

Love, Labor, and Learning Under the Gun: Education Writ Large with Visionary Pragmatism



American Educational Studies Association
Grand Hyatt Hotel, Seattle, Washington November 2-6 2016

INFORMATION FOR AESA 2016 PARTICIPANTS

ALL AESA SESSIONS MUST TAKE PLACE ONSITE at the conference hotels, in locations appointed by this program.

THIS PROGRAM HAS BEEN PUBLISHED IN THREE FORMATS: print, pdf, and app.

The **pdf** version of the program is the only complete program document, but it will not be updated throughout the conference.

The **print** and **app** versions of the program will communicate ONLY the program schedule.

The **app** version of the program is the only program document that will be updated with schedule changes.

Use the **pdf** version of the program:

- (1) for large-print,
- (2) for information about
 - (a) AESA's organization and
 - (b) all distinguished and invited speakers and
 - (c) all SIG conference programs, and
- (3) for documentation of AESA service.

Use the **app** version of the program schedule

- (1) to find out about relocated and rescheduled sessions and
- (2) to find out which sessions will be translated into ASL.

SPECIAL THANKS

To Pamela Konkol (Concordia University-Chicago) for producing the print version.

To Tiffany Williams (Miami University of Ohio) for producing the app version.

CONFERENCE THEME

Love, Labor, and Learning Under the Gun: A Celebration of Education Writ Large with Visionary Pragmatism

Trigger Warning: *Under the gun* is a figure of speech—signifying what it feels like to be under pressure to solve a problem. It can name any situation of love, labor, and learning somehow stressed by Second Amendment militancy and murderous white supremacy across the U.S.; xenophobic walls, border patrols, occupations, and deportations; fundamentalist terrorism and mercenary militarism; worldwide violence of every kind against diverse LGBTQ people and other women and children; toxic water, air, and land; climate crisis; speciesism—as well as union-busting, tenure abolition, program cuts and shutdowns, high-stakes testing, surveillance, harassment and micro-aggressions, school-to-prison pipelines, and forceful privatization of public education at every level.

For young people and their educators, the challenges of loving, laboring, and learning to live under the gun are at once personal and political. No matter whom the U.S. elects as its next President, ironically amid ongoing international centennial celebration of John Dewey's *Democracy and Education*, the interdisciplinary educational studies community will continue to meet under-the-gun challenges as labors of love and as labors for learning—disarming labors both practical and intellectual. They demand critical historical consciousness as well as nuanced intersectional understanding of education's practical complexities and conceptual problems in changing cultural contexts. They call upon educators' imaginative capacities for ethical leadership, civil action, curricular and pedagogical artistry for peace and justice.

2016 Conference sessions reflect “the creative tension between vision and pragmatism” that Patricia Hill Collins in *Another Kind of Public Education* has called “visionary pragmatism,” as well as what Jane Roland Martin has called “education writ large,” which exceeds school and campus boundaries to include encounters between individuals and cultures that change one another for worse or for better. Note a new type of session this year—action meetings—for organizing leadership strategies to resist, disarm, and transform domination under the gun. Presenters in all sessions are encouraged to investigate past educational and cultural creativity living under the gun, to describe and analyze both under-the-gun contexts and loving educational environments. We have also welcomed conceptual inquiry that analyzes and reframes ethical connections among love, labor, and learning.

WHO WE ARE

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

AESA OFFICERS

Past President, Yolanda (Jolie) Medina, Borough of Manhattan Community College / City University of New York
President, Denise Taliaferro-Baszile, Miami University
President-Elect/Program Chair, Susan Laird, University of Oklahoma
Vice President, Hilton Kelly, Davidson College
Secretary, Pamela J. Konkol, Concordia University Chicago
Treasurer, Sandra Spickard Prettyman

AESA EXECUTIVE COUNCIL

Sherick Hughes, University of North Carolina, Chapel Hill (2018)
Richard Kahn, Antioch University Los Angeles (2018)
Pamela Konkol, Concordia University, Chicago (2017)
Daniella Cook, University of South Carolina (2016)
Theodore Berry, University of Texas at San Antonio (2016)
Michael Jennings, University of Texas, San Antonio (2017)
Cheryl Matias, University of Colorado, Denver (2017)
Kurt Stemhagen, Virginia Commonwealth University (2016)

AESA STAFF

Educational Studies Journal Editors-in-chief
Roland Sintos Coloma, Northern Kentucky University
Stephanie Curley, Manchester Metropolitan University, United Kingdom
Jeong-eun Rhee, Long Island University-Post, New York
Binaya Subedi, The Ohio State University
Sharon Subreenduth, Bowling Green State University, Ohio

Co-historians

Patricia Carter, Georgia State University
Rick Lakes, Georgia State University

Communications Director

Jennifer Stoops, Graduate Center, City University of New York

Treasurer and Convention Site Coordinator

Sandra Spickard Prettyman

Book Exhibit Co-Coordinators

Julie Carter, D'Youville College

Hilary Lochte, D'Youville College

Critics Choice Book Award Chair

Jason Goulah, DePaul University

Committee for Academic Standards and Accreditation (CASA) Chair

Amy Swain, University of North Carolina at Chapel Hill

CONFERENCE CONTRIBUTORS

Executive Assistants to the Program Chair

Julie Davis, University of Oklahoma

Stefanie Heinrich, University of Oklahoma

Maura Mollet-Hobbs, University of Oklahoma

Cover Design

Julie M. Davis, University of Oklahoma

Cover Photograph/Metonymy

Susan Laird, University of Oklahoma

Flats of seedlings prepared by racially and linguistically diverse students at an urban public middle school's "Edible Schoolyard" for annual community sale, about which see Laird's "Bringing Educational Thought to Public School Lunch: Alice Waters and the Edible Schoolyard," *Journal of Thought* 48, 2 (Summer 2013): 12-25.

2016 Institutional Sponsorships

University of Oklahoma

Davidson College

University of North Carolina at Greensboro

Borough of Manhattan Community College – CUNY

2016 Program Review Teams

Arts and Education

Team Leaders:

Yolanda Medina, Borough of Manhattan Community College/CUNY
Eduardo Duarte, Hofstra University

Review Team Members:

Kirsten Cole, Borough of Manhattan Community College – CUNY

Critical Race Theory

Team Leaders:

Daniella Cook, University of South Carolina
Paula Groves Price, Washington State University

Review Team Members:

Theodore Regina Berry, University of Texas at San Antonio
Dawn Nicole Hicks Tafari, Winston-Salem State University
Jonathan D. Lightfoot, Hofstra University

Multicultural Education

Team Leaders:

Christopher Knaus, University of Washington Tacoma
Yoon Pak, University of Illinois at Urbana-Champaign

Review Team Members:

Daniella Cook, University of South Carolina
Hilton Kelly, Davidson College
Yolanda Medina, Borough of Manhattan Community College/CUNY
Ming Fang He, Georgia Southern University
William Frick, The University of Oklahoma
Jan Armstrong, University of New Mexico
Thalia Mulvihill, Ball State University
Paula Salvio, University of New Hampshire
Tony DeCesare, Saint Louis University
Natasha Levinson, Kent State University
Paula Groves Price, Washington State University
Jeffrey Milligan, Florida State University
Hoping Xiao
Suzanne Rice, University of Kansas
Mirelsie Velazquez, The University of Oklahoma

2016 Annual Conference

Pamela Bettis, Washington State University
 Eduardo Duarte, Hofstra University
 Nancy E. Carvajal Medina, Washington State University
 Erin Reid, McGill University

Philosophy of Education
Team Leaders:

Suzanne Rice, University of Kansas
 Guoping Zhao, Oklahoma State University

Review Team Members:

John Covaleskie, The University of Oklahoma
 Huey Li-Li, University of Akron
 Barbara Thayer-Bacon, University of Tennessee
 David E. Meens, University of Colorado Boulder
 Harvey Shapiro, Northeastern University
 Clarence Joldersma, Calvin College
 Benjamin Bindewald, Oklahoma State University

Eco-Justice
Review Team Leaders:

John Lupinacci, Washington State University
 Alison Happel-Parkins, University of Memphis

Review Team Members:

Scott Morrison, Elon University
 Rebecca Martusewicz, Eastern Michigan University
 Monica Shields, Eastern Michigan University
 Nigora Erkaeka, Eastern Michigan University
 John Mullen, Eastern Michigan University
 Jeff Edmundson, University of Oregon
 Clayton Pierce, University of Utah
 Mike Mueller, University of Alaska
 Shaleen Cassily, University of New Hampshire
 Richard Kahn, Antioch University Los Angeles
 Rachel Gisewhite, University of Southern Mississippi
 Julie Carter, D'Youville College
 Marissa Bellino, City University of New York
 Rita Turner, University of Maryland Baltimore County
 Courtney Hanny, University of Rochester

Educational Policy and Politics
Team Leaders:

Tony DeCeasare, St. Louis University
 Frank Margonis, University of Utah

Review Team Members:

2016 Annual Conference

Nancy Ares, University of Rochester
Silvia Bettez, University of North Carolina at Greensboro
Durell Callier, Miami University
Zachary Casey, Rhodes College
Elizabeth Cook, University of Texas at San Antonio
Lyndsay Cowles, Indiana University
Enrique Degollado, The University of Texas at Austin
Kathleen deMarrais, University of Georgia
Donna Deyhle, University of Utah
Jeff Edmundson, University of Oregon
Joy Erickson, University of New Hampshire
Osly Flores, University of Pittsburgh
Joseph Flynn, Northern Illinois University
James Fortney, St. Louis University
Julie Frye, Indiana University
Leticia Gutierrez, University of Utah
Horace Hall, DePaul University
Ming Fang He, Georgia Southern University
Nikola Hobbel, Humboldt State University
Andrea Hyde, Western Illinois University
Richard Kahn, Antioch University Los Angeles
Kelley King, University of North Texas
Christopher Knaus, University of Washington Tacoma
John Lupinacci, Washington State University
Molly Makris, Guttman Community College, CUNY
Norma Marrun, University of Nevada, Las Vegas (UNLV)
Rebecca Martusewicz, Eastern Michigan University
Dale McCartney, University of British Columbia
Emily Moran, University of North Carolina at Greensboro
John Mullen, Eastern Michigan University
Steven L. Nelson, University of Memphis
Clayton Pierce, University of Utah
Ian Renga, Western State Colorado University
Sophia Rodriguez, The College of Charleston
James H. Sanders III, The Ohio State University
Marla Sanders, Columbia College
Brian Sohn, University of Tennessee, Knoxville
Dawn Nicole Hicks Tafari, Winston-Salem State University
Anjale Welton, University of Illinois
Sandra Winn Tutwiler, Washburn University

Values and Leadership

Team Leaders:

William Frick, The University of Oklahoma

Joseph Polizzi, Marywood University

Review Team Members:

Cynthia Gerstl-Pepin, University of Vermont

Steven L. Nelson, University of Memphis

Comparative and International Education

Team Leaders:

Kanako Ide, Soka University, Tokyo, Japan

Jeffrey Ayala Milligan, Florida State University

Educational Anthropology

Team Leaders:

Jan Armstrong, University of New Mexico

Pam Bettis, Washington State University

Review Team Members:

Nancy E. Carvajal Medina, Washington State University

Sara Clarke-Vivier, University of New Hampshire

Nicole Ferry, Washington State University

Amir Gilmore, Washington State University

Carolina Silva, Washington State University

Jeffrey Milligan, Florida State University

Nancy E. Carvajal Medina, Washington State University

Gender and Sexuality Studies

Team Leaders:

Wanda Pillow, University of Utah

Jen Gilbert, York University, Canada

Review Team Members:

Durell Callier, Miami University

Cindy Cruz, University of California-Santa Cruz

Lisa Loutzenheiser, University of British Columbia

Norma Marrun, University of Nevada, Las Vegas (UNLV)

Lance McCready, University of San Francisco

James H. Sanders III, The Ohio State University

Karyn Sandlos, School of Art Institute at Chicago

Audrey Thompson, University of Utah

Lisa Weems, Miami University

Boni Wozolek, Kent State University

Courtney Hanny, University of Rochester

Educating Women

Team Leaders:

Susan Douglas Franzosa, Fairfield University

Stacy Otto, Illinois State University

Review Team Members:

Jill Bradley-Levine, Ball State University

Shaleen Cassily, University of New Hampshire

Cherese D. Childers-McGee, University of North Carolina-Greensboro

Julie Michelle Davis, University of Oklahoma

Donna Deyhle, University of Utah

Kirsten T. Edwards, University of Oklahoma

Brandon Fox, Austin State University

William Frick, University of Oklahoma

Jen Gilbert, York University (Canada)

Sue Ellen Henry, Bucknell University

Karen Johnson, University of Utah

Patricia Kenny, Rochester Institute Technology at National Institute for the Deaf

Lance Trevor McCready, University of Toronto

Maike Ingrid Philipsen, Virginia Commonwealth University

Wanda S. Pillow, University of Utah

Victoria Gordon Restler, Graduate Center, CUNY

Karen Sandlos, School of the Art Institute of Chicago

Candace Thompson, University of North Carolina-Wilmington

Lisa Weems, Miami University

Anjale Devawn Welton, University of Illinois

Julie Marie Frye, Indiana University

Religion and Education

Team Leaders:

Natasha Levinson, Kent State University

Kirsten T. Edwards, The University of Oklahoma

Review Team Members:

Marissa Bellino, The City University of New York

Nigeria Erkaeva

Joseph Polizzi, Marywood University

Stacy Otto, Illinois State University

Jan Armstrong, University of New Mexico

David E. Meens, University of Colorado Boulder

Nicole Ferry, Washington State University

Cynthia Gerstl-Pepin, University of Vermont

Pamela Konkol, Concordia University-Chicago

2016 Annual Conference

Sara Clarke-Vivier, University of New Hampshire
 Cynthia Dillard, University of Georgia
 Donna Deyhle, University of Utah
 Benjamin Bindewald, Oklahoma State University
 Rebecca Martusewicz, Eastern Michigan University
 William Frick, The University of Oklahoma

Curriculum Theory
Team Leaders:

Ming Fang He, Georgia Southern University
 Paula Salvio, University of New Hampshire

Review Team Members:

Andrea Hyde, Western Illinois University
 Anjale Welton, University of Illinois at Urbana-Champaign
 Audrey Lingley, Portland State University
 Benjamin Bindewald, Oklahoma State University
 Brandon Fox, Stephen F. Austin State University
 Brenda Sanya, University of Illinois at Urbana-Champaign
 Brian Sohn, University of Tennessee, Knoxville
 Christina Parker, University of Waterloo, University of Toronto, & Ryerson University, Canada
 Christopher B. Crowley, Wayne State University
 Christopher Knaus, University of Washington Tacoma
 Clarence Joldersma, Calvin College
 Clio Stearns, University of New Hampshire
 Dale McCartney, University of British Columbia
 Dawn Nicole Hicks Tafari, Winston-Salem State University
 Denise Yull, Binghamton University
 Donyell Roseboro, University of North Carolina at Wilmington
 Durell Callier, Miami University
 Emily Moran, University of North Carolina at Greensboro
 Enrique Degollado, The University of Texas at Austin
 Frank Margonis, University of Utah
 Ga Young Chung, University of Illinois at Urbana-Champaign
 Harvey Shapiro, Northeastern University
 Ian Renga, Western State Colorado University
 Isabel Nunez, Indiana University-Purdue University Fort Wayne
 James Fortney, St. Louis University
 Jason Goulah, DePaul University
 Jeff Edmundson, University of Oregon
 Jen Gilbert, York University, Canada
 Jill Bradley-Levine, Ball State University

2016 Annual Conference

John Ambrosio, Ball State University
John Mullen, Eastern Michigan University
Joseph Polizzi, Marywood University
Joy Erickson, University of New Hampshire
Kamau Rashid, National-Louis University
Karyn Sandlos, School of the Art Institute of Chicago (SAIC)
Kathleen deMarrais, University of Georgia
Keri L. Rodgers, Ball State University
Lance McCready, University of Toronto/University of San Francisco
Laura Smithers, University of Oregon
Lisa Loutzenheiser, University of British Columbia
Lisa Weems, Miami University
Lisa Winstead, California State University, Fullerton
Marla Sanders, Columbia College
Meredith McCoy, University of North Carolina at Chapel Hill
Mike Mueller, University of Alaska Anchorage
Min Yu, Wayne State University
Mirelsie Velazquez, University of Oklahoma
Molly Makris, Guttman Community College, CUNY
Nancy Ares, University of Rochester
Natasha Levinson, Kent State University
Nikola Hobbel, Humboldt State University
Nixi Wang, University of Washington
Nora Devlin, Rutgers University
Norma Marrun, University of Nevada, Las Vegas (UNLV)
Pamela Bettis, Washington State University
Philip Kelly, Boise State University
Rachel Gisewhite, The University of Southern Mississippi Gulf Coast
Richard Kahn, Antioch University Los Angeles
Sandra Winn Tutwiler, Washburn University
Scott Morrison, Elon University
Sophia Rodriguez, The College of Charleston
Stacy Otto, Illinois State University
Steven L. Nelson, University of Memphis
Sue Ellen Henry, Bucknell University
Susan Franzosa, Fairfield University
Teresa Fowler, University of Calgary, Canada
Thalia Mulvihill, Ball State University
Tony DeCesare, St. Louis University
Travis Albritton, University of North Carolina at Chapel Hill

2016 Annual Conference

Tyson Marsh, University of New Mexico

Venus Evans-Winters, Illinois State University

Wanda Pillow, University of Utah

Yolanda Medina, Borough of Manhattan Community College/City University of New York

Yoon Pak, University of Illinois at Urbana-Champaign

Zachary Casey, Rhodes College

Labor and Education
Team Leaders:

Pamela Konkol, Concordia University-Chicago

Isabel Nunez, Indiana University-Purdue University Fort Wayne

Review Team Members:

Frank Margonis, University of Utah

Lisa Weems, Miami University

Clarence Joldersma, Calvin College

Steven L. Nelson, University of Memphis

Carolina Silva, Washington State University

Leticia Alvarez Gutierrez, The University of Utah

Susan Franzosa, Fairfield University

Brandon Fox, Stephen F. Austin State University

Wanda Pillow, University of Utah

Harvey Shapiro, Northeastern University

Benjamin Bindewald, Oklahoma State University

Richard Kahn, Antioch University Los Angeles

John Lupinacci, Washington State University

Christina Parker, Ryerson University

Tony DeCesare, St. Louis University

Sophia Rodriguez, The College of Charleston

Andrea Hyde, Western Illinois University

Pamela Bettis, Washington State University

Osly Flores, University of Pittsburgh

Lyndsay Cowles, Indiana University

Laura Elizabeth Smithers, University of Oregon

Victoria Gordon Restler, Graduate Center, CUNY

Stacy Otto, Illinois State University

Patricia Kenney, Rochester Institute Technology at National Technical Institute for the Deaf

Kirsten T. Edwards, The University of Oklahoma

Sara Clark-Vivier, University of New Hampshire

Bonie Wozolek, Kent State University

History of Education
Team Leaders:

Thalia Mulvihill, Ball State University

2016 Annual Conference

Mirelsie Velazquez, University of Oklahoma

Review Team Members:

Sandra Winn Tutwiler, Washburn University

Andrea Hyde, Western Illinois University

Meredith McCoy, University of North Carolina-Chapel Hill

Tyson Marsh, University of New Mexico

Lyndsay Cowles, Indiana University

Andrew McKnight, University of Alabama at Birmingham

Yoon Pak, University of Illinois at Urbana-Champaign

Donna Deyhle, University of Utah

Horace Hall, DePaul University

Amir Gilmore, Washington State University

John Covaleskie, University of Oklahoma

Dale McCartney, University of British Columbia

Brenda Nyandiko Sanya, University of Illinois at Urbana-Champaign

Harvey Shapiro, Northeastern University

Guoping Zhao, Oklahoma State University

John Ambrosio, Ball State University

Joseph Flynn, Northern Illinois University

Sociology of Education
Team Leaders:

Hilton Kelly, Davidson College

Tondra Loder-Jackson, University of Alabama at Birmingham

Review Team Members:

Pamela Bettis, Washington State University

Ian Renga, Western State Colorado University

Benjamin Bindewald, Oklahoma State University

Dale McCartney, University of British Columbia

Christina Parker, University of Waterloo, University of Toronto, & Ryerson University, Canada

Lyndsay Cowles, Indiana University

Travis Albritton, University of North Carolina at Chapel Hill

Durell Callier, Miami University

John Ambrosio, Ball State University

Audrey Langley, Portland State University

Susan Douglas Franzosa, Fairfield University

Meredith McCoy, University of North Carolina at Chapel Hill

Iesha Jackson, Arizona State University

Sophia Rodriguez, College of Charleston

Cindy Cruz, University of California, Santa Cruz

James Fortney, St. Louis University

Keri L. Rodgers, Ball State University

Laura Smithers, University of Oregon

Jen Gilbert, York University

Patricia Kenney, Rochester Institute Technology at National Technical Institute for the Deaf

2016 Annual Conference

John Mullen, Eastern Michigan University
Molly Markis, Guttman Community College, CUNY
Andrea Hyde, Western Illinois University
Nikola Hobbel, Humboldt State University
Silvia Bettez, University of North Carolina at Greensboro
Nancy Ares, University of Rochester
Clarence Joldersma, Calvin College
Dawn Nicole Hicks Tafari, Winston-Salem State University
Joy Dangora Erickson, University of New Hampshire
Yolanda Medina, Borough of Manhattan Community College/City University of New York
Sandra Winn Tutwiler, Washburn University
Pam Konkol, Concordia University-Chicago
Jan Armstrong, University of New Mexico
Licho Lopez Lopez, University of Melbourne
Isabel Nunez, Indiana University-Purdue University Fort Wayne
Horace Hall, DePaul University
Ty-Ron Douglas, University of Missouri-Columbia
Brandon Fox, Stephen F. Austin State University
Tony DeCesare, St. Louis University
Wanda Pillow, University of Utah
Ebony C. Pope, The University of Oklahoma
Donyell Roseboro, University of North Carolina at Wilmington
Steven L. Nelson, University of Memphis
Brian Sohn, University of Tennessee, Knoxville
Karen Johnson, University of Utah
Katherine deMarrais, University of Georgia
Christina Parker, University of Waterloo, University of Toronto, & Ryerson University, Canada
Christopher Knaus, University of Washington Tacoma
Leticia Alvarez Gutierrez, University of Utah
Andrew McKnight, University of Alabama at Birmingham
Nicole Ferry, Washington State University
Eduardo Delgado, Affiliation
Kelly Phillip, Boise State University
Emily Moran, University of North Carolina at Greensboro
Denise Gray Yull, State University of New York, Binghamton
Richard Kahn, Antioch University Los Angeles
Harvey Shapiro, Northeastern University
Osly Flores, University of Pittsburgh
Cherise Childers-McKee, University of North Carolina at Greensboro
William Frick, The University of Oklahoma
John Ambrosio, Ball State University
Joseph Flynn, Northern Illinois University
John Covaleskie, The University of Oklahoma
Cynthia Gerstl-Pepin, University of Vermont

2016 Annual Conference

Lisa Weems, Miami University
 Mirelsie Velazquez, The University of Oklahoma
 Victoria Gordon Restler, Graduate Center, CUNY
 Jason Goulah, DePaul University
 Donna Deyhle, University of Utah
 Brenda Sanya, University of Illinois at Urbana-Champaign
 Yoon Pak, University of Illinois at Urbana-Champaign
 Frank Margonis, University of Utah
 Elizabeth Cook, University of Texas at San Antonio
 Sue Ellen Henry, Bucknell University
 Maike Philipsen, Virginia Commonwealth University
 Stacy Otto, Illinois State University
 Joy Dangora Erickson, University of New Hampshire
 Marla Sanders, Columbia College
 David E. Meens, University of Colorado Boulder
 Karen Johnson, University of Utah
 Ty-Ron Douglas, University of Missouri-Columbia
 Kayrn Sandlos, School of the Art Institute of Chicago
 Kevin Lam, Drake University
 Leticia Alvarez Gutierrez, University of Utah
 Pamela Konkol, Concordia University-Chicago
 Clayton Pierce, University of Utah
 John Lupinacci, Washington State University
 Ming Fang He, Georgia Southern University

AESA At-Large:
Team Leader:

Julie Davis, University of Oklahoma

Review Team Members:

Andrea M. Hyde, Western Illinois University
 Audrey Lingley, Portland State University
 Brandon Fox, Stephen F. Austin State University
 Biljana Samoukovic, The University of Iowa
 Brian Sohn, University of Tennessee
 Candace Thompson, University of North Carolina, Wilmington
 Carolyne J. White, Rutgers University
 Deirdre Cobb-Roberts, University of South Florida
 Dawn Nicole Hicks Tafari, Winston-Salem State University
 Denise Gray Yull, Binghamton University
 Emily Jean Moran, University of North Carolina at Greensboro
 Erin Reid, McGill University
 Ga Young Chung, University of Illinois at Urbana-Champaign
 Hilton Kelly, Davidson College
 Ian Parker Renga, Western State Colorado University

2016 Annual Conference

John Ambrosio, Ball State University
 Jill Bradley-Levine, Ball State University
 John Covaleskie, University of Oklahoma
 Jonathan D. Lightfoot, Hofstra University
 Jung-ah Choi, St. Peter's University, Jersey City, NJ
 Kristal Moore Clemons, Florida State University
 Kathleen Demarrais, University of Georgia
 Kelley M. King, University of North Texas
 Kate Phillippe, Loyola University Chicago
 Keri L. Rodgers, Ball State University
 Lyndsay Cowles, Indiana University
 Lisa W. Loutzenheiser, University of British Columbia
 Lisa Farley, York University, Canada
 Michael Bartone, Central Connecticut State University
 Marissa Bellino, The City University of New York
 Maike Ingrid Philipsen, Virginia Commonwealth University
 Marla Sanders, Columbia College
 Nancy Ares, University of Rochester
 Nixi Wang, University of Washington
 Osly Flores, University of Pittsburgh
 Silvia C. Bettez, University of North Carolina at Greensboro
 Sally Wesley Bonet, Colgate University
 Sara Clarke-Vivier, University of New Hampshire
 Serena Koissaba, University of Illinois-Urbana Champaign
 Scott Morrison, Elon University
 Steven L. Nelson, University of Memphis
 Sophia Rodriguez, College of Charleston
 Sandra Winn Tutwiler, Washburn University
 Travis J. Albritton, University of North Carolina at Chapel Hill
 Tania Ramalho, Suny Oswego
 Vonzell Agosto, University of South Florida
 Victoria Gordon Restler, Graduate Center, CUNY
 Erin Reid, McGill University

R. Freeman Butts Lecture Committee, 2016

Hilton Kelly, Vice President and Co-Chair, Davidson College
 Josh Diem, Co-Chair, University of Miami
 Keffrelyn Brown, University of Texas at Austin
 Rosalie Rolon-Dow, University of Delaware
 Denise Yull, State University of New York at Binghamton

George F. Kneller Lecture Committee, 2016

Hilton Kelly, Vice President and Co-Chair, Davidson College
 Sheron Fraser-Burgess, Co-Chair, Ball State University
 Anthony Brown, University of Texas at Austin

2016 Annual Conference

Andrea Hyde, Western Illinois University

Graham Slater, University of Utah

Nominating Committee

Theodore Berry, Chair, University of Texas at San Antonio

Walter Gershon, Kent State University

Gabriel Huddleston, Texas Christian University

Berlisha Morton, Colgate University

AESA Taylor & Francis Past President's Award for Outstanding Graduate Student Research

Award Selection Committee (to be announced)

AESA Taylor & Francis Past President's Award for Outstanding Graduate Student Research

Award Recipients (to be announced)

AESA Taylor & Francis *Educational Studies* Best Paper of the Year Award (to be announced)

AESA Critics Choice Book Award Committee

Chair: Jason Goulah, DePaul University

Jeanette Alacron, University of North Carolina at Greensboro

Allison Anders, University of South Carolina

Lucy E. Bailey, Oklahoma State University

Silvia Bettez, University of North Carolina at Greensboro

Eleanor Blair, Western Carolina University

Melissa Bradford, DePaul University

T. Jameson Brewer, University of Illinois at Urbana-Champaign

Sophy Cai, University of Illinois at Urbana-Champaign

Loyce Caruthers, University of Missouri-Kansas City

Tanya Diaz-Kozlowski, University of Illinois at Urbana-Champaign

Nicole Ferry, Washington State University

Derek R. Ford, DePauw University

Juan Jose Garcia, University of Utah

Shannon C. Gleason, Washington State University

Adrienne Goss, Ohio Northern University

Sue Ellen Henry, Bucknell University

Nancy Huante-Tzintzun, University of Utah

Kathy Hytten, University of North Carolina at Greensboro

Nozomi Inukai, DePaul University

Karlee Johnson, DePaul University

Kendrick Johnson, DePaul University

Vanessa Johnson, Oregon State University

Pamela Konkol, Concordia University

Patricia Krueger-Henney, University of Massachusetts Boston

Diego Luna, University of Utah

John Lupinacci, Washington State University

Kristan A. Morrison, Radford University

Sophia Neely, DePaul University

Isabel Nuñez, Indiana-Purdue University Fort Wayne

2016 Annual Conference

Amira Proweller, DePaul University

William Reynolds, Georgia Southern University

AG Rud, Washington State University

Patthy Silva, Fluminense Federal University

Graham Slater, University of Utah

Silvia Patricia Solis, University of Utah

Jose Soltero, DePaul University

Sonia Soltero, DePaul University

Dana M. Stachowiak, University of North Carolina Wilmington

Brandelyn Tosolt, Northern Kentucky University

AESA CRITICS CHOICE BOOK AWARD WINNERS 2015

Abu El-Haj, T. R. (2015). *Unsettled belonging: Educating Palestinian American youth after 9/11*. Chicago, IL: University of Chicago Press.

Cameron, E., & Russell, C. (Eds.) (2016). *The fat pedagogy reader: Challenging weight-based oppression through critical education*. New York: Peter Lang.

Chesky, N. Z., & Wolfmeyer, M. R. (2015). *Philosophy of STEM education: A critical investigation*. New York, NY: Palgrave Macmillan.

DeVitis, J. L. (Ed.). (2016). *Popular educational classics: A reader*. New York: Peter Lang Publishing.

Hall, J. (Ed.). (2015). *Female students and cultures of violence in cities*. New York, NY: Routledge.

He, M. F., Schultz, B. D., & Schubert, W. H. (Eds.). (2015). *The SAGE Guide to curriculum in education*. Thousand Oaks, CA: Sage Reference.

Lam, K. D. (2015). *Youth gangs, racism, and schooling: Vietnamese American youth in a postcolonial context*. New York: Palgrave Macmillan.

Makris, M. V. (2015). *Public housing and school choice in a gentrified city: Youth experiences of uneven opportunity*. New York: Palgrave Macmillan.

Rice, S., & Rud, A. G. (Eds.). (2015). *The educational significance of human and non-human animal interactions: Blurring the species line*. New York, NY: Palgrave Macmillan.

Robert, S. A. (2015). *Neoliberal education reform: Gendered notions in global and local contexts*. New York, NY: Routledge.

Ross, C. (2015). *Lessons in censorship: How schools and courts subvert students' first amendment rights*. Cambridge, MA: Harvard University Press.



2016 Annual Conference

Souto-Manning, M., & Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York: Teachers College Press.

AESA MEETING ROOMS, SEATTLE GRAND HYATT

1 st Floor	6 th Floor	7 th Floor
Discovery A	Douglas Boardroom	Blewett
Discovery B	Menzies	Washington
Portland A	Tolmie	Sherman
Portland B	Sealth	
Leonesa I	Stellar	
Leonesa II		
Leonesa III		
Princessa I		
Princessa II		

CONFERENCE REGISTRATION HOURS

Lobby Alcove, Portland A

Wednesday, November 2nd, 3:00-7:00 P.M.
 Thursday, November 3rd, 7:30 A.M.-5:00 P.M.
 Friday, November 4th, 7:30 A.M.-5:00 P.M.
 Saturday, November 5th, 7:30 A.M.-3:00 P.M.

COFFEE SERVICE

Leonesa Foyer

7:30-8:30 a.m.
 Thursday, November 3rd
 Friday, November 4th
 Saturday, November 5th
 Sunday, November 6th

GRADUATE STUDENTS

Graduate Students' Colloquia

Sherman
 Thursday, November 3rd, 8:00-9:30 a.m.
 Friday, November 4th, 9:45-11:15 a.m.



2016 Annual Conference

Saturday, November 5th, 11:30 a.m.-1:00 p.m.

Sunday, November 6th, 8:00 a.m.-12:00 p.m.

AESA Graduate Students Meet and Greet Mixer

Hyatt Olive 8, Steel Room (3rd Floor)

Friday, November 4th, 8:00-9:30 p.m.

This event is for graduate student to connect (network), learn of graduate student business, and get to know the graduate student executive team officers. We will also be holding elections to fill vacant positions for the executive team.

BOOK EXHIBIT & DISTRIBUTION

Leonesa I

Make sure to check out this year's book exhibit, which features a number of new and returning publishers, as well as several special events. Although the books are not for sale, you can peruse the titles all week and hopefully get the book you want at Saturday's Book Distribution (starting 12:00 P.M.). Hours for the Book Exhibits Room continue to provide time both before and after sessions so conference participants have many opportunities to attend. In addition to the publishers' tables, AESA authors and Critics' Choice Book Award selections will be on display, so please look for these special tables. Check out the Author Chats this year with AESA Critics Choice winners, and don't forget to build these into your conference schedule. The much-anticipated annual Book Distribution will take place Saturday at 12:00 P.M. (graduate students first!)

Book Exhibit

Thursday, November 3rd: 8:30 a.m. – 5:30 p.m.

Friday, November 4th: 8:30 a.m. – 5:30 p.m.

Saturday, November 5th: 9:30 a.m. – 11:00 a.m.

Book Distribution

Saturday, November 5th, 12:00 P.M. – 12:15 P.M. - *Graduate Students First*

Saturday, November 5th, 12:15 PM - *All Welcome*

The book distribution will take place on Saturday, November 5th beginning at 12:00 p.m. (**graduate students first**, then open to all at 12:15 p.m.) This year's distribution rates are \$8.00 for graduate students and \$10.00 for faculty members. We are able to accept **checks and cash only**, so come prepared. Look for more information about the Book Distribution in the Book Exhibits Room.

FEATURED AUTHORS

Thursday Nov 3rd 1:15pm – 2:45pm

Author **Molly Vollman Makris**, Guttman Community College of CUNY will discuss her recent book, Makris, M. V. (2015). *Public housing and school choice in a gentrified city: Youth experiences of uneven opportunity*. New York: Palgrave.



2016 Annual Conference

Friday Nov 4th 9:45am – 11:15am

Author **Mark Wolfmeyer** of Kutztown University of Pennsylvania will discuss his co-authored book, Chesky, N. Z., & Wolfmeyer, M. R. (2015). *Philosophy of STEM education: A critical investigation*. New York, NY: Palgrave Macmillan.

Friday Nov 4th 1:15pm – 2:45pm

Author **Suzanne Rice** will discuss her recent co-edited volume, Rice, S., & Rud, A. G. (Eds.) (2015). *The educational significance of human and non-human animal interactions: Blurring the species line*. New York, NY: Palgrave Macmillan.

Friday Nov 4th 3:00pm – 4:40pm

Author **Catherine J. Ross** will discuss her recent book, Ross, C. (2015). *Lessons in censorship: How schools and courts subvert students' first amendment rights*. Cambridge, MA: Harvard University Press.

Sat Nov 5th 9:30am-11:00 am

Author **Mariana Souto-Manning** will discuss her new co-written book Souto-Manning, M. and Martell, J. (2016). *Reading, writing, and talk: Inclusive teaching strategies for diverse learners, K-2*. New York, NY: Teachers College Press, Language & Literacy Series

Meet The Editors of *Educational Studies*

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Portland B

Sunday, November 6th, 8:00-10:00 A.M.

Sherman

SPECIAL MEETINGS AND RECEPTIONS

Program Chair's Welcome and Wine/Cheese Reception

Wednesday, November 2nd, 5:00-6:00 P.M.

Princessa I

All Invited

Keynote Symposium & Town Hall Discussion

Wednesday, 2 November, 6:00-7:30 P.M.

Princessa I

Writing Against the Gun:

Public Scholarship and the Fight Against Privatization and Systemic Racism in US Schools

LAUREN WARE STARK, University of Virginia

CAROL ANNE SPREEN, New York University

JON GREENBERG, The Center School, Seattle, WA

JESSE HAGOPIAN, Garfield High School, Seattle, WA

MICHAEL PEÑA, Mariner High School, Everett, WA

SOCIAL JUSTICE EDUCATION ADVOCATES, Seattle, WA



2016 Annual Conference

Chair: PAMELA KONKOL, Concordia University-Chicago

Discussant: ISABEL NUNEZ, Indiana University-Purdue University-Fort Wayne

Executive Council Meeting

Thursday, November 3rd, 8:00 A.M. – 1:00 P.M.

Douglas Boardroom

(Current Council Members)

EcoJustice Education Business Meeting

Thursday, November 3rd, 8:00-9:30 A.M.

Discovery B

Society of Professors of Education Business Meeting

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Blewett

AESA President's Panel:

Thursday 3 November, 1:15-2:45 P.M.

Leonesa II

Womanish Ways: Monologues at the Intersections of Race, Gender and Curriculum Theorizing

DENISE TALIAFERRO BASZILE, Miami University of Ohio

THEODOREA BERRY, University of Texas, San Antonio

KIRSTEN EDWARDS, University of Oklahoma

NICHOLE GUILORY, Kennesaw State University

FRANCYNE HUCKABY, Texas Christian University

CHERYL MATIAS, University of Colorado, Denver

BERLISHA MORTON, Colgate University

LAVADA TAYLOR-BRANDON, Purdue University, Calumet

AESA Past President's Panel

Thursday 3 November, 3:00-4:40 P.M.

Menzies

Community College Students Speak Up: Theories, Notions, and Perceptions

YOLANDA MEDINA, Borough of Manhattan Community College/CUNY

CARA KRONEN, Borough of Manhattan Community College/CUNY

Also featuring Borough of Manhattan Community College Students:

ALEJANDRO PENA, Borough of Manhattan Community College/CUNY

NICOLE O'DONNELL, Borough of Manhattan Community College/CUNY

MIA JOHNSON, Borough of Manhattan Community College/CUNY

RAUL CHAVEZ, Borough of Manhattan Community College/CUNY

JOHN COCCO, Borough of Manhattan Community College/CUNY

GEORGE F. KNELLER LECTURE

Thursday, November 3rd, 5:00-6:30 P.M.

Hyatt Olive 8, Third Floor

The Search for Meaning and Connection



2016 Annual Conference

NEL NODDINGS, Stanford University
 Chair: SHERON ANDREA FRASER-BURGESS, Ball State University

George F. Kneller Reception

Thursday, November 3rd, 6:30-7:30 P.M.
 Hyatt Olive 8 Ballroom
 (Appetizers and Cash Bar) *All welcome*

Council for Social Foundations of Education (CSFE)

Friday, November 4th, 8:00-9:30 A.M.
 Douglas Boardroom

Educational Studies Editorial Board

Friday, November 4th, 12:00-2:00 P.M.
 Douglas Boardroom
Board Members Only

FILM MATINEE

Starving the Beast:
The Battle to Disrupt and Reform America's Public Universities
 Leonesa II
 Friday, November 4th, 11:30-1:00 P.M. & 1:15-2:45 P.M

R. FREEMAN BUTTS LECTURE

Friday, November 4th, 5:00-6:30 P.M.
 Leonesa II-III
Complex Problems Demand Multiple Solutions:
Research on Class, Ethnicity, Gender, Race and Education
 PRUDENCE CARTER, University of California-Berkeley
 Chair: HILTON KELLY, Davidson College

R. Freeman Butts Reception

Friday, November 4th, 6:30-7:30 P.M.
 Princessa I
 (Appetizers and Cash Bar) *All invited*

Invited Keynote Colloquium

Friday, November 4th, 8:00-9:30 P.M.
 Leonesa III
Academic Labor in the Age of Clinton versus Trump
 WAYNE AU, University of Washington-Bothell
 JULIE GORLEWSKI, Virginia Commonwealth University
 JOHN LUPINACCI, Washington State University
 E. WAYNE ROSS, University of British Columbia.
 Chair-discussant: A.G. RUD, Washington State University.

Graduate Student Meet and Greet Mixer

 Friday, November 4th, 8:00-9:30 P.M.

 Hyatt Olive 8 (3rd Floor)

Steel Room

All graduate students invited
Committee on Academic Standards and Accreditation (CASA)

 Saturday, November 5th, 9:45-11:15 A.M.

Portland A

Society for Educating Women Business Meeting

 Saturday, November 5th, 9:45-11:15 A.M.

Douglas Boardroom

All invited
AESA PRESIDENTIAL ADDRESS

 Saturday, November 5th, 3:00-4:30 P.M.

Leonesa II-III

Nothing New Under the Sun:
Some Thoughts on Love, Leadership, and Social Justice Dogmas

DENISE TALIAFERRO BASZILE, Miami University of Ohio

AESA Business Meeting

 Saturday, November 5th, 4:30-5:30 P.M.

Leonesa II-III

All invited
AESA Awards Ceremony

 Saturday, November 5th, 5:30-6:00 P.M.

Leonesa II-III

Critics Choice Book Award

The AESA & Taylor & Francis Past President's Award for Outstanding Graduate Student Research

Award

The Taylor and Francis Educational Studies Best Paper of the Year Award

All Invited
Executive Council Meeting

 Sunday, November 6th, 8:00 A.M. – 12:00 P.M.

Douglas Boardroom

(Current and Newly Elected Council Members)

2016 Annual Conference
KEYNOTE SYMPOSIUM & TOWN HALL DISCUSSION
LABOR AND EDUCATION REVIEWERS' CHOICE

***Writing Against the Gun:
 Public Scholarship and the Fight Against Privatization
 and Systemic Racism in US Schools***

Wednesday, November 2nd, 6:00 P.M.

Princessa I

LAUREN WARE STARK, University of Virginia

CAROL ANNE SPREEN, New York University

JON GREENBERG, The Center School, Seattle, WA

JESSE HAGOPIAN, Garfield High School, Seattle, WA

MICHAEL PEÑA, Mariner High School, Everett, WA

SOCIAL JUSTICE EDUCATION ADVOCATES, Seattle, WA

Chair: PAMELA KONKOL, Concordia University-Chicago

Discussant: ISABEL NUNEZ, Indiana University-Purdue University-Fort Wayne



Introductory Presentation:

Lauren Ware Stark is a doctoral candidate in the Department of Leadership, Foundations, and Policy at the University of Virginia and a teacher in Seattle Public Schools. As a scholar activist, her research documents and supports the work of social justice caucuses within teachers' unions in the United States. She is currently working on a network ethnography tracing cultural processes in social justice caucuses, as well as a book of the oral histories of teachers organizing against the privatization of public education (co-edited by Carol Anne Spreen).



Moderator:

Carol Anne Spreen, New York University, New York, NY. Carol Anne Spreen is a professor of International Education at New York University and a Visiting Professor at the Center for Education Rights and Transformation University of Johannesburg. Her policy and advocacy work focus on issues of education rights, school reform, and educational inequality both domestically and internationally. She advises and contributes to Education International, the umbrella organization for the world's teacher unions. Her current research focuses on teacher's lives and work, the impact of

privatization and standardized testing on public education, and using participatory/action research to study the impact poverty on educational access and outcomes.

Panelists

Jon Greenberg is an award-winning public high school teacher and Contributing Writer for Everyday Feminism. For nearly 20 years, he has dedicated his career to social justice and civic engagement. He gained broader recognition for fighting for the study of race while a school district attempted to stifle it



2016 Annual Conference

Jesse Hagopian teaches history and is the co-adviser to the Black Student Union at Garfield High School—the site of the historic boycott of the MAP test in 2013. Jesse is an editor for the social justice periodical *Rethinking Schools* and is the editor of *More Than a Score: The New Uprising Against High-Stakes Testing*.



Michael Peña is a biology teacher at Mariner High School in Everett, Washington. He is active in the fight against education reform both nationally and locally, with an interest in the education experiences of students of color.



Social Justice Education Advocates is a group of students, parents, communities, and teachers who are working to restore the historic mission of Seattle's closed Middle College High Schools: supporting educational change through critical, anti-racist social justice education.



Chair:

Pamela Konkol is the Director of the Center for Policy and Social Justice at Concordia University Chicago, where she also teaches courses in social and philosophical foundations, social policy, and women's studies. She holds a PhD in Policy Studies in Urban Education and a MEd in Curriculum Studies from the University of Illinois at Chicago, and a BS in Cultural Studies and Women's Studies from Northwestern University. Prior to working as a researcher and a teacher educator, she taught high school students on Chicago's South Side and ran an independent record label. When she's not fighting the good fight for kids, communities, and educators or writing books with Isabel Nunez (check out *Worth Striking For: Why Education Policy is Every Teacher's Concern* from Teachers College Press), she is active in English Bull Terrier rescue.



Discussant:

Isabel Nuñez is professor and chair of the Department of Educational Studies at Indiana University-Purdue University-Fort Wayne. She holds a Ph.D. in Curriculum Studies from UIC, an M.Phil. in Cultural Studies from Birmingham University, England, and a J.D. from UCLA. She was a classroom teacher in Los Angeles and Birmingham, England, and a newspaper journalist in Tokyo. Her latest book, *Worth Striking For: Why Education Policy is Every Teacher's Concern* was released in 2015 by Teachers College Press. She co-edited the 2014 TC Press volume *Diving In: Bill Ayers and the Art of Teaching into the Contradiction*, and has authored chapters in books from Peter Lang, Routledge and SAGE. She is an associate editor for *Multicultural Perspectives*, and she edited and introduced the section "Self, Sexuality and Teaching" in *Sexualities in Education: A Reader*, published by Peter Lang in 2012.

2016 Annual Conference
FILM MATINEE

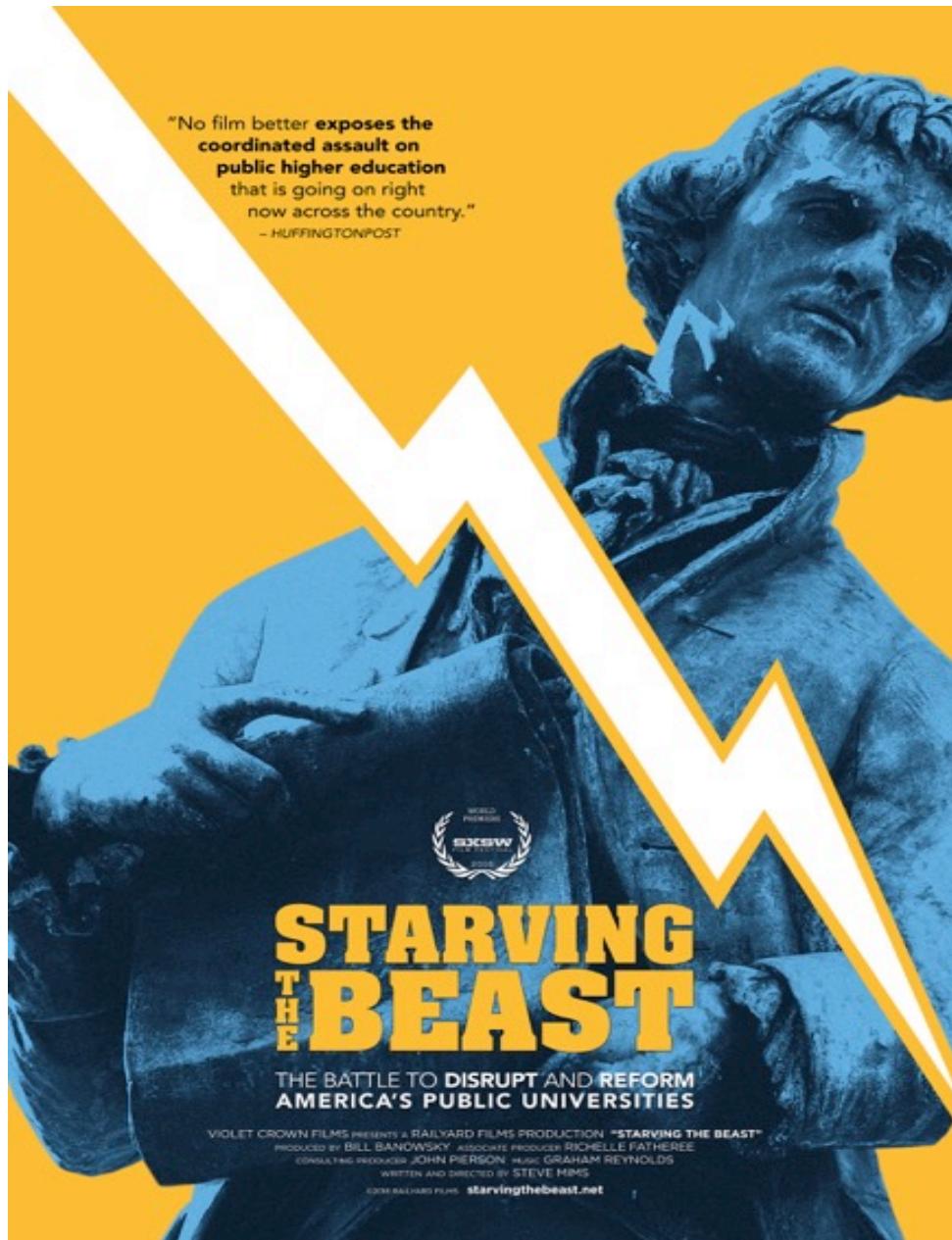
(Special thanks to Cultural Studies and Social Thought in Education Program, Washington State University)

***Starving the Beast: The Battle to Disrupt and Reform
America's Public Universities***

Leonesa II

Friday, November 4th, 11:00 a.m.-12:40 P.M.

Friday, November 4th, 1:00-2:40 P.M.



2016 Annual Conference
AESA PRESIDENT'S PANEL

***Womanish Ways:
 Monologues at the Intersections of Race, Gender
 and Curriculum Theorizing***

Thursday, November 3rd, 1:15-2:45 P.M.

Leonesa II

DENISE TALIAFERRO BASZILE, Miami University of Ohio
 THEODOREA BERRY, University of Texas, San Antonio
 KIRSTEN EDWARDS, University of Oklahoma
 NICHOLE GUILORY, Kennesaw State University
 FRANCYNE HUCKABY, Texas Christian University
 CHERYL MATIAS, University of Colorado, Denver
 BERLISHA MORTON, Colgate University
 LAVADA TAYLOR-BRANDON, Purdue University, Calumet



Theodorea Regina Berry, is an Associate Professor in the Department of Interdisciplinary Learning and Teaching at the University of Texas, San Antonio. She is also currently serving as Associate Dean of Academic Affairs and Director of Graduate Recruitment and Engagement in the Graduate School. She has a Doctorate of Education degree from National-Louis University (2002) in Curriculum and Social Inquiry and completed a three year post-doctoral research fellowship (2002-2005) at the University of Illinois-Chicago awarded by the American Educational Research Association. Dr. Berry's scholarship focuses on the lived experiences of women of color as pre-service teachers and teacher educators, critical examination of race, ethnicity, and gender for teaching and teacher education, critical race theory/critical race feminism, qualitative research methodology, and curriculum theory. Theodorea Berry currently serves as Vice President for the Foundation for Curriculum Theory, Co-Chair, Membership Committee for the American Association for the Advancement of Curriculum Studies (AAACS), and Member-at-Large for the Executive Council of the American Educational Studies Association (AESA). Dr. Berry is a Past President, Critical Race Studies in Education Association (2012), Past President of the Georgia Educational Research Association (GERA)(2013), and Past Chair, Critical Examination of Race, Ethnicity, Class, and Gender Special Interest Group of the American Educational Research Association (AERA)(2009-2012). Dr. Berry is Senior Co-Editor for the *International Journal of Curriculum and Social Justice*, Associate Editor, *Journal of Curriculum Theorizing*, and Editorial Board Member for *Race, Ethnicity, and Education*. Dr. Berry has published several articles and book chapters and is lead editor and contributing author of *From Oppression to Grace: Women of Color and their Dilemmas Within the Academy* (2006, Stylus Publishing). She is also co-editor of *The Evolving Significance of Race in Education: Living, Learning, and Teaching* (with Sherick Hughes, Peter Lang).



Kirsten T. Edwards is Assistant Professor of Educational Leadership & Policy Studies, as well as core affiliate faculty for Women's & Gender Studies and the Center for Social Justice at the University of Oklahoma in Norman, Oklahoma. Her research merges philosophies of higher education, college curriculum, and pedagogy. More specifically, Dr. Edwards is interested in the ways that socio-cultural identity influences teaching and learning in post-secondary education. She is an elected member of the Professors of Curriculum. She also serves on the Oklahoma State University Curriculum Studies Advisory Board and the Executive Council of the Curriculum and Pedagogy (C&P) Group.

2016 Annual Conference

In addition, she is the 2016-2017 Secretary/Treasurer of the AERA Religion and Education SIG.



Nichole A. Guillory is an Associate Professor of Curriculum and Instruction in the Department of Secondary and Middle Grades Education at Kennesaw State University. She earned a B.S. in English Education from Louisiana State University in 1993, an M.Ed. in Secondary Teaching from University of Louisiana at Lafayette in 1998, and a Ph.D. in Curriculum and Instruction with a specialization in curriculum theory at Louisiana State University in 2005. Her early experiences as a high school English and African American history teacher in Louisiana shaped her commitment to educational theory, research, and praxis grounded in social justice. She is currently the program coordinator for M.Ed. programs in secondary and middle grades education, and she currently teaches courses in the social foundations of education, multicultural education, and urban education. As an affiliated faculty member in the Gender and Women's Studies Program at KSU, she developed a course in hip hop feminism, which continues to be her favorite course to teach. Her research interests include multicultural teacher education, hip hop feminism, and curriculum theory. Her published work has appeared in the Journal of Curriculum Theorizing, Journal of Curriculum and Pedagogy, Teaching Education, and Multicultural Education. When she is not writing and teaching, she is mom to Nicholas, who is the love of her life.



M. Francyne Huckaby works to create experiences that engage students with the world and introduce them to the depth and breadth of pedagogy by sharing the established formal knowledge of the field, as well as the tacit ways of knowing informed by experiences. When studied together, these forms of knowledge complicate each other, and she helps students understand by encouraging critical analytical skills entwined with generosity or sensitivities to the histories and constraints of people's circumstances. Curriculum Studies critically explores education, within and outside school settings, with an ethic that honors diversity, respects all people(s), and encourages democratic community building. Huckaby's scholarly work is primarily concerned with creating openings and spaces for anti-oppressive discourses and practices. She is most interested in studying experiences and pedagogical sites where divergent worldviews coexist. These, she argues, are sites of power relations that are educational and political. Her current research on community organizing and resistance to neoliberal education reform puts filmmaking to work in research analysis and presentation. Huckaby loves to travel and returned to Papua New Guinea in 2011 where she lived and worked with six South Foré villages as a Peace Corps volunteer in the late 1990s.



Cheryl E. Matias is an assistant professor in the School of Education & Human Development (SEHD) at the University of Colorado Denver. She is also an affiliate faculty for the University of Colorado Denver's Social Science masters program and Freshmen Year Seminar Program. She is the faculty founder of Research Advocacy in Critical Education (R.A.C.E.) a collaborative think tank that brings together local community activists, educators, students and community members in the pursuit for racial and social justice in education. Her research focuses on race and ethnic studies in education with a theoretical focus on critical race theory, critical whiteness studies, critical pedagogy and feminism of color. Specifically, she uses a feminist of color approach to deconstruct the emotionality of whiteness in urban teaching and how it impacts urban education. Her other research interest is on motherscholarship and supporting woman of color and motherscholars in the academy. A former K-12 teacher in both South Central, Los Angeles Unified School District and Bed-Stuyvesant, New York City Department of Education, she earned her bachelors in cultural communication from University of California San Diego, teaching credential at San Diego State University, and her masters in Social and Multicultural Foundations at California State University, Long Beach. She earned her

2016 Annual Conference

doctorate at UCLA with an emphasis in race and ethnic studies in education. She has delivered talks at the University of Washington, Seattle, University of New Mexico, Teachers College Columbia University, University of Massachusetts, Amherst, University of Colorado, Boulder, Michigan State, University of Oregon, and many more. She recently was awarded the 2014 American Educational Research Association's Division K (Teacher Education) Innovations in Research on Diversity in Teacher Education Award and the 2014 Colorado Rosa Parks Diversity Award. In 2015, she was awarded Researcher of the Year by the School of Education & Human Development at University of Colorado Denver and is the SEHD university-wide 2016 Research of the Year candidate. In 2016 she was nominated by doctoral students and was awarded the university's Graduate School's Dean Mentoring Award. Some of her publications can be found in *Race, Ethnicity, and Education*, *Teacher Education Quarterly*, *Journal of Critical Thought and Praxis*, *Equity and Excellence*, *Journal of Teacher Education* and *Multicultural Perspectives*. Recently, she finished her first solo-authored book entitled *Feeling White: Whiteness, Emotionality, and Education*. She is a motherscholar of three, including boy-girl twins, an avid Lakers fan, and Bachata ballroom dancer with her partner.



Berlisha R. Morton is a Visiting Professor of Educational Studies at Colgate University. She received her doctorate from Louisiana State University and her bachelor's and master's degrees from Southern University and A&M College in Baton Rouge, Louisiana. Her work has appeared in the Encyclopedia of African American Education, The Western Journal of Black Studies, and the Journal of Curriculum Theorizing. She maintains an active research agenda on the intersections of narrative inquiry, historical methods, and womanist discourse analysis in educational research because of a desire to communicate the contributions of women like her grandmother and great-aunt – lifelong domestic workers who had little formal education— to the U.S. educational enterprise. In turn, with knowledge of these historical underpinnings, she is interested in how professors can use critical pedagogies to help marginalized students overcome incidents of racial and sexual trauma on college campuses. An example of this research can be found in the book chapter titled, "Making a Way Out of No Way: A Contextualized History of African Americans in Higher Education," in the book, *The Journey Unraveled: College and Career Readiness of African American Students*.



2016 Annual Conference
AESA PAST PRESIDENT'S PANEL

***Community College Students Speak Up:
 Theories, Notions, and Perceptions***

Community colleges play an increasingly important role in providing affordable and openly accessible educational opportunity to students from a wide range of backgrounds. They were founded on the principles of social justice and became a democratizing force in the American educational system. Their role has traditionally been to provide postsecondary educational opportunity to a broader number of students than was traditionally allowed, paving the way for increased opportunities for those who had been traditionally denied. This presentation looks at student and professor interpretations of the mission of community college and how that mission is or is not achieved by CUNY, the Borough of Manhattan Community College, and individual teacher education courses.

Thursday, November 3rd, 3:00-4:40 P.M.

Menzies

YOLANDA MEDINA, Borough of Manhattan Community College/CUNY

CARA KRONEN, Borough of Manhattan Community College/CUNY

Also featuring Borough of Manhattan Community College Students:

ALEJANDRO PENA, Borough of Manhattan Community College/CUNY

NICOLE O'DONNELL, Borough of Manhattan Community College/CUNY

MIA JOHNSON, Borough of Manhattan Community College/CUNY

RAUL CHAVEZ, Borough of Manhattan Community College/CUNY

JOHN COCCO, Borough of Manhattan Community College/CUNY



Yolanda (Jolie) Medina is AESA Past President and Professor of Education at the Borough of Manhattan Community College/CUNY.



Cara Kronen is Assistant Professor of Education at the Borough of Manhattan Community College/CUNY

2016 Annual Conference
Also featuring:
Borough of Manhattan Community College Students:



Alejandro Pena



Nicole O'Donnell



Mia Johnson



Raul Chavez



John Cocco

2016 Annual Conference
GEORGE F. KNELLER LECTURE

The Search for Meaning and Connection

Thursday, November 3rd, 5:00-6:30 P.M.

HYATT OLIVE 8 BALLROOM (3RD FLOOR)



NEL NODDINGS is Lee L. Jacks Professor of Education, Emerita, at Stanford University. She is also a past president of the National Academy of Education, the Philosophy of Education Society, and the John Dewey Society. Having authored seventeen books including: *Caring: A Feminine Approach to Ethics and Moral Education*, *Women and Evil*, *The Challenge to Care in Schools*, *Educating for Intelligent Belief or Unbelief*, and *Philosophy of Education*, Dr. Noddings has also written more than 200 articles and book chapters on various topics ranging from the ethics of care to mathematical problem solving. Her latest books are *Happiness and Education*, *Educating Citizens for Global Awareness*, *Critical Lessons: What Our Schools Should Teach*, *When School Reform Goes Wrong*, and *The Maternal Factor: Two Paths to Morality* (forthcoming, 2010). Her work thus far has been translated into 12 languages.

Noddings received a bachelor's degree in mathematics and physical science from Montclair State College in New Jersey, a master's degree in mathematics from Rutgers University, and a Ph.D. in education from the Stanford Graduate School of Education. She has worked in many areas of the education system. She spent seventeen years as an elementary and high school mathematics teacher and school administrator, before earning her PhD and beginning work as an academic in the fields of philosophy of education, theory of education and ethics, specifically moral education and ethics of care. She became a member of the Stanford faculty in 1977, and was the Jacks Professor of Child Education from 1992 until 1998. While at Stanford University she received awards for teaching excellence in 1981, 1982 and 1997, and was the associate dean or acting dean of the School of Education for four years. After leaving Stanford University, she held positions at Columbia University and Colgate University. She is past president of the Philosophy of Education Society and the John Dewey Society. In 2002-2003 she held the John W. Porter Chair in Urban Education at Eastern Michigan University. She has been Lee L. Jacks Professor of Education, Emerita, at Stanford University since she retired in 1998.

She has described her early educational experiences and her close relationships as key in her development of her philosophical position. An American feminist, educationalist, and philosopher, Nel Noddings has made significant contributions in philosophy of education, educational theory, and ethics of care.

DAVIDSON

◆

R. FREEMAN BUTTS LECTURE

Complex Problems Demand Multiple Solutions: Research on Class, Ethnicity, Gender, Race and Education

Friday, November 4th, 5:00-6:30 P.M.

Leonesa II & III



PRUDENCE L. CARTER is Dean of the Graduate School of Education at the University of California-Berkeley, formerly the Jacks Family Professor of Education and Professor Sociology (by courtesy) at Stanford University. She was also the Faculty Director of John W. Gardner Center for Youth and Their Communities and the Director of the Research Institute for Comparative Studies in Race and Ethnicity. Prior to joining the Stanford faculty in 2007, Dr. Carter was Associate Professor of Sociology at Harvard University.

A product of public schools in the Mississippi Delta, Dr. Carter received a Bachelor of Science degree in applied mathematics and economics from Brown University; earned a Master of Art in Sociology and Education from Teachers College, Columbia University; and a Master of Philosophy and Ph.D. in Sociology from Columbia University.

Dr. Carter's primary research and teaching agenda focuses on causes of and solutions to enduring social and cultural inequalities among social groups, especially in education and schooling. Her expertise ranges from issues of youth identity and race, class, and gender, urban poverty, social and cultural inequality, the sociology of education and mixed research methods. Specifically, she examines academic and mobility differences shaped by the effects of race, ethnicity, class, and gender in U.S. and global society.

Dr. Carter's award-winning book, *Keepin' It Real: School Success beyond Black and White* (Oxford University Press, 2005), debates various cultural explanations used to explain school achievement and racial identity for low-income Black and Latino youth in the United States. *Keepin' It Real* was recognized as the 2006 co-winner of the Oliver Cromwell Cox Book Award given by the American Sociological Association (ASA) for its contribution to the eradication of racism; a 2005 finalist for the C. Wright Mills Book Award, given by the Society for the Study of Social Problems; and an Honorable Mention for best book given by the section on Race, Class, and Gender of the ASA.

Her most recent books include *Stubborn Roots: Race, Culture, and Inequality in U.S. & South African Schools* (2012) and *Closing the Opportunity Gap: What America Must Do to Give Every Child an Even Chance* (2013), co-edited with Dr. Kevin Welner — both published by Oxford University Press. Her other publications have appeared in various journals and book volumes. Her research has also been featured in the Pulitzer-Prize winning documentary "Mind the Gap: Why Are Good Schools Failing Black Students" by journalist Nancy Solomon and has been featured on dozens of National Public Radio (NPR) shows across the United States.

Dr. Carter is an elected a member of the National Academy of Education; the Sociological Research Association; and a Fellow of the American Educational Research Association (AERA). She also serves on the Board of Trustees for the William T. Grant Foundation in New York and was previously on the board of Coleman Advocates for Children and Youth in San Francisco.

INVITED KEYNOTE COLLOQUIUM

Academic Labor in the Age of Clinton versus Trump

Friday, November 4th, 8:00-9:30 P.M., Leonesa III

WAYNE AU, University of Washington-Bothell

JULIE GORLEWSKI, Virginia Commonwealth University

JOHN LUPINACCI, Washington State University

E. WAYNE ROSS, University of British Columbia.

Chair-discussant: A.G. RUD, Washington State University

Wayne Au is an associate professor at the University of Washington Bothell, and he publishes widely on the neoliberal takeover of public education.



Julie Gorlewski, chair of the department of Teaching and Learning at Virginia Commonwealth University and coeditor of *English Journal*, explores how educators, students, and community members can collaborate to interrupt systems of oppression and work toward equity and justice.



John Lupinacci, as an assistant professor at Washington State University, conducts research and teaches in the Cultural Studies and Social Thought in Education (CSSTE) program using an ecocritical approach that advocates for the development of scholar-activist educators and educational researchers.



E. Wayne Ross is Professor in the Faculty of Education at University of British Columbia and co-editor of *Workplace: A Journal for Academic Labor*.



AG Rud, Washington State University, is a philosopher of education who studies the moral dimensions of teaching, learning, and leading. He is president elect of the John Dewey Society and chair of the WSU Faculty Senate.



AESA PRESIDENTIAL ADDRESS

Nothing New Under the Sun: Some Thoughts on Love, Leadership, and Social Justice Dogmas

Saturday, November 5th, 3:00-5:00 P.M.

Leonessa II and III

DENISE TALIAFERRO BASZILE, Miami University of Ohio



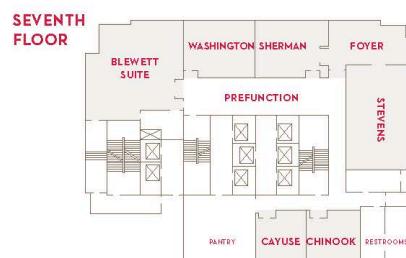
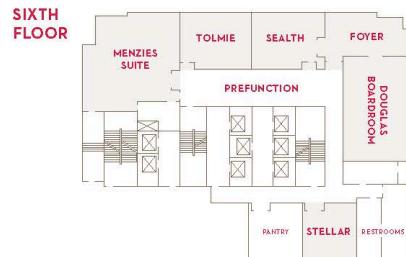
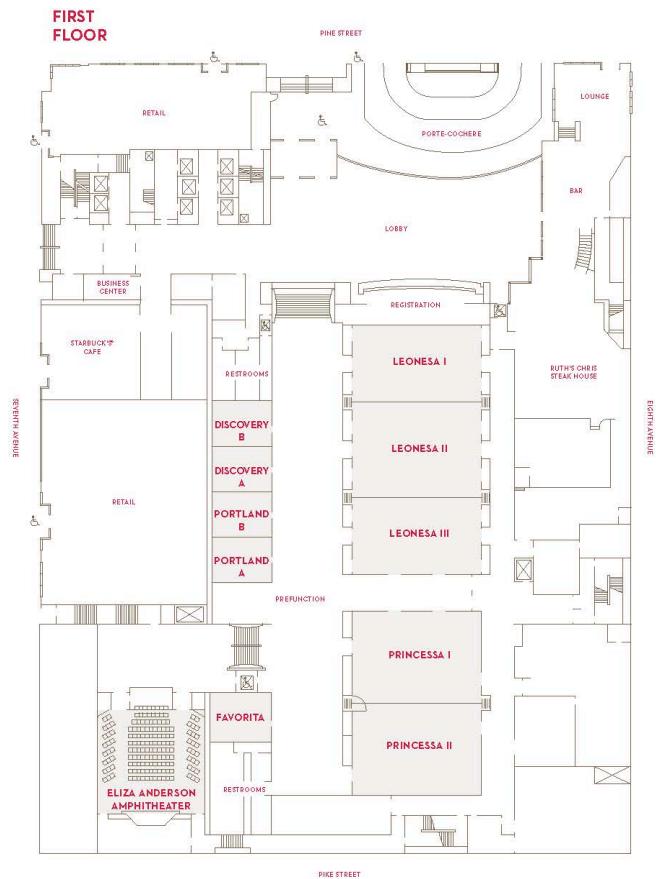
Denise Taliaferro Baszile is Associate Dean of Diversity and Student Experience and Associate Professor of Curriculum & Cultural Studies in the Department of Educational Leadership at Miami University. She has been an AESA member since 1998 and has served two terms on the Executive Council and was elected VP in 2014.

Denise's work focuses on understanding curriculum as racial/gendered text with an emphasis on disrupting traditional modes of knowledge production, validation and representation. Her scholarship draws on curriculum theory, critical race theory, and Black feminist theory and seeks a fuller understanding rather than a simply a legitimate understanding of the dynamic relationship between race, gender and curriculum.

2016 Annual Conference
SEATTLE GRAND HYATT MEETING ROOMS



FLOOR PLAN
Meeting Levels





The Department of Educational Leadership and Policy Studies
supports AESA's

*Love, Labor and Learning Under the Gun:
Education Writ Large with Visionary Pragmatism*
and its EDUCATIONAL STUDIES PROGRAM's mission of

Fostering social justice, nonviolence, and democratic life through interpretive, critical, and normative inquiry in philosophical, historical, social, and cultural studies of education—education for children and for adults, by various means, formal and informal, in diverse settings, local and global.

For more information, visit <http://ed.ou.edu/elps>

2016 Annual Conference
OPENING NIGHT
WEDNESDAY, NOVEMBER 2ND
5:00-7:30 P.M.

Wednesday, November 2nd, 5:00-6:00 P.M.

Princessa I

PROGRAM CHAIR's WELCOME and WINE/CHEESE RECEPTION

Love, Labor, and Learning Under the Gun:

A Celebration of Education Writ Large with Visionary Pragmatism

SUSAN LAIRD, University of Oklahoma

Meet AESA's 2016 Program Team

JULIE M. DAVIS, University of Oklahoma

STEFANIE R. HEINRICH, University of Oklahoma

MAURA MOLLET-HOBBS, University of Oklahoma

Wednesday, November 2nd, 6:00-7:30 P.M.

Princessa I

KEYNOTE SYMPOSIUM and TOWN HALL DISCUSSION

Labor and Education REVIEWERS' CHOICE

Writing Against the Gun:

Public Scholarship and the Fight Against Privatization and Systemic Racism in US Schools†

LAUREN WARE STARK, University of Virginia

CAROL ANNE SPREEN, New York University

JON GREENBERG, The Center School, Seattle, WA

JESSE HAGOPIAN, Garfield High School, Seattle, WA

MICHAEL PEÑA, Mariner High School, Everett, WA

SOCIAL JUSTICE EDUCATION ADVOCATES, Seattle, WA

Chair: PAMELA KONKOL, Concordia University-Chicago

Discussant: ISABEL NUNEZ, Indiana University/Purdue University-Fort Wayne

While public scholarship is generally framed as public research written by academics, teachers have offered significant contributions to public scholarship on education policy. In this symposium session, activist scholars and teachers will discuss the role of public scholarship in the fight against systemic racism and the privatization of public education. This symposium will feature an introductory presentation grounding the discussion in the work of activist scholars and educators who are working to combat privatization and racism in our schools and communities. It will then include a panel discussion with teacher activists who have organized for social justice in education through such movements as #BlackLivesMatteratSchool. They will offer examples of the public scholarship they have created in support of this work. The session will close with a town hall discussion of how teacher activists and scholars can challenge privatization and systemic racism through critical and collaborative public scholarship.

2016 Annual Conference
FIRST DAY
THURSDAY, NOVEMBER 3RD
8:00 A.M. – 9:30 P.M.

Thursday, November 3rd, 8:00 A.M. – 12:00 P.M.

Douglas Boardroom

EXECUTIVE COUNCIL MEETING

Thursday, November 3rd, 8:30 A.M.-5:30 PM.

Leonesa I

BOOK EXHIBIT

Thursday, November 3rd, 8:00-9:30 A.M.

Sherman

GRADUATE STUDENTS' COLLOQUIUM

Thursday, November 3rd, 8:00-9:30 A.M.

Discovery B

EcoJustice Education BUSINESS MEETING

2016 Annual Conference
CONCURRENT SESSIONS
THURSDAY, NOVEMBER 3RD
8:00 – 9:30 A.M.

Thursday, November 3rd, 8:00-9:30 A.M.

Leonesa I

POSTER PRESENTATIONS

Challenges and Contradictions of Neoliberal Educational Policy:

Implications for Urban Teacher Education and The Social Foundations Classroom

LOIS WEINER, New Jersey City University

Academic Standards and Testing in Secondary Economics:

Creating the New Labor Force

GLEND A WHEATLEY, University of Georgia

Endangered Pedagogues:

The Impact of the Neoliberal Regime on Engaged Scholarship and Political Activism in the Academy

VENUS EVANS-WINTERS, Illinois State University

JENNIFER ESPOSITO, Georgia State University

Show Me the Love, When Everyone Else is Showing Me the Test

DANIELLE T LIGOCKI, Oakland University

MARTHA WILKINS, Lewis University

Roving Discussants: MATTHEW WEINSTEIN, University of Washington-Tacoma; JEAN

AGUILAR-VALDEZ, Portland State University

Thursday, November 3rd, 8:00-9:30 A.M.

Leonesa III

Society of Professors of Education DISTINGUISHED LECTURE

From Education and the Rise of the Corporate State to Education by the Corporate State

(A Retirement Valediction)

JOEL SPRING, Queens College, City University of New York and the Graduate Center of the City University of New York.

Chair-discussant: BERNARDO GALLEGO, National University.

Thursday, November 3rd, 8:00-9:30 A.M.

Menzies

Comparative and International Education REVIEWERS' CHOICE PAPER

Feminism Is Not For Everyone:

The Language We Use and the Spaces We Create:

How Conflict Affected Young Women Doing Feminism in the Global South.

THURSICA KOVINTHAN, University of Ottawa.

Chair-respondent: TANIA RAMALHO, SUNY-Oswego.

2016 Annual Conference
Thursday, November 3rd, 8:00-9:30 A.M.
Tolmie
Gender and Sexuality Studies REVIEWERS' CHOICE PAPER
Reimagining Black Boyhood in Educational Research, Policy, and Practice

MICHAEL J. DUMAS, University of California at Berkeley

JOSEPH DERRICK NELSON, Swarthmore College.

Chair-respondent: T. ELON DANCY, University of Oklahoma

Thursday, November 3rd, 8:00-9:30 A.M.
Portland A
ROUNDTABLE on HIGHER EDUCATION
Deleuze's and Guattari's Rhizomes:
Higher Education as Trees and Grass

BARBARA J. THAYER-BACON, University of Tennessee

Which Call Are We Answering:
The Conflict Between Community and the Academy

SEREANA NAEPI, University of British Columbia

Chair-discussant: CAROLYNE J. WHITE, Rutgers University-Newark

Thursday, November 3rd, 8:00-9:30 A.M.
Sealth
PANEL
Representation, Reciprocity, and Relationships:
Approaches to Pedagogy and Research with Undocumented and DACAmented Students and Teachers

LUIS ENRIQUE JUAREZ TREVINO, Dallas Independent School District

ERIC RUIZ BYBEE, Brigham Young University

CHLOE SIKES, The University of Texas at Austin

JOSE GARCIA, California State University Channel Islands

Chair: DORI WALL, California State University, Chico

Discussant: BLANCA CALDAS, University of Minnesota

CONCURRENT SYMPOSIA
Thursday, November 3rd, 8:00-9:30 A.M.
Washington
(Re)reading and Applying Marx's Capital Vol. 1 in the Neoliberal Educational Context

CLAYTON PIERCE, Western Washington University

ISIDORO GUZMAN, University of Utah

ANITA JUAREZ, University of Utah

JAMES KENDALL, University of Utah

GARDNER SEAWRIGHT, University of Utah

Chair-discussant: CLAYTON PIERCE, Western Washington University



2016 Annual Conference

Thursday, November 3rd, 8:00-9:30 A.M.

Portland B

Against Rationalism:

Minor Sciences and Possibilities for the New

LAURA ELIZABETH SMITHERS, University of Oregon

EMILY MATHIS, University of Oregon

MATTHEW GRAHAM, University of Oregon

Chair-discussant: LISA A. MAZZEI, University of Oregon

CONCURRENT PAPER SESSIONS

Thursday, November 3rd, 8:00-9:30 A.M.

Blewett

EDUCATIONAL DISABILITY STUDIES

Spatial Dis-locations, Critical Race Theory and the Politics of Disability:

Exploring Section 504 in the Disproportionality Debate

NIRMALA EREVELLES, The University of Alabama

Chair: ROLAND SINTOS COLOMA, Northern Kentucky University

Respondent: JONATHAN LIGHTFOOT, Hofstra University

2016 Annual Conference
CONCURRENT SESSIONS
THURSDAY, NOVEMBER 3RD
9:45 – 11:15 A.M.

Thursday, November 3rd, 9:45-11:15 A.M.

Leonesa I

POSTER PRESENTATIONS

Dissent Without Tenure:

The Risks of (not) Challenging White Supremacy in the Corporatized University

NICOLE RANGEL, UC Berkeley

The Crisis of Purpose in Higher Education

KYLE WAYNE SHANKS, Tennessee Tech University:

A Freirean Reflective on the Culture of Silence in Evangelical Christian Higher Education:

From Prescriptive Learning to a Pedagogy of Reconciliation

DAVID LOUIS HUMPHREY, Jr., Ball State University, Indiana Wesleyan University

CAMEA DAVIS, Ball State University

Roving Discussant: KIRSTEN T. EDWARDS, University of Oklahoma

Thursday, November 3rd, 9:45-11:15 A.M.

Leonesa III

Educational Anthropology REVIEWERS' CHOICE PAPER

Uses and Abuses of Positionality:

A Feminist Content Analysis of Educational Anthropology Journals

EMILY FREEMAN, University of North Carolina at Chapel Hill

Chair-respondent: JAN ARMSTRONG, University of New Mexico

Thursday, November 3rd, 9:45-11:15 A.M.

Portland A

ROUNDTABLE on SEXUALITY STUDIES IN EDUCATION

Discourses of Desire:

Agency and Power in Research with LGBTQ Youth

DARLA LINVILLE, Augusta University

Teaching Social Shame through Elementary School Sexuality Education

ERICA MISAKO BOAS, Santa Clara University and San Jose State University

The School-to-Coffin Pipeline:

Queer Youth, Suicide, and Living the In-between

BONI WOZOLESK, Kent State University

LINDSEY WOOTTON, Kent State University

AARON DEMLOW, Kent State University

CONCURRENT SYMPOSIA

Thursday, November 3rd, 9:45-11:15 A.M.

Discovery B
In Solidarity:
Program Directors Resist Under-the-gun Domination

LISA ZAGUMNY, Tennessee Technological University

BRANDON L. FOX, Stephen F. Austin State University

CHRISTOPHER B. KNAUS, University of Washington Tacoma

RACHELLE ROGERS-ARD, Oakland Unified School District

Chair-discussant: RACHELLE ROGERS-ARD, Oakland Unified School District

Thursday, November 3rd, 9:45-11:15 A.M.

Tolmie
Sista/Hermana:
Chronicles of Revolutionizing Under the Gun of Tenure and Promotion in the Academy

ANTONETTE ARAGON, Colorado State University

VENUS EVANS-WINTERS, Illinois State University

JENNIFER ESPOSITO, Georgia State University

Chair-discussant: ISABEL NUNEZ, Indiana University/Purdue University-Fort Wayne

Thursday, November 3rd, 9:45-11:15 A.M.

Washington
Traveler, There Is No Path, Only Trails Across The Sea...:
Philosophical Interference to Generate Radically Democratic Spaces of Possibility

CAROLYNE J. WHITE, Rutgers University-Newark

FATEMEH MOGHADDAM, Syracuse University

LEAH Z. OWENS, Rutgers University-Newark

Chair-discussant: BILJANA SAMOUKOVIC, University of Iowa

Thursday, November 3rd, 9:45-11:15 A.M.

Blewett
Art, Design and Music:
Humanistic Curricula That Can Promote “Liberating Human Intelligence and Human Sympathy” for Individuals and Communities Through Creative Laboring and Aesthetic Experiences

KENDRA DAVIS ABEL, University of Oklahoma

THOMAS CLINE, University of Louisiana at Lafayette

JOHNNIE-MARGARET McCONNELL, University of Oklahoma

Chair: JOHNNIE-MARGARET McCONNELL, University of Oklahoma

2016 Annual Conference

Thursday, November 3rd, 9:45-11:15 A.M.

Portland B

Paradox and Play:

Relationship as Vehicle for Resistance

The Demise of Play in Secondary Education:

Using Winnicott's Theory in Teaching Students to Live Creatively

LAURA KROHN, Oral Roberts University

Paradoxes of Teaching:

Winnicott's Object-Relations Theory as Lens for Analyzing Student-Teacher Relationships

MATT PASCUCCI, Oklahoma State University

Implementation of the Children's Internet Protection Act:

Are School's Helping or Hurting Children?

ALISON STERBA, Oklahoma State University

The Power of Formlessness:

Winnicott on the Precariousness of Play

JUDI LYNN THORN, Oklahoma State University

Winnicott's Transitional Space:

Cultural Place, Place of Art Education

LORI PALMER, Oklahoma State University

Chair: VIRGINIA WORLEY, Oklahoma State University

Discussant: STACY OTTO, Illinois State University

CONCURRENT PAPER SESSIONS

Thursday, November 3rd, 9:45-11:15 A.M.

Menzies

CARCERALITY AND EDUCATION:

RETHINKING SCHOOL DISCIPLINE

Education Reform in the New Carceral State

JEREMY BENSON, Rhode Island College

Carceral Schooling:

Mechanisms of Discipline in an Era of Mandatory Minimums

ROBERT GARCIA UNZUETA II, University of Utah

Dismantling the Master's (School) House:

Healing the Effects of School Discipline Policies on Black Feminized Bodies Through Trauma-Informed Pedagogy

ESTHER O. OHITO, Teachers College, Columbia University

LAURA VERNIKOFF, Teachers College, Columbia University

Restorative Justice as Pedagogical Response to the "Discipline Gap":

A Case Study of a White Middle School Administrator

SHANNON K. MCMANIMON, SUNY New Paltz

ZACHARY A. CASEY, Rhodes College

Chair: ESTHER O. OHITO, Teachers College, Columbia University

2016 Annual Conference

Thursday, November 3rd, 9:45-11:15 A.M.

Sherman

CURRICULUM INQUIRIES

Curricular Dimensions of Social Space:

(Re)Conceptualizing Curriculum as Social & Spatial Justice

AMARA PEREZ, University of North Carolina, Greensboro

Curriculum Control:

Inservice Teacher Education as Product Implementation Training

CHRISTOPHER B. CROWLEY, Wayne State University

Chair: AMARA PEREZ, University of Carolina, Greensboro

Thursday, November 3rd, 9:45-11:15 A.M.

Sealth

SURVIVING RACISM

The Role of Coping with Racism:

Expanding the Racial Battle Fatigue Framework

JEREMY D. FRANKLIN, University of Utah

Intergenerational Recollections and Reflections of Family Trauma and Family Secrets:

Using Creative Non Fiction to Explore Troublesome Historical and Cultural Histories in African American Communities

TIFFANY J. WILLIAMS, Miami University Ohio

Soul Education:

Black Psychic Restoration

ERIC SOURIE, University of Oklahoma

Chair: JEREMY D. FRANKLIN, University of Utah

Thursday, November 3rd, 9:45-11:15 A.M.

Discovery A

ENGAGING PEDAGOGIES FOR SOCIAL JUSTICE

Student Engagement as Proxy for Social Inequality:

Reframing Student Engagement

DANIEL JOSEPH VALLEE, Graduate Center, City University of New York

Troublemakers or Innovators:

Creative Tensions When Designing a Course for Critical Race Praxis

JOY HOWARD, University of Southern Indiana;

TIMBERLY BAKER, University of Southern Indiana

Expanding Theory:

Why It Must Be Service Learning

ASHLEY K. VAUGHAN, Washington State University

Chair: DANIEL JOSEPH VALLEE, Graduate Center, City University of New York

2016 Annual Conference
CONCURRENT SESSIONS
THURSDAY, NOVEMBER 3RD
11:30 A.M. – 1:00 P.M.

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.
Society of Professors of Education BUSINESS MEETING
Blewett

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.
Portland B

MEET THE EDITORS OF Educational Studies:
GETTING YOUR WORK PUBLISHED IN JOURNALS

To discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session will be beneficial for doctoral students, junior and senior faculty alike.

ROLAND SINTOS COLOMA, Northern Kentucky University

JEONGEUN RHEE, Long Island University

STEPHANIE (DAZA) CURLEY, Manchester Metropolitan University

BINAYA SUBEDI, Ohio State University

SHARON SUBREENDUTH, Bowling Green State University

MELISSA COLLEARY, Long Island University

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Leonesa I

POSTER PRESENTATIONS

Prestige Charters:

Private Feel, Public Money

MOLLY VOLLMAN MAKRIS, Guttman Community College, CUNY

ELIZABETH M BROWN, William Paterson University

Public School Funding Post Brown v. Board of Education

AUTUMN BROWN, Oklahoma State University

BEN BINDEWALD, Oklahoma State University

Problems and Promise:

A Preliminary Study on Charter Schools

JACLYN M GRECO, State University of New York at New Paltz

KATE MCCOY, State University of New York at New Paltz

The Exclusion of ELL Students from Selective Admissions Schools:

Could Title VI Resolve the Matter?

DAVID LAVISCOUNT, University of Memphis

STEVEN L. NELSON, University of Memphis

Tensions and Transformations:

Generative Themes, Gramsci's Intellectuals, and Freire's Revolutionaries

TRICIA MCCLOSKEY, University of Toledo

Staged Interventions:

Performance Pedagogy, Politics and Possibilities in Educational Contexts

2016 Annual Conference

WILSON OKELLO, Miami University

The Anazoa Educational Project:

Integrating Business, Science, and the Humanities

JAMES ROVIRA, Mississippi College

Roving Discussants: P. ZITALI MORALES, University of Illinois at Chicago; GA YOUNG CHUNG, University of Illinois-Urbana-Champaign

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Leonesa III

Values and Leadership REVIEWERS' CHOICE PANEL

The University of Tennessee's Office of Diversity and Inclusion:

Under the Gun

Vice Chancellor of Diversity and Inclusion:

The LGBTQ Issue

KRISTEN GODFREY, University of Tennessee

Under the Gun:

The Race Side of the Story

JANINE AL-ASEER, University of Tennessee:

Diversity in Contention:

A Critical Discourse Analysis Concerning Diversity's Place on the UT Campus

ASHLEE ANDERSON, University of Tennessee

ANDREA ARCE-TRIGATTI, University of Tennessee

The 'Right' of Religion and the Ideas of Diversity on College Campuses

MELISSA HARNESS, University of Tennessee

Classroom and Campus Climate when Diversity is Under Attack

BRIAN SOHN, University of Tennessee

Chairing Presenter: BARBARA J. THAYER-BACON, University of Tennessee

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Menzies

Curriculum Theory REVIEWERS' CHOICE SYMPOSIUM

Assessing the applicability of Critical Indigenous Studies to Social Studies Curriculum and Pedagogy

DOLORES CALDERON, Western Washington University

JAMES HERNANDEZ, University of Utah

EUGENE TACHINNI, University of Utah

ROSE YAZZIE, University of Utah

RICHARD WHITE, Montana State University

ANDREA ABEITA, University of New Mexico

DANI MORRISON, Montana State University

GLENABAH MARTINEZ, University of New Mexico

Chair: PAULA M. SALVIO, University of New Hampshire

Discussant: MING FANG HE, Georgia Southern University



2016 Annual Conference

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Portland A

ROUNDTABLE on THE PROFESSION OF EDUCATIONAL STUDIES

Love, Labor and Learning Under the Gun:

Social Foundations in the Age of Neoliberal Efficiency

MAIKE INGRID PHILIPSEN, Virginia Commonwealth University

ADAI TEFERA, Virginia Commonwealth University

MARY KAY DELANEY, Meredith College

KATHY HYTTEN, University of North Carolina-Greensboro

SILVIA BETTEZ, University of North Carolina-Greensboro

JULIE M. DAVIS, University of Oklahoma

JIM LA PRAD, Western Illinois University

JANE VAN GALEN, University of Washington-Bothell

Chair: MAIKE INGRID PHILIPSEN, Virginia Commonwealth University

Discussant: JOHN J. LUPINACCI, Washington State University

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Sherman

ALTERNATIVE SESSION

Racial Microaggressions:

The New Face of Racism in Academia

HALIMA BEAULIEU, Simon Fraser University

VICTORIA LAM, Simon Fraser University

CONCURRENT PANELS

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Tolmie

"Peculiar Sensations":

Challenging the White Supremacist Foundations of the U.S. Curriculum Field

WAYNE AU, University of Washington, Bothell

DOLORES CALDERON, Western Washington University

ANTHONY BROWN, The University of Texas Austin

Chair: WAYNE AU, University of Washington-Bothell

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Discovery A

Intersections of Love, Labor, and Learning in Surveilled Contexts:

Autoethnography as a Method for Reshaping Educational Environments

BRANDON FOX, Stephen F. Austin State University

LISA ZAGUMNY, Tennessee Technological University

G. SUE KASUN, Georgia State University

JAMES GAMBRELL, Portland State University

PATRICK S DE WALT, California State University, Fresno

2016 Annual Conference

ANITA BRIGHT, Portland State University
 Chair-discussant: TRICIA NIESZ, Kent State University

CONCURRENT PAPER SESSIONS

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Washington
THEORIZING APPROACHES TO EDUCATIONAL INQUIRY

Narrating the Self and Others:

Reflexivity, Accountability and Critical Autoethnography in Educational Contexts

DOMINIQUE C. HILL, Miami University

DURELL CALLIER, Miami University

Bite The Bullet or Go Ballistic?

Struggles with Conventional Humanist Research

TESSA BISHOP, Tennessee Technological University

Chair: DOMINIQUE C. HILL, Miami University

Thursday, November 3rd, 11:30 A.M.-1:00 P.M.

Discovery B
NEOLIBERALISM, TEACHER EDUCATION, AND THE TEACHING PROFESSION

Teach For America, the Public-to-Charter Pipeline, and the Politics of Protection

ASHLEE BROOK ANDERSON, University of Tennessee

The Teacher Politics of CAEP & The Moral Work of Teaching:

Considering the Overlap

SHERON ANDREA FRASER-BURGESS, Ball State University

Teaching Teachers at a Time of Scant Hope

DONNA L VUKELICH-SELVA, Edgewood College

“They see us as disposable commodities”:

Charter School Policy and the Struggle for Teacher Professionalism

BETH WRIGHT, Loyola University Chicago

Chair: ASHLEE BROOK ANDERSON, University of Tennessee

Thursday, November 3rd, 11:30-1:00 P.M.

Sealth
LOVING AND EDUCATING

Revolutionary Love:

A Thin Line Between Love and Hate

VENUS EVANS-WINTERS, Illinois State University

JAMES MARTINEZ, Valdosta University

Paving Postsecondary Pathways:

Implementing a College and Career Readiness Program for Black Girls by Black Women

RAQUEL FARMER-HINTON, University of Wisconsin-Milwaukee

NICOLE HOLLAND, Northeastern Illinois University

Chair: VENUS EVANS-WINTERS, Illinois State University

2016 Annual Conference
CONCURRENT SESSIONS
THURSDAY, NOVEMBER 3RD
1:15 P.M. – 2:45 P.M.

Thursday, November 3rd, 1:15-2:30 P.M.

Leonesa I

CRITICS' CHOICE BOOK TALK

Makris, M. V. (2015). *Public Housing and School Choice in a Gentrified City: Youth Experiences of Uneven Opportunity*. New York: Palgrave.

MOLLY VOLLMAN MAKRIS, Guttman Community College of CUNY

Thursday, November 3rd, 1:15-2:30 P.M.

Leonesa II

PRESIDENT's INVITED PANEL

Womanish Ways:

Monologues at the Intersections of Race, Gender and Curriculum Theorizing

DENISE TALIAFERRO BASZILE, Miami University of Ohio

THEODOREA BERRY, University of Texas, San Antonio

KIRSTEN EDWARDS, University of Oklahoma

NICHOLE GUILORY, Kennesaw State University

FRANCYNE HUCKABY, Texas Christian University

CHERYL MATIAS, University of Colorado, Denver

BERLISHA MORTON, Colgate University

LAVADA TAYLOR-BRANDON, Purdue University, Calumet

Thursday, November 3rd, 1:15-2:45 P.M.

Leonesa III

Educational Policy and Politics REVIEWERS' CHOICE ACTION MEETING

LEONESSA III

Reclaiming Teacher Education:

Resisting EdTPA and the New Teacher Education Neoliberal Audit Culture

MATTHEW WEINSTEIN, University of Washington-Tacoma

JEAN AGUILAR-VALDEZ, Portland State University

WAYNE AU, University of Washington-Bothell

Chair-discussant: FRANK MARGONIS, University of Utah

Thursday, November 3rd, 1:15-2:45 P.M.

Portland A

ROUNDTABLE on EDUCATIONAL PRAXIS

Social Movements and Educational Research:

Toward a United Field of Scholarship

TRICIA NIESZ, Kent State University

AARON KORORA, Kent State University

CHRISTY BURKE WALKUSKI, Kent State University

2016 Annual Conference

RACHEL E. FOOT, Kent State University:

Considering a Praxis of Transcendent Pedagogy

ANDREA KALVESMAKI, University of Utah

JULIO C. BERMUDEZ, Catholic University of America

Chair-discussant: NIRMALA EREVELLES, University of Alabama

Thursday, November 3rd, 1:15-2:45 P.M.
Tolmie
ACTION MEETING
Reconsidering Faculty Service in the Corporate University

JAN ARMSTRONG, University of New Mexico

Chair-discussant: SHERICK HUGHES, University of North Carolina at Chapel Hill

CONCURRENT SYMPOSIA
Thursday, November 3rd, 1:15-2:45 P.M.
Menzies
Democracy and Education Around the World
Democratic Ideals and the Purposes of Education in the United States

KATHY HYTTEN, UNC Greensboro

Critical Democratic Education and the Construction of Peace in Colombia

PAULA ECHEVERRI SUCERQUIA, Universidad de Antioquia, Colombia

Democratic Educational Reform:
A Hopeful Platform for Reconciliation in Thailand

PANADDA UNYAPHO, Bangkok University, Thailand

Exploring Pedagogical Possibilities in China

SOPHY CAI, University of Illinois

Chair-discussant: KATHY HYTTEN, UNC-Greensboro

Thursday, November 3rd, 1:15-2:45 P.M.
Discovery A
Curriculum and Place
Integration as Curriculum:
Building Community in Shared Space

DEANNA CHAPPELL BELCHER, University of Oregon

Centering Place:
Introducing a Geospatial Perspective into Teacher Professional Development

KATIE FITCH, University of Oregon

Native Worldview of Place as a Basis for Science Curriculum

STEPHANY RUNNING-HAWK JOHNSON, University of Oregon

Place Expectations:
Classroom Spaces as Hidden Curriculum

KRISTIDEL MCGREGOR, University of Oregon

Indigenous Conceptions of Curriculum:

2016 Annual Conference

Making a Case for why Place Matters

JIMMY SNYDER, University of Oregon

Chair: KRISTIDEL MCGREGOR, University of Oregon

Discussant: LISA MAZZEI, University of Oregon

CONCURRENT PANELS

Thursday, November 3rd, 1:15-2:45 P.M.

Washington

Curricula and methodologies that disrupt:

Performing a love of learning, place, and body

MIA SOSA-PROVENCIO, University of New Mexico

REBECCA SÁNCHEZ, University of New Mexico

Chairing Presenter: RUTH TRINIDAD GALVÁN, University of New Mexico

Discussant: CHARISE PIMENTEL, Texas State University

Thursday, November 3rd, 1:15-2:45 P.M.

Blewett

Late Again?

Cross-Cultural Conceptions of Time and Place

ELEANOR J BLAIR, Western Carolina University

MARGARITA MACHADO-CASAS, University of Texas-San Antonio

YOLANDA MEDINA, Borough of Manhattan Community College/CUNY

JESSICA HEYBACH, Aurora University

CONCURRENT PAPER SESSIONS

Thursday, November 3rd, 1:15-2:45 P.M.

Sherman

CRITICAL ENCOUNTERS WITH VIOLENCE THROUGH EDUCATIONAL MEDIA

Docere?

The Public Pedagogy of (Anti)War Photographer James Nachtwey

SARA CLARKE-VIVIER, University of New Hampshire

Love, Labor, and Learning in an Indian Boarding School:

Teaching Historical Trauma and Structural Oppression through Film

MEREDITH MCCOY, University of North Carolina at Chapel Hill

Mourning and the End of Everything:

Media Culture's Manifestations of the Coming Epochal Shift

STACY OTTO, Illinois State University

Caught in the Crosshairs: Teaching Reading in Times of 'War'

AMANDA O. MAHER, Eastern Michigan University

Chair: PAULA M. SALVIO, University of New Hampshire

2016 Annual Conference
Thursday, November 3rd, 1:15-2:45 P.M.
Portland B
EDUCATIONAL STUDIES FOR MENTORS
"To me, it means I might die single":
Undergraduate Researchers Navigating Patriarchy in Preparation for Graduate School

ARACELI FRIAS, University of Utah

Visionary LatCircle - Multicultural e-Mentoring:
A Case Study of Five Latin@ Educators

REGINA L. SURIEL, Valdosta State University

JAMES MARTINEZ, Valdosta State University

MARIA L. GABRIEL, Poudre School District, Fort Collins, Colorado

JUAN A. RIOS VEGA, Bradley University

JAVIER GONZALES, Abraham Baldwin Agricultural College

Chair: ARACELI FRIAS, University of Utah

Thursday, November 3rd, 1:15-2:45 P.M.
Sealth
EDUCATING IMMIGRANTS
No One Cares About Us Except Us:
An examination of DACA in Ohio

LUIS FERNANDO MACÍAS, The Ohio State University

The Birth and Labor of a Healing Space:
Using Testimonio to Invoke History and Begin a Dialogue for Future Directions of Social Movements

RACHEAL MARIE ROTHROCK, The University of Texas at Austin

GANIVA REYES, Miami University, Oxford Ohio

BLANCA CALDAS, University of Minnesota Twin Cities

¿Y Ahora Qué?:
Expressions of Precariousness amongst DACAmended Educators

JOSE GARCIA, California State University Channel Islands

Chair: LUIS FERNANDO MACÍAS, The Ohio State University

Thursday, November 3rd, 1:15-2:45 P.M.
Discovery B
ETHICAL INQUIRY AND SCHOOL LEADERSHIP FOR PEACE AND JUSTICE
An Ethics of the Other in Education?
Heidegger's Being-with, Derrida's Hospitality, and Lévinas' Responsibility

GUOPING ZHAO, Oklahoma State University:

Peace-Building through Teacher Leaders Use of Ethical Leadership

JILL BRADLEY-LEVINE, Ball State University

Chair: GUOPING ZHAO, Oklahoma State University

2016 Annual Conference
CONCURRENT SESSIONS
THURSDAY, NOVEMBER 3RD
3:00 – 4:30 P.M.

Thursday, November 3rd, 3:00-4:30 P.M.

Leonesa I

POSTER PRESENTATIONS

Afrofuturism and Indigenous Futurity: Entangled and Contested Temporalities, Subjectivities and Epistemologies

ISIDORO GUZMAN, University of Utah, DIEGO LUNA, University of Utah, RICHARD WHITE, Montana State University

A people 118 years under the gun:

The Puerto Rican Diaspora in the American Southwest

NERITZA DIAZ-CRUZ, University of New Mexico

Accounting for Racial Battle Fatigue and Racial Microaggressions in Educational Research

JEREMY D. FRANKLIN, University of Utah

Common Relationality:

Anti-Racist Solidarity, Racial Embodiment, and the Problems of Self-Possession

GARDNER SEAWRIGHT, University of Utah

Learning from the Heart about Race and Equity

MARTHA J RITTER, Cabrini College:

Engaging Black Males in Scholarly Discourse:

Integrating Hip-Hop Pedagogy

STEVIE JOHNSON, University of Oklahoma

Roving Discussants: ELIZABETH COOK, University of Texas at San Antonio; SANDRA WINN TUTWILER, Washburn University

Thursday, November 3rd, 3:00-4:30 P.M.

Leonesa II

PAST PRESIDENT's INVITED PANEL

Community College Students Speak Up

YOLANDA MEDINA, Borough of Manhattan Community College/CUNY

CARA KRONEN, Borough of Manhattan Community College/CUNY

NICOLE O'DONNELL, Borough of Manhattan Community College/CUNY

MIA JOHNSON, Borough of Manhattan Community College/CUNY

RAUL CHAVEZ, Borough of Manhattan Community College/CUNY

JOHN COCCO, Borough of Manhattan Community College/CUNY

ALEJANDRO PENA, Borough of Manhattan Community College/CUNY

2016 Annual Conference
Thursday, November 3rd, 3:00-4:30 P.M.
Leonesa III
Philosophy of Education REVIEWERS' CHOICE SYMPOSIUM
Through Choice of Action:
(Re)Visionary Pragmatisms for the Age of Accountability

KEVIN CAREY, Reynolds Community College, Richmond, VA

BRIAN CHAREST, The Nova Project, Seattle, WA

RUSSELL MAYO, University of Illinois at Chicago

SCOTT MORRISON, Elon University

Chair: GUOPING ZHAO, Oklahoma State University

Discussant: SUZANNE RICE, University of Kansas

Thursday, November 3rd, 3:00-4:30 P.M.
Portland A
ROUNDTABLE on STRUGGLES TO BECOME EDUCATED
The Battlefield of Higher Education:
Life History of a Latino Ph.D. Student and How the disciplinary approaches of Social Foundations of Education help him survive to graduation and beyond

JOSE GUMECINDO ROSALES, The University of Toledo

Enrolled Under False Pretenses:
The Tension Between Vision and Pragmatism at an Urban University

THAIS COUNCIL, Georgia State University

ADRIAN NEELY, Georgia State University:

Culture and the Classroom:
The Story of Lumbee Tribal Young Adults

LESLIE LOCKLEAR, University of North Carolina, Greensboro

Chair-discussant: NIRMALA EREVELLES, University of Alabama

Thursday, November 3rd, 3:00-4:30 P.M.
Tolmie
SYMPOSIUM
Reconsidering Solidarity:
An Investigation of Theory and Practice

ADRIENNE ANDREWS, Weber State University

ADELI YNOSTROZA, University of Utah

ASHLEY SEITZ KRAMER, Westminster College

ELIOT SYKES, University of Utah

FRANK MARGONIS, University of Utah

Chair-discussant: LAUREN WARE STARK, University of Virginia



2016 Annual Conference

Thursday, November 3rd, 3:00-4:30 P.M.

Blewett

ALTERNATIVE SESSION

“They Laugh ‘Cause They Assume I’m in Prison”:

Hip-Hop Feminism as Critical Pedagogy

DAWN NICOLE HICKS TAFARI, Winston-Salem State University

VERONICA A. NEWTON, University of Missouri-Columbia

Chair-discussant: THEODOREA BERRY, University of Texas at San Antonio

CONCURRENT PANELS

Thursday, November 3rd, 3:00-4:30 P.M.

Discovery A

EcoJustice Education PANEL

Rethinking Pedagogy, Imagining Futures:

Activating EcoJustice Frameworks in the Classroom

MONICA K. SHIELDS, Eastern Michigan University

AGNES KRYNSKI, Eastern Michigan University

MATTHEW HAMILTON, Eastern Michigan University

Chair: THOMAS CLINE, University of Louisiana at Lafayette/University of Oklahoma

Thursday, November 3rd, 3:00-4:30 P.M.

Sealth

Recovering the Silenced Narratives:

The Representations of Black Male Students in American Film, Television, and Hip-Hop

"He's Just a Kid":

Innocence, Cultural Capital, and Black Male Student Experiences on Television

HEATHER CHERIE MOORE, Allegheny College

Higher Learning:

Exploring the Reel Representations of Black Male College Students

KEVIN JOSEPH, University of Kansas

Using Hip Hop Culture to Combat the 'Otherization' of Black Maleness and Black Masculinity

AHMAD WASHINGTON, University of Louisville

Chair-discussant: T. ELON DANCY, University of Oklahoma

CONCURRENT PAPER SESSIONS

Thursday, November 3rd, 3:00-4:30 P.M.

Sherman

EcoJustice Education

ECOLOGICAL EDUCATIONAL THOUGHT

Anarchist Epistemologies and EcoJustice Education:

The Relevance of Paul Feyerabend to Educational Foundations

MARK WOLFMEYER, Kutztown University of Pennsylvania

2016 Annual Conference
The Speculative Turn:
Education and Ecological Ethics

JOHN MULLEN, Eastern Michigan University

Chair: MARK WOLFMAYER, Kutztown University of Pennsylvania

Thursday, November 3rd, 3:00-4:30 P.M.
Discovery B
BLACK YOUTH AND RACIST EDUCATION
Black Youth Identity Development:
Media Influence in a Colorblind Society

CHELI M. THOMAS, Concordia University-Chicago

Young, Black, and Male:
Negotiating Stereotypes While Living and Learning

TRAVIS J. ALBRITTON, University of North Carolina at Chapel Hill

Chair: CHELI M. THOMAS, Concordia University-Chicago

Thursday, November 3rd, 3:00-4:30 P.M.
Washington
CRITICAL USES OF EDUCATIONAL MEDIA AND TECHNOLOGIES
MOOC'S. "Hacking" One's Education, and the Academic Commons Movement:
Ivan Illich and the Need for Critical Technological Studies

RICHARD KAHN, Antioch University Los Angeles

Calling for the Revolution through Online and Hybrid Delivery Formats:
Social Foundations Takes it to the Net

ISABEL NUNEZ, Concordia University Chicago

PAMELA KONKOL, Concordia University Chicago

"Flipping [off] the Course"

RICHARD HARTSELL, University of South Carolina

SUSAN HARDEN, University of North Carolina Charlotte

Chair: RICHARD KAHN, Antioch University Los Angeles

Thursday, November 3rd, 3:00-4:30 P.M.
Portland B
QUESTIONING WHITENESS
White Fatigue:
Rethinking White Resistance in a New Racial Era

JOSEPH FLYNN, Northern Illinois

Presumed Inside:
Racial Positionality in Research with White Parents and Students in 21st Century Chicago

KATE PHILLIPPO, Loyola University Chicago

Disrupting Whiteness:
Autoethnography as a Means Of Critical Love and Reflexivity in Teacher Education

BETH COLEMAN, University of North Carolina at Chapel Hill

Chair-discussant: JERRY LEE ROSIEK, University of Oregon

2016 Annual Conference

GEORGE F. KNELLER LECTURE and RECEPTION

THURSDAY, NOVEMBER 3RD

Hyatt Olive 8, Third Floor

Thursday, November 3rd, 5:00-6:30 P.M.

Hyatt Olive 8 Ballroom*

GEORGE F. KNELLER LECTURE

The Search for Meaning and Connection

NEL NODDINGS,
Stanford University

Chair: SHERON ANDREA FRASER-BURGESS,
Ball State University



Thursday, November 3rd, 6:30-7:30 P.M.

Hyatt Olive 8 Ballroom*

RECEPTION

Appetizers and cash bar.

(*This is a two-minute walk from the Grand Hyatt-
<https://goo.gl/maps/DMKNUEtBZ732>)

VISIONARY PRAGMATISTS' COLLOQUIA ON EDUCATION WRIT LARGE THURSDAY, NOVEMBER 3RD 8:00-9:30 P.M. Grand Hyatt Meeting Rooms

Thursday, November 3rd, 8:00-9:30 P.M.

Tolmie

History of Education REVIEWERS' CHOICE COLLOQUIUM

Reframing Qualitative Research through Video and Website Design:

A Quest for Love and Learning for African American Students and Educators in Kansas City, Missouri

LOYCE CARUTHERS, University of Missouri-Kansas City

JENNIFER FRIEND, University of Missouri-Kansas City

CANDACE SCHLEIN, University of Missouri-Kansas City

Thursday, November 3rd, 8:00-9:30 P.M.

Sealth

Educating Women REVIEWERS' CHOICE COLLOQUIUM

Storyteller as Student Activist:

Student Researchers use Radio Storytelling to Spark Community Dialogue

KATHRYN E. FISHMAN-WEAVER, University of Missouri

Thursday, November 3rd, 8:00-9:00 P.M.

Portland A

Gender and Sexuality Studies ROUNDTABLE ACTION MEETING

Queer of Color Analysis in Education Research Institute (QOCAERI)

LANCE TREVOR McCREADY, University of Toronto/University of San Francisco;

CINDY CRUZ, University of California Santa Cruz

Thursday, November 3rd, 8:00-9:30 P.M.

Discovery A

EcoJustice Education COLLOQUIUM

Imaginative Capacities for Partnerships:

Ethical Leadership, Scholar-Activism, and Community Organizing

JOY WIGGINS, Western Washington University & Global Peaceful Paths

JOHN LUPINACCI, Washington State University



2016 Annual Conference

Thursday, November 3rd, 8:00-9:30 P.M.

Menzies

Resistance, Labor, Race & Place:

Expanding Frameworks for Critical Scholars

LATOYA STRONG, The Graduate Center, CUNY
 JENNIFER D. ADAMS, Brooklyn College, CUNY
 MARISSA BELLINO, The College of New Jersey
 ATASI DAS, The Graduate Center, CUNY
 EUN-JI AMY KIM, McGill University
 PIERANNA PIERONI, Brooklyn College, CUNY
 JENNIFER STOOPS, The Graduate Center, CUNY

Thursday, November 3rd, 8:00-9:30 P.M.

Discovery B

Embodied Learning as Political Project

DEBORAH KERDEMAN, University of Washington
 ELIZABETH SELF, Vanderbilt University
 KARA JACKSON, University of Washington
 BARBARA STENGEL, Vanderbilt University
 KATIE HEADRICK TAYLOR, University of Washington

Thursday, November 3rd, 8:00-9:30 P.M.

Portland B

Living in Miseducation:

Rethinking the Nation's Citizenship Texts

SAHTIYA HOSODA HAMMELL, University of Virginia
 MIA HARUKO LOGAN, The Community Performance Project

Thursday, November 3rd, 8:00-9:30 P.M.

Sherman

Educating the Cracker State:

Deconstructing Whiteness through Pedagogies of Difference

SHERI CARMEL HARDEE, University of North Georgia
 KELLY L. MCFADEN, University of North Georgia
 WESTRY WHITAKER, University of North Georgia
 LAUREN JOHNSON; University of North Georgia

Thursday, November 3rd, 8:00-9:30 P.M.

Washington

Who You Calling White?

Latin@'s radical truth telling in the ivory tower classrooms

ANTONETTE ARAGON, Colorado State University
 JAMES MARTINEZ, Valdosta State University



2016 Annual Conference

Thursday, November 3rd, 8:00-9:30 P.M.

Blewett

Dis/orientation:

Engaging Critical Conversations about Race in College

ASILIA FRANKLIN-PHIPPS, University of Oregon

EMILY MATHIS, University of Oregon

LAURA ELIZABETH SMITHERS, University of Oregon

2016 Annual Conference
SECOND DAY
FRIDAY, NOVEMBER 4TH
8:00 A.M. – 9:30 P.M.

Friday, November 4th, 8:30 A.M.-5:30 PM.

Leonesa I

BOOK EXHIBIT

Friday, November 4th, 12:00-2:00 P.M.

Douglas Boardroom

***Educational Studies* EDITORIAL BOARD**

FILM MATINEE
FRIDAY, NOVEMBER 4TH
11:00 A.M. and 1:00 P.M.
Leonesa II

Friday, November 4th, 11:00 A.M.-12:40 P.M. and 1:00-2:40 P.M.

Leonesa II

Starving the Beast

This film examines the on-going power struggle on college campuses across the nation as political and market-oriented forces push to disrupt and reform America's public universities. The film documents a philosophical shift that seeks to reframe public higher education as a 'value proposition' to be borne by the beneficiary of a college degree rather than as a 'public good' for society. Financial winners and losers emerge in a struggle poised to profoundly change public higher education. The film focuses on dramas playing out at the University of Wisconsin, University of Virginia, University of North Carolina, Louisiana State University, University of Texas, and Texas A&M.

**With special thanks to the Cultural Studies and Social Thought in Education Program,
 Washington State University.**

2016 Annual Conference
CONCURRENT SESSIONS
FRIDAY, NOVEMBER 4TH
8:00 – 9:30 A.M.

Friday, November 4th, 8:00-9:30 A.M.

Douglas Boardroom

COUNCIL FOR SOCIAL FOUNDATIONS OF EDUCATION (CSFE)

Friday, November 4th, 8:00-9:30 A.M.

Leonesa I

POSTER PRESENTATIONS

The Challenge of Becoming a Critically Inquisitive Teacher Amidst an Ethos of Adventure

IAN PARKER RENGA, Western State Colorado University

Love, Intimacy, and Tenure:

Bringing Visionary Pragmatism to Bear on Issues of Teacher Retention

GREG SEALS, College of Staten Island/CUNY

Working Within a Broken System: Experiences with State-Mandated Teacher Evaluation

REBECCA ERIN HORNBERGER, Concordia University Chicago

Exploring Teacher Candidates' Perspectives on What Defines Educative Assessments

EMILY PRICE, University of Colorado, Boulder

Complicating the Labors of Teaching:

Challenges in Higher Ed, K-12, and Corrections

BRITTANY A. ARONSON, Miami University; BRIAN SOHN, University of Tennessee; SCOTT SANDER, Miami University; SULTANA SHABAZZ, Tacoma Community College

The Hidden Curriculum of First Year College Orientation

SUE ELLEN HENRY, Bucknell University, RAMONA FRUJA, Bucknell University, ABE

FEUERSTEIN, Bucknell University

“You’ll never be a teacher”:

CRT and Latino/a Experiences of Secondary and Higher Education

EMILY A. DANIELS, SUNY Plattsburgh

Roving Discussant: KAREN A. JOHNSON, University of Utah

Friday, November 4th, 8:00-9:30 A.M.

Leonesa III

Critical Race Theory REVIEWERS' CHOICE PAPER

Critical Race Theory, New Materialism, and Agential Realism:

Studying Racism (Whiteness) as a Protean Ontological Agent

JERRY LEE ROSIEK, University of Oregon

Chair: PAULA GROVES PRICE, Washington State University

Respondent: DANIELLA ANN COOK, University of South Carolina



2016 Annual Conference

Friday, November 4th, 8:00-9:30 A.M.

Portland A

ROUNDTABLE on EDUCATIONAL ENCOUNTERS WITH GUNS

Arming Students with More Than Knowledge: Exploring the Implications of Allowing Concealed Weapons on Campus

DARCI M. GRAVES, Lewis-Clark State College

Diverging Interests and Outcomes: The Intersection of University Faculty, Political Ideology, and Campus Carry within an East Texas University

PATRICK S. DE WALT, California State University, Fresno; CHARLES F. ABEL, Stephen F. Austin State University; BRANDON L. FOX, Stephen F. Austin State University

Chair-Discussant: AMY SHUFFELTON, Loyola University, Chicago

CONCURRENT PANELS

Friday, November 4th, 8:00-9:30 A.M.

Menzies

Education as Cultural Imperialism:

Western Schooling as Anti-Black Violence

VENUS EVANS-WINTERS, Illinois State University

CHRISTOPHER B. KNAUS, University of Washington Tacoma

HEATHER CHERIE MOORE, Allegheny College

TYSON MARSH, Seattle University

MARTIN SMITH, University of Texas

Chair-Discussant: NATHANIEL BRYAN, University of South Carolina

Friday, November 4th, 8:00-9:30 A.M.

Sherman

“Where are you from?”

Narratives of Emotional Labor by International Students in U.S. Graduate Schools of Education

SOPHY CAI, University of Illinois

LORENA I. BALLESTER, West Virginia University

NANCY EMILCE CARVAJAL MEDINA, Washington State University

REVITAL ZILONKA, University of North Carolina-Greensboro

GA YOUNG CHUNG, University of Illinois at Urbana-Champaign

Chair-Discussant: AUDREY THOMPSON, University of Utah

Friday, November 4th, 8:00-9:30 A.M.

Sealth

“We Encourage All Applicants”:

How academia works against racial and gender justice

ÖZLEM SENSOY, Simon Fraser University

ROBIN DIANGELO, University of Washington

ANNETTE HENRY, University of British Columbia

MANKA VARGHESE, University of Washington

2016 Annual Conference

SUHANTHIE MOTHA, University of Washington,
 Chair: LISA LOUTZENHEