
Julie Clemens, Ohio State University
Nathan Long, University of Cincinnati

Transformative Action Research within an Urban School Setting (Panel-Imperio B, Second Floor)

Chair/Participant: LeAnne Campbell, Nazareth College of Rochester
Melanie Buck, Nazareth College of Rochester
Felicia Gilley, Nazareth College of Rochester
Arlene Leach-Bizari, Nazareth College of Rochester

The Chicken or The Egg, Which Comes First: Political Posturing in Education Around Agency and Structure (Symposium-Imperio A, Second Floor)

Chair/Discussant: Audrey Thompson, University of Utah
Charise Pimentel, University of Utah. The Power of Gringolandia: The Borderlands of Multicultural Education
Jane Szucs, University of Utah. Pedagogies of Activism: Sexual Minority Young Adult Activists in Utah
Octavio Pimentel, University of Utah. Fighting Against el Racismo: Unheard Mexicano Historias de Exito
Ruth Trinidad Galvan, University of New Mexico. Mujerista Spiritual Epistemologies of Wholeness

Engaging Students in Examinations of Racism, Sexism and Classism: Our Struggles to Overcome Student Anger, Hostility and Resistance (Symposium-Contitucion C, Second Floor)

Chair: Jennifer Esposito, Millersville University. I Didn't Sign Up for This! Confronting Student Resistance in Educational Foundations

Venus Evans-Winters, University of Illinois, Urbana-Champaign. When the Master is Your Student: Education as White (Male) Property in a Community College Classroom
Cerri Banks and Rachel Gazdick, Syracuse University. I Am The Other: Negotiating Resistance from Students in Underrepresented Groups
Discussant: Huei-Hsuan Lin, Syracuse University

Feminist Thought and Education (Paper Presentations-Contitucion B, Second Floor)

Chair: Kathleen Knight Abowitz, Miami University (Ohio)
Kathleen Knight Abowitz and Kate Rousmaniere, Miami University (Ohio), Margaret Haley as Diva: A Case Study of a Feminist Citizen-Leader
Annette Henry, University of Illinois at Chicago. Black Feminist Thought and Pedagogy: Educational Critiques and Contributions
Sandy Grande, Connecticut College. Indigenous Women, Whitestream Feminism and the Colonialist Project: Contention and Confluence

Politics, Education, and Subjectivity (Paper Presentations-Contitucion A, Second Floor)

Chair: Glorianne Leck, Emeritus, Youngstown State University
Kari Dehli, OISE/University of Toronto. Government by Audit: Re-Making Subjects and Difference in Pubic Schools
Richard J. Reynolds, Eastern Connecticut State University. Indigenous Education, Conceptual Frameworks, and Lessons in the Politics of Education
Jeffrey Milligan, Florida State University, Schooled against Conflict: Postcolonial Education, Islamic Identity and Cultural Integration in a Developing Country

Educational Policy and the Foundations (Paper Presentations-Colonia, Second Floor)

Chair: Terrence O'Connor, The College of New Jersey
Sue Ellen Henry and Katherine Tarca, Bucknell University. Socioeconomic History and Race-Related Educational Policy in a Rural City
Joseph Rayle, State University of New York College at Cortland. Wither Foundations? Adventures in the Development of a Foundations and Social Advocacy Department
Juan Carlos Silas Cassilas and Palermo Gonzalez Figueroa, Universidad Anáhuac. Current Private Higher Education in Mexico: Are We on the Right Track?

Scores Matter in No Child Left Behind (Paper Presentations-Caza B, Third Floor)

Chair: John E. George, University of Missouri-Kansas City
Michael G. Gunzenhauser, Oklahoma State University. Scores Matter: The Philosophical Impact of High-Stakes Testing
Sue Books, SUNY at New Paltz. No Child Left Behind and Other Assaults on the Educational Rights of Poor Children in the U.S.

Mark W. Ellis, University of North Carolina-Chapel Hill. Leaving No Child Behind Yet Allowing None Too Far Ahead: How (In)equity is Ensured through the Science of Measurement and Instruction

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Session II

Friday, October 31, 2003

10:15-11:45 am

Lynda Stone, University of North Carolina at Chapel Hill An Informal Conversation (Terraza, Third Floor)

Is There a Social Foundations Canon? (Panel-Contitucion B, Second Floor)

Chair: Dan Butin, Gettysburg College
Eric Bredo, University of Virginia
Eduardo Duarte, Hofstra University
Wendy Kohli, Fairfield University
Joseph Newman, University of South Alabama
Barbara Thayer-Bacon, University of Tennessee

Responsive Pedagogy (Symposium-Caza C, Third Floor)

Chair/Participant: Christina Jose, Eastern Michigan University. Writing and Storytelling in Mathematics Education: Empowerment for Latino Students
Jeanne Pietig, Eastern Michigan University. Using Creative Drama in the Social Foundations Classroom
J. Joe Bishop, Eastern Michigan University. Attitude Assessment of a Web-Infused Foundations of Education course
Tom Hawley, Dakota State University. Assessment of a Web-Infused Foundations of Education course
Maureen E. McCormack, Eastern Michigan State University. Parables of Schooling and Social Theory

Cultural Hybridity on the Borders of “Civil Rights” Histories: Of American Heroes, Tricksters, Pulp Fictions, Moon Sister Spies, and Dixie (Symposium-Imperio C, Second Floor)

Chair/Participant: Susan L. Schramm-Pate, University of South Carolina. Way Up North and Way Down South: Bifurcation of Dixie as a Cultural Icon
Dennis Carlson, Miami University. The Life of Myth: Of Rosa Parks, Cultural Studies, and Multicultural Education
Mary Hollowell, Cincinnati Museum Center. Confederate Sympathizers on the Border:

Wicked Espionage of the Moon Sisters

Rhonda B. Jeffries, University of South Carolina. On the Other Side of the Border: The Performance Mode of Trickster in Black and White Civil Rights Action

Tammie Powell, University of South Carolina. Good Breeding, Domestication, and Other Paradoxes of Pulp Fiction Gendered Constructs

Adam Renner, Bellarmine University. The Cincinnati Freedom Center: Implications for a More Emancipatory Praxis

Discussant: Suellyn Henke, Albion College

Democracy, Images of Race and Reform (Paper Presentations-Imperio B, Second Floor)

Chair: Edward Smith, University of Missouri-Kansas City

Irma M. Olmedo, University of Illinois-Chicago. The State, the Street and the Home: Latina Mothers in the Crossfire

Gustavo E. Fischman, Laboratório de Políticas Públicas. Educational Reforms in Latin America: In Search of Neoliberalism

LaVada Taylor Brandon, Purdue University-Calumet. Remembering African American Learners: Implications for Education Reform

Ethics in Education: Rethinking Critical Perspectives (Paper Presentations-Imperio A, Second Floor)

Chair: Kari Dehli, OISE/University of Toronto

Michael S. Katz, San Jose State University. Towards Becoming a Moral Teacher: Cultivating Fairness and Trustworthiness in the Moral Sensibilities of Teachers

Huey-li Li, The University of Akron. Rethinking Terrestrial Pedagogy: Nature, Cultures, and Ethics

Rebecca A. Martusewicz, Eastern Michigan University. Anarchism, Ecology, Education: Reading Bakunin toward the Development of Eco-Ethical Consciousness

Nakia S. Pope, University of Virginia. The Teaching of Ethics: Remarks on Ethics and Teacher Preparation

Curriculum and Schooling (Paper Presentations-Contitucion C, Second Floor)

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

Myriam N. Torres and Marie Mercado, New Mexico State University. The Need for Critical Media Literacy in Teacher Education Core Curriculum

Joao Paraskeva, University of Wisconsin at Madison. Struggles and Compromises within the Curriculum Field: The Utter Meaning of the Romantic Critics and the Civil Rights Movement

Marietta Giovannelli, University of Illinois at Chicago. One Student's Experience in Remedial Math Courses

Educational Performances, Institutional Identities, and the Reform Spectacle (Symposium-Colonia, Second Floor)

Chair/Participant: Bernardo Gallegos, University of Illinois at Chicago. Performing Education in Postcolonial Context,
Gary Anderson, California State University at Los Angeles. Performing School Reform in the Age of the Spectacle
Glenda Aleman, University of California Los Angeles. Constructing Gay Performances: Regulating Gay Youth in a “Gay-Friendly” High School
Luis Urrieta, Jr., University of Colorado at Boulder. Performing “Success” and “Successful Performances”: Chicanas and Chicanos “Playing the Game” or “Selling Out” in Education
Discussant: Isabel Nunez, University of Illinois at Chicago

Educating Women for the New Workforce or Preparation for Global Exploitation? The Case of Germany, South Korea, and Brazil (Symposium-Caza B, Third Floor)

Chair/Participant: Patricia A. Carter, Georgia State University. Disincentives to Employment: Family and Educational Policies in Unified Germany
Richard D. Lakes, Georgia State University, Preparation for (In)equality: Women in South Korean Vocational Education
Tania Romalho, State University of New York, Oswego, Defying the Grip of Globalization: Brazilian Women’s Employment and Education for Work

**FRIDAY, OCTOBER 31—LUNCH BREAK (ON YOUR OWN)
12:00-1:15 PM**

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**Session III
Friday, Oct. 31
1:30-3:00 pm**

Teacher Professionalism from Our Indigenous Perspective (Panel-Contitucion B, Second Floor)

Chair/Participant: Carolyne J. White, Northern Arizona University
Beverly Santo, Northern Arizona University
Sheryl Suysunkewa (Hopi), Northern Arizona University
Brenda Shirley (Navajo), Northern Arizona University
Valerie Tsinigine (Navajo), Northern Arizona University
Jerilyn Tsinigine (Navajo), Northern Arizona University

Lorrie Harding (Hopi), Hopi Day School
Ron Nuvayouma (Hopi/Navajo), Cibecue Community School

**Lynching Parties: Theorizing Recent Racial “Incidents” on Two US Campuses
(Panel-Contitucion A, Second Floor)**

Chair: Stacy Otto, Oklahoma State University
Paula Groves, Washington State University
Carolyn Gillman, Washington State University, Vancouver

**My Voice, My Weapon: Enduring the War on Race and Racism in the Ivory Tower
(Symposium-Caza B, Third Floor)**

Chair: Roderic R. Land, University of Illinois Urbana-Champaign
Dahlia Rodriquez, University of Illinois Urbana-Champaign. De (re) constructing
Identity in a Sociology Classroom: A Critical Race Theory Approach
Lynette L. Danley, University of Illinois Urbana-Champaign. Truths about Sojourner.
African American Women and the Professorship: Their Struggles and Their Success on
Negotiating Promotion and Tenure at a Predominantly White Institution
William A. Smith, University of Utah. Enduring Battle Fatigue on the Front Line of
Race: Teaching about Race, Racism, and White Supremacy in African American Studies
at Predominantly White Institutions

**Popular Culture, Language, and Representation (Symposium-Colonia, Second
Floor)**

Chair: Anna Chow, Washington State University
H. Samy Alim, Washington State University. Cultural Combat and Linguistic Supremacy:
“Non-Mainstream” Language Varieties in Schools and Society
DaVina Hoyt, Washington State University. Changing Lives, Changing Directions: Using
Deep Viewing to Critique Film
Anna Chow, Washington State University. Yo! Yao! Critical Pedagogy and the
Construction of the Chinese Identity
Denise Sandy-Sanchez, University of New Mexico. Linking Lives and Literature: An
Invitation for Cultural and Linguistic Validation

**Social Change: Theory, Praxis, and Beliefs (Paper Presentations-Contitucion C,
econd Floor)**

Chair: John E. George, University of Missouri-Kansas City
Enrique G. Murillo, Jr., California State University at San Bernardino, and Susana Y.
Flores, California State University at Fullerton, Toward a Theory of Latino Parents: On
the Praxis and Beliefs of Latino Educators
Ethan Johnson, University of California at Berkeley, Race, Nation and Schooling in an
Afro-Ecuadorian Regio

Body Movements: Pedagogy, Politics and Social Change (Panel-Caza C, Third Floor)

Chair/Participant: Sherry B. Shapiro, Meredith College. and Svi Shapiro, University of North Carolina at Greensboro. Body Movements: Pedagogy, Politics and Social Change
Ken Saltman, DePaul University
Sheila Macrine, St. Joseph's University

Hegemony, Pedagogy, and Critical Inquiry (Paper Presentations-Imperio C, Second Floor)

Chair: Mordechai Gordon, Quinnipiac University
Deron R. Boyles, Georgia State University. Market Logic, Market Discourse: The Role of Business in Subjugating Critical Inquiry
John T. Warren, Bowling Green State University, and Deanna L. Fassett, San Jose State University. Subverting Whiteness: Pedagogy at the Crossroads of Performance, Culture and Politics
John F. Dye, University of North Carolina at Chapel Hill. The Tools for Disruption of Hegemonic Policy and Practice: A Necessary Adjustment to Ethnic Models of Educational Research

Language, Common Purpose, and Social Value (Paper Presentations-Imperio A, Second Floor)

Chair: Richard Quantz, Miami University (Ohio)
John Petrovic, University of Alabama. Re-examining Some Orientations in Language Planning: A Liberal Defense of Language Rights in Education
Charles Howell, Minnesota State University at Moorhead. Community, Common Purpose, and Schooling
Mark Garrison, SUNY at Buffalo. The Nature and Function of Standards: Education, Governance and the Assessment of Social Value

Cultural Politics, Radical Democracy, and Big Ideas (Paper Presentations-Imperio B, Second Floor)

Chair: Terrence O' Connor, The College of New Jersey
Dennis Carlson, Miami University (Ohio). Cosmopolitan Progressivism: Democratic Education and Cultural Politics in a Globalizing Age
Gerald Wood, University of Alabama. Equal Educational Opportunity: From Howe's "Participatory Interpretation to "Radical Democracy"
Ronnie Casella, Central Connecticut State University. Reviving the Sociology of Big Ideas

Session IV
Friday, Oct. 31
3:15-4:45 pm

Can You Walk Away from It? Racial Investments in Critical Race Theory and Whiteness Theory (Panel-Contitucion C, Second Floor)

Chair: Donna Deyhle, University of Utah
Octavio Villalpando, University of Utah
Bryan McKinley Jones Brayboy, University of Utah
Audrey Thompson, University of Utah
Dolores Delgado Bernal, University of Utah

When Social Justice Means the Right to Basic Education: The Impact of a School-University Collaborative on Urban Schooling (Symposium-Contitucion A, Second Floor)

Chair/Participant: Jennifer E. Obidah, University of California Los Angeles
Tracy Buenavista, University of California Los Angeles
Ryan Gildersleeve, University of California Los Angeles
Peter Kim, University of California Los Angeles
Tyson Marsh, University of California Los Angeles

Old Wine in a New Bottle: The Impact of Corporatization on Literacy, Evaluation and Social Education in the 21st Century (Symposium-Colonia, Second Floor)

Chair: Perry Marker, Sonoma State University. The Social Studies: A 20th Century Curriculum in 21st Century America
Martha Rapp Ruddell, Sonoma State University. Literacy and Educational Reform: Where We Are and How We Got Here. An Historical Perspective
Sandra Mathison, University of Louisville. Evaluation in Education: Two Steps Forward, Three Steps Backward. An Examination of a Century of Evaluation in Education
E. Wayne Ross, University of Louisville. The Struggle for Social Justice and Educational Reform American Education
Discussant: Joe Bishop, Eastern Michigan University

The Macro and Micro of (Trans)National Cultural Flow (Symposium-Caza B, Second Floor)

Chair/Discussant: Leila Flores-Dueñas, University of New Mexico
Tracy Stevens, University of Utah. Tibetan Religious Identity and Ethnic Nationalism in Transnational Spaces
Ruth Trinidad Galván, University of New Mexico. Efforts to Globalize from Below: An Analysis of the Work and Visions of a Grassroots Organization and Transnational Community

Melissa Moreno, University of Utah. Young Adults of Mexican Heritage:
Trans(local)national Social Networks and Literacy Practices

Luis Urrieta, University of Colorado, Boulder. "No... I Mean... I Just Realized How
Mean I Had Been to My Father." Figured Worlds, Chicana/o Self-identification and
Personal Re/examination

Historical Perspectives on Power and the Influences on Schooling (Symposium-Caza C, Third Floor)

Chair: Edward Smith, University of Missouri-Kansas City

Nagwa M. Megahed and Mark B. Ginsburg, Ain Shams University and University of
Pittsburgh. Dressing the Teacher in a Turban and/or a Fez: Religious and/or Secular
Institutions for Educating Egyptian Worker-Citizens, 1805-1952

Laureen A. Fregeau and Robert D. Leier, University of South Alabama. International
Educational Achievements of Progressive Pedagogist Marietta Johnson: An Historical
Perspective

Cesar A. Rossatto, The University of Texas at El Paso. From Ambassadors of Oppression
to Liberation: Questioning Oppressors' Legitimization of History and How It Frames the
Future of New Generations

Elise Rockwell, Center for Research and Advanced Studies, Mexico. Reconstructing the
History of In-Service Teacher Training through the Lenses of Current Ethnography: The
Case of the Mexican Post-Revolutionary Reforms (1920-1940)

School Reform and Student Achievement (Paper Presentations-Imperio C, Second Floor)

Chair: Glorianne Leck, Emeritus, Youngstown State University

Tania Ramalho and Barbara Beyerbach, SUNY Oswego. Generating Expectations for
Student Achievement: Theory Meets Practice in an Equity-Based Professional
Development Program

Margaret Sheridan, Connecticut College. Expanding Service Learning Models for
College Students: Community-Based Case Studies of Learning Environments

Eleanor Hilty, Western Carolina University. The North Carolina Example: Standards-
Based Reform and the Lives of Teachers

Intergenerational Conversations: Black Women, Identity, and Schooling (Symposium-Caza A, Third Floor)

Chair/Discussant: DaVina Hoyt, Washington State University

Sheryl Conrad Cozart, University of Maryland, College Park. What Does It Mean to be a
Teacher?: A Closer Look at African American Teachers' Understanding of the Profession

Gretchen Givens Generett, George Mason University. Pass It On: What Segregated
Schools Taught Me about Education

Paula Groves Price, Washington State University. Education, Activism and Social
Responsibility: Narrative of a Black Feminist Educator

**Pedagogies of Action: Reflecting on the Power of Firsthand Community Experience
(Panel-Contitucion B, Second Floor)**

Chair: Kathy Farber, Bowling Green State University
Sara Stafford, Bowling Green State University
Patrick Vrooman, Bowling Green State University
Chris MacDonald, Bowling Green State University
Bill Armaline, Bowling Green State University

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**Friday, Oct. 31, 2003
5:30 - 7:00 pm**

**GENERAL SESSION
5:30-7:00 PM**

**R. FREEMAN BUTTS LECTURE
Embajadores, Third Floor**

Introduction by Bernardo Gallegos, University of Illinois at Chicago

**Privatizing Education in Texas: Neo-Liberalism,
Accountability, Latinos and the Market
Angela Valenzuela, University of Texas-Austin**

Followed by a reception in the Embajadores, Third Floor

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SATURDAY, NOVEMBER 1, 2003

- Registration, 8:00 AM-12:00 PM, Foyer, First Floor
- Book Exhibit, 9:00 AM-12:00 PM, Imperio D, Second Floor
- And at 1:45 PM for purchases by all others
- Concurrent Sessions, 8:30 AM-5:00 PM
- Angela Valenzuela, U.S.-Mexican Students and the Politics of Caring, 10:15-11:45 AM, Terraza, Third Floor
- Graduate Students and New Professors, 8:30-10:00 AM, Terraza, Third Floor
- Graduate Students and Publishing, 1:30-3:00 PM, Caza A, Third Floor
- PRESIDENTIAL ADDRESS, 5:00-6:30 PM, Embajadores, Third Floor

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

**Schools and African American Youth: Historical and Contemporary Perspectives
(Panel-Colonia, Second Floor)**

Chair: Virginia Batchelor, Medaille College
Disussant: Rudy Mattai, Buffalo State College
Julia Hall, D'Youville College
Brad Porilio, D'Youville College
Illana Lane, Medaille College

**Educational Leadership and Schooling in a Social Context (Panel-Contitucion A,
Second Floor)**

Chair/Participant: James Brown, Mars Hill College
Curtis Rogers, South Carolina State Library
Rhonda Jeffries, University of South Carolina

**Two Teacher Education Institutions Grapple with the Challenges of an Overt Social
Justice Focus in Their Work (Symposium-Contitucion B, Second Floor)**

Chair/Participant: Barbara Regespan, Binghampton University
Carol Huang, Sharon Shockley Lee, Southern Illinois University. Creating a Space for
Faculty Dialogue, Reflection and Action in a Social Justice Study Group
Barbara Regespan, Elias Martinez, Deb Walter, Sheehan McHugh, Binghampton
University. Combining Spiritual and Political Discourses to Address Multiple
Contradictions in Social Justice-Focused Education and Teacher Education Programs:
Two Faculty Members and Two Doctoral Students Narrate Our Individual and Collective
Experience
Discussant: Loyce Caruthers, University of Missouri-Kansas City

**Social Movements, Globalization, Subaltern Agency, and Identity Formation in
Education: Theorizing the Construction and Contestation of Conservative
Modernization (Symposium-Contitucion C, Second Floor)**

Chair: Youl-Kwan Sung, University of Wisconsin-Madison. Curriculum
Commodification as a Result of Wrong Analogical Reasoning between Market
Assumptions and School Choice
Thomas C. Pedroni, Utah State University. Strange Bedfellows: African American
Involvement in the Milwaukee Parental Choice Coalition
Joao M. Paraskeva, Universidad do Minho, Portugal. The Politics of the New Right:

[An]other Reading Over the New Hegemonic Blocs

Júlio Emílio Diniz Pereira, Universidade Federal de Minas Gerais, Brasil. The Use of Life History as Methodology for Studying Teacher Identity Construction in the Context of Resistance to Conservative Modernization

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

Discussant: Kenneth M. Zeichner, University of Wisconsin-Madison

In Context and under Constraint: Agency among Latina/Latino Parents and Children (Symposium-Imperio B, Second Floor)

Chair/Discussant: Sofia Villenas, University of Texas at Austin

Gustavo Pérez Carreón, University of Texas at Austin

De hombre a hombre: Authoring Personal Spaces of Educational Engagement

Andrew Sobel, University of Texas at Austin. Latina Mothers and Political Agency: When Power Comes with a Price

Erin Turner, University of Texas at Austin. Critical Mathematical Agency: Improvisation and Resistance within an Urban Middle School Mathematics Classroom

Jo Worthy, University of Texas at Austin. Bilingual Students' Resistance and Submission to Linguistic and Cultural Domination

Alejandra Rodriguez, University of Texas at Austin

Kimberley Cuero, University of Texas at Austin

Leticia Martinez, University of Texas at Austin

Historical Images: Politics, Race, and Public Schools (Paper Presentations-Caza B, Third Floor)

Chair/Participant: Laureen Fregeau, University of South Alabama

John F. Lapham, University of Illinois Chicago. James Harvey Robinson's New History: Winning the Consent of the Masses to the Corporate Industrial State

Laureen A. Fregeau and Robert D. Leier, University of South Alabama

Marietta Johnson's Influence on American Education: An Historical and Contemporary Comparison of Four Organic Schools

Kalani Beyer, Concordia University. The Connection of General Samuel Chapman Armstrong to the Educational System of Hawaii

Joyce M. Lieberman, Northern Illinois University. Politics, Patronage, Unions, and Race: The History of Governance of the Chicago Public Schools 1953-1995

Hopi Teachers for Hopi Schools: Learning to Play Scholarly Jazz (Panel-Imperio C, Second Floor)

Chair/Participant: Bill Buckreis, Northern Arizona University

Phyllis Kelhoyoiuma, Hopi Office of Education

Carolyne White, Northern Arizona University

Joann Wood (Hopi), Northern Arizona University

Samantha Honani (Hopi), Northern Arizona University

Lucy Lomankewa (Hopi), Second Mesa Day School

Decolonizing Pedagogy: Ourstory of/for Rez Schooling (Panel-Imperio A, Second Floor)

Chair/Participant: Noreen Sakiestewa (Hopi), Northern Arizona University
Gloria Harding (Hopi), Northern Arizona University
Isabel Harmon (Tewa), Northern Arizona University
Marsheila Yazzie (Navajo), Northern Arizona University
Bobbie Polacca (Hopi), Northern Arizona University
Cheryl Piestewa (Hopi), Tuba City Boarding School
Wayland Piestewa (Hopi), Tuba City Boarding School
Ester Masayesva (Hopi), Northern Arizona University
Gladys Lomayestewa (Hopi), Hopi Day School

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

Angela Valenzuela, University of Austin at Texas. U.S.-Mexican Students and the Politics of Caring (Terraaza, Third Floor)

Queer Theory in Educational Contexts (Panel-Caza C, Third Floor)

Chair: Lance McCready, Carleton College
Lance McCready, Carleton College. Queering the Marginalization of Black Male Students
Joan Varney, University of Minnesota – Duluth. Improper Pleasures: Discursive Shifts in Queer Research
Heather Sykes, University of Toronto. Queer Bodies in Physical Education
Erika Meinger, Northeastern Illinois University. Querying the Limits of ‘Rights’ Discourses

Alternative Pedagogies for Teaching Educational Foundation (Panel-Caza A, Third Floor)

Chair: Scott B. Waltz, D’Youville College
Ron Lelito, D’Youville College
Hilary Lochte, D’Youville College
Mark Garrison, D’Youville College

Voices Within Educational Contexts: Implications for Educational Reform and Teacher Practice (Symposium-Contitucion A, Second Floor)

Chair: Loyce Caruthers, University of Missouri-Kansas City
Discussant: Gretchen Givens Generett, George Mason University
Mary A. Kayler, George Mason University
Kristin Legore, George Mason University
Sara Mulder, George Mason University
Stacy Brasfield, George Mason University
Gladys Sossa-Schwartz, George Mason University

Eco-Justice Pedagogy: Making It Real (Symposium-Contitucion B, Second Floor)

Chair/Participant: Cheryl T. Desmond, Millersville University
Charlotte Silverstein, School District of Lancaster
Erika Gonzalez Martinez, Instituto de Investigaciones Ecologicas
Marta Benvides, Institute for Co-Operation amongst Peoples
Anne L. Goeke, Earthrights Institute

Philosophical Reflections on Dewey, Whitman, and Heidegger (Paper Presentations-Contitucion C, Second Floor)

Chair: Richard Quantz, Miami University (Ohio)
Dawn Riley, Southern Illinois University. Heidegger Teaching—Reawakening Sensitivity
Elaine J. O’Quinn, Appalachian State University and Jim Garrison, Virginia Tech. Reflections on Whitman, Dewey, and Educational Reform: Reclaiming “Democratic Vistas”
Douglas J. Simpson, Texas Tech University. John Dewey’s Theory of the Past, Present, and Future in the Curriculum

School Vouchers and Charter Schools (Paper Presentations-Imperio A, Second Floor)

Chair: Bernard Oliver, University of Missouri-Kansas City
Richard Ognibene and Kenneth Paulli, Siena College. For Better or Worse, For Richer or Poorer: Choosing the Company or the Community as a Charter School Partner
Jeffrey W. Wimer and Debra S. Vredenburg, Millersville University. When Ideology Sabotages the Truth: The Politics of Privately-Funded Educational Vouchers in One Urban School District

Multiculturalism, Race, and the Social Construction of Knowledge (Paper Presentations-Imperio B, Second Floor)

Chair: Terrence O’Connor, The College of New Jersey
Thomas O’Brien, Ohio State University at Mansfield. A View of Negro Education, Schooling and Culture from an African American Educator in the Deep South in the

Early Twentieth Century

Daniel Perlstein, University of California, Berkeley. White Flight: Multiculturalism and the Retreat from Liberalism

William Thomas, University of Pittsburgh. Images of Race and Ethnicity in School Textbooks: The Sociology of Knowledge Production and Transmission

Contradictions in Educational Discourse and Praxis (Paper Presentations-Imperio C, Second Floor)

Chair: Dianne Smith, University of Missouri-Kansas City

Jesse Goodman, Indiana University. Keeping Progressive Educational Discourse Alive during Conservative Times: Harmony Education Center and the National School Reform Faculty

Mordechai Gordon, Quinnipiac University. How Do I Apply This to My Classroom?: Relating Theory and Practice

Leslie Martino, Teachers College, Columbia University. Networks in New York—Boosts and Barriers to the Educational Success of Mexican-Origin Youth

**SATURDAY, NOVEMBER 1—LUNCH BREAK (ON YOUR OWN)
12:00-1:15 PM**

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**Session III
Saturday, November 1
1:30-3:00 pm**

Fear, Power, and Gender in Fieldwork (Symposium-Imperio B, Second Floor)

Chair/Participant: Norma Gonzalez, University of Utah

Margy McClain, Oklahoma State University. Fear, Power and Gender: The Stories of Newcomer Mexican Immigrant Mothers

Sibongile Mtshali-Dlamini, Oklahoma State University. Fear, Power and Gender: Studying HIV/AIDS in Swaziland

Discussant: Layla Lopez Musalem, Colegio de Bachilleres del Estado de Oaxaca, Mexico

No Child Left Behind (NCLB): Reading Between the Lines (Panel-Imperio C, Second Floor)

Chair: Ed Buendia, University of Utah

Kathleen Spencer-Christy, University of Utah

Maxine Margaritas, University of Utah

Bobbie Kirby, University of Utah

Brad Hunt, University of Utah

**The Right to Educate and the Will to Display from U.S. Schools to State Prisons
(Panel-Caza B, Third Floor)**

Chair: Allison Anders, University of North Carolina at Chapel Hill
Ross Bryan, University of North Carolina at Chapel Hill
Beth Hatt-Echeverria, Indiana State University
Luis Urrieta, University of Colorado at Boulder

**Counterpoint Trio: Rhythms of Leadership (Alternative Presentation-Caza C,
Third Floor)**

Chair/Discussant: Dawn Riley, Southern Illinois University, Edwardsville
Dorothy James, Principal, Orchestrating a Day: The Rhythm of Leadership
Margaret Andrews, Illinois State University. Out of Step: Dancing across the Boundaries
Sharon Shockley Lee, Southern Illinois University, Edwardsville. Different Drummers:
Ethical, Feminist, and Postmodern Rhythms of Leadership

**Collard Greens, Cornrows and Curricular Feminisms (Alternative Presentation,
Imperio A, Second Floor)**

Chair: Denise Taliaferro Baszile, Miami University (Ohio)
Theodora Regina Berry, University of Illinois, Chicago
LaVada Taylor Brandon, Purdue University, Calumet
Nichole Guillory, Louisiana State University
Tayari Kwa Salaam, Louisiana State University

**Accelerated Learning and Culturally Responsive Teaching: A Comprehensive
Approach to School Restructuring (Symposium-Colonia, Second Floor)**

Chair: Bill Armaline, Bowling Green State University. Context-Based Professional
Development for Teachers and Administrators
Kathy Farber, Bowling Green University. Creating Partnerships through Democracy:
Scholarship, Ethics and Practice
Joe Kretovics, Western Michigan University. Restructuring Schools: The Power of
Smaller Learning Communities

**The Pedagogy of Place: Towards Cultural and Ecological Sustainability in Science
Education (Symposium-Contitucion A, Second Floor)**

Chair: Carol B. Brandt, University of New Mexico. Epistemology and School Science
Identities at a University in the Arid Southwest
Discussant: Lorie Hammond, California State University at Sacramento
Pauline Chinn, University of Hawaii at Manoa. A Hawaiian Sense of Place
Richard Frazier, Central Missouri State University. Paradox and Contrivance, Irony and
Insight: Developing a Sense of Place in Seventh Grade Science in a Strange Land

Sharon Nichols, University of Alabama, and Deborah J. Tippins, University of Georgia.
Cultivating Community-Based Science Education through Use of “Memory-Banking”

Embodied Philosophies: Disability, Difference and the Disruptive Body of Politic in Education (Symposium-Contitucion B, Second Floor)

Chair/Discussant: Nirmala Erelles, University of Alabama

Dymaneke Mitchell, University of Alabama. The (Dis)Empowerment of (Disabled) Voices

Samantha Briggs, University of Alabama. The Pregnant (Student) Body: (Dis)abling Silences in Academia

Elizabeth Hendrix, University of Alabama. Panoptic Pedagogy, Power, and the Norm: (Disability) Disrupting Dance Education

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Session IV
Saturday, November 1
3:15-4:45 p

My Home, My Self, My Family: Interrogating Girlhood, Empowerment, and Agency (Symposium-Contitucion C, Second Floor)

Chair/Discussant: Denise Taliaferro Baszile, Miami University (Ohio)

Kat Cochrane-Yamaguchi, Miami University (Ohio). Pre-Adolescent Urban Girls and Participatory Ethnography

Amanda Luke, Miami University (Ohio). Pre-Adolescent Urban Girls and Participatory Ethnography

Michelle Langlois Wagner, Miami University (Ohio). Ophelia as a Riot Girl: Deconstructing the Myth of the Authentic Self and Empowering Adolescent Girls to Save Themselves

Lisa Weems, Miami University (Ohio). Cutting Down the Family Tree: An Intervention of Scientism and “Identity”

Professionalization of Teachers: Discoursed and (Other) Realities (Symposium-Imperio C, Second Floor)

Chair: Ron Butchart, University of Georgia

John Covaleskie, Northern Michigan University. Professionalism and the Moral and Ethical Dimensions of Teaching

Harry Smaller, York University. Professionalism and the Neo-Liberal State: The Case of Ontario Teachers

Lisa L. Zagumny, Tennessee Technological University. Social Foundations and the Professional Standards Movement

**Examining Critical Sociological Approaches to the Study of Urban Education
(Panel-Imperio A, Second Floor)**

Chair/Participant: Marvin Lynn, University of Maryland
Dee Williams, University of Maryland
Grace Benigno, University of Maryland

**The Politics of Accountability: A Case Study of a “Listed” Urban Elementary
School (Panel-Imperio B, Second)**

Chair: Anna Gonzalez James, Principal, Edgerton Elementary School
Delia Champitazi Foye, Basic Skills Coordinator, New London Public Schools
Corrinne McOmber, Teacher, New London Public Schools
Maria A. Pukas, Bilingual Education Supervisor, New London Public Schools
Michael James, Professor, Connecticut College

**10 Years after NAFTA: Mexican Migration, Transnational Motherhood and
Community Building in the Midwest (Alternative Presentation-Caza B, Third Floor)**

Director: Maria Isabel Silva, University of Illinois at Urbana-Champaign
Producer: Carol Huang, Southern Illinois University at Edwardsville

**Recognition in the Structure of Schooling and the Formation of Identity
(Symposium-Caza C, Third Floor)**

Chair: Faye Hicks Townes, Stephen F. Austin State University
Discussant: Patrick Jenlink, Stephen F. Austin State University
Julia Ballenger, Stephen F. Austin State University. Administrator to Parent Recognition
– Treat Me with Respect and Dignity
John Leonard, Stephen F. Austin State University. Value-Added Teachers
Karen Mayo and Pat Watson, Stephen F. Austin State University. Establishing
Leadership Identity for Master Teachers
Faye Hicks Townes, Stephen F. Austin State University. Who Am I in This Place?
Fred Zachary, Stephen F. Austin State University. Positioning Superintendents for
Success

**Contemporary Visions For Critical Pedagogy (Symposium, Contitucion A, Second
Floor)**

Chair/Discussant: Ameer Adkins, Illinois State University
John T. Warren, Bowling Green State University. Critical Performative Pedagogy:
Bringing Critique to Method
Kathy Hytten, Southern Illinois University. Critical Pedagogy, Eco-Justice and
Globalization
Deanna Fassett, San Jose State University. Living inside Conflict: Critical

Multiculturalism and Radical Pedagogy for the New Millennium

Kristen P. Treinen, Minnesota State University. Moving from Teaching Assistant to Director of the Teaching Assistants: The Challenge of Introducing Critical Pedagogical Perspectives

Shelly Robertson, Southern Illinois University. From More Sides Now. . .The Rubik's Cube and Other Metaphors that Speak to Conundrums of Critical Pedagogy in Praxis

Amee Adkins, Illinois State University. Humanization through Creativity: Critical Pedagogy and Its Implications for Freire's Pedagogy of the Oppressed

Teacher Professionalism and the Social Foundations Classroom (Symposium-Colonia, Second Floor)

Chair: Ronald E. Butchart, University of Georgia

Denise Crockett, Furman University. Jumping Fences: Overcoming Obstacles to Teacher Professionalism

Mary Bushnell, Queens College. Aesthetic Professionalism

Ashimuneze Heanacho, Central Michigan University. Geography of Knowledge: Does Group-Cosmology Construct Conceptions of Teaching, Learning, and Professionalism in the Foundations of Education?

Thomas E. Deering, South Dakota State University and Stephen P. Jones, Southwest Missouri State University. Is There a Role for the Foundations in the Professionalization of Teachers?

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Saturday, November 1, 2003

5:00 – 6:30 PM

**PRESIDENTIAL ADDRESS
Embajadores, Third Floor**

Introduction by Kate Rousmaniere, Miami University (Ohio)

**Would Marietta Johnson Join AESA? What a Pioneer Progressive Educator
Might Think of Our Association
Joseph Newman, University of South Alabama**

**Followed immediately by
AESA Business Meeting**

SUNDAY, NOVEMBER 2, 2003

- AESA Executive Council Meeting, 7:30-10:00 AM, Terraza, Third Floor
Concurrent Sessions, 8:30-11:45 AM

Session I Sunday, November 2, 2003 8:30-10:00 am

The Graduate Journey: At the Crossroads of Perception and Reality (Panel- Contitucion A, Second Floor)

Chair: Steve Tozer, University of Illinois at Chicago
Erika Buhring, University of Illinois at Chicago
Nikoleta Christodoulou, University of Illinois at Chicago
Laurence Hadjas, University of Illinois at Chicago
Pamela Konkol, University of Illinois at Chicago

Who I Am and What I Do: Autobiography and Research (Alternative Presentation- Constitucion B, Second Floor)

Theodorea Regina Berry, University of Illinois at Chicago

Living Two Lives: The Oral Educational Autobiography of an African-American Trying to Break through the Glass Ceiling of Education (Alternative Presentation- Caza A, Third Floor)

DaVina Hoyt, Washington State University

From Addressee to Superaddressee: The Essential Pedagogical Relationship (Alternative Presentation-Imperio A, Second Floor)

Lyudmila Bryzzheva, Adelphi University

The Hidden Transcript of Colorblindness under the Discourse of Care in Teacher Education and Administrator Preparation Programs (Symposium-Imperio B, Second Floor)

Chair: Jenny Gordon, George Mason University. Programmatic Complicity: Perpetuating

Colorblind Theories of Education

Jean Patterson, Wichita State University. Exposing the Ideology of Colorblindness in an Administrator Preparation Program

Paula Groves Price, Washington State University. Deconstructing Colorblindness in an Elementary Education Undergraduate Program

Discussant: Gretchen Givens Generett, George Mason University

From Deficient to Success: Normalizing “Academic Success” and Gatekeeping Structures in U.S. Schooling (Symposium-Imperio C, Second Floor)

Chair: Bayinaah R. Jones, University of North Carolina at Chapel Hill. Cross-Dressing: African American Performances of Academic Success

Luis Urrieta, University of Colorado, Boulder. Contradiction and Disconnections: Academic and Ethnic/Cultural Identity in the K-12 Experiences of Chicana/o Educators

Allison Anders, University of North Carolina at Chapel Hill. Trans/Gendering and Heterosexism in U.S. Schools: Queering Mandates of Success

Discussant: Ji Yeon O. Jo, University of North Carolina at Chapel Hill

Embodied Pedagogies: Disability, Difference and the Disruptive Body Politic in Education – Part II (Symposium-Caza B, Third Floor)

Chair/Discussant: Nirmala Erevelles, University of Alabama

Roland Mitchell, University of Alabama. “Past Lives in the Present”: Teachers as Embodied Pedagogues

Robert Anderson, University of Alabama. Interrogating the Ties that Bind: Theological Education Encounters the Disabled Body

Mary Burke Givens, University of Alabama. The Means of Correct Training: Special Education, Public Policy, and School Desegregation

Anne Kanga, University of Alabama. “I want a paper and pencil! I want to write like sister Umi!” Dispelling the Myths that Disability Limits Insights and Productivity

Session II
Sunday, November 2, 2003
10:15-11:45 am

Meta-Travel: Critical Reflection on an American Graduate School of Education’s Study Tour to China (Panel-Caza C, Third Floor)

Chair: Sonya Gwak, University of Pennsylvania

Kara Jackson, University of Pennsylvania

Joy Lesnick, University of Pennsylvania

Stacy Olitsky, University of Pennsylvania
Jennifer Riggan, University of Pennsylvania

Testimony as a Teaching Tool: Challenging Racism in California Multicultural Foundations Classes (Alternative Presentation-Contitucion A, Second Floor)

Roberta Ahlquist, San Jose State University
Helen M. Kress, San Jose State University

What's All the Fuss About? Critical Activities to Foster Culturally Responsive Teachers (Alternative Presentation-Contitucion B, Second Floor)

Birgitte Brander, Washington State University
DaVina J. Hoyt, Washington State University

The Spatialization of School Pedagogies (Symposium-Caza A, Third Floor)

Chair/Discussant: Frank Margonis, University of Utah
Edward Buendia, University of Utah
Matt Bradley, University of Utah
Shuaib James Meacham, University of Delaware

Performing Identity within/against a Normalizing Community: Discipline, Regulation, and Resistance in Youth Spaces (Symposium-Contitucion C, Second Floor)

Chair/Participant: Christopher Kelly, Rhode Island College. Hands Up, Mouths Closed: Discipline Dynamics in the Socializing Spaces of Urban Schools
Cerri Banks, Syracuse University. Let me tell you who I am! The Regulating of Identities of Black Girls at Predominately White Schools
Jennifer Esposito, Millersville University. Rules, Resistance, and Femininity: Learning the Body on a College Campus
Kristen Luschen, Hampshire College. Disembodied Knowledge: Gender, Race, and the Struggle for the Sexualized Identities Among American High School Girls
Lesley Bogad, Rhode Island College. Disembodied Knowledge: Gender, Race, and the Struggle for the Sexualized Identities Among American High School Girls

Exploring the Voices of Children (Paper Presentations-Imperio B, Second Floor)

Chair: Jennifer Engle, American University. The Experiences of Urban Students Attending a Public, College Preparatory Boarding School
Mary Ellen Edwards, Dagmar Morales, and Patrick McGuire, University of Toledo. Important Student and Teacher Factors When Examining Socio-Cultural Educational Issues for Hispanic/Latino Students: A Study of Hispanic/Latino Students in the Toledo Public Schools

Jamie Lew, Rutgers University. *Becoming American: Children of Asian Indian Immigrants in Urban Context*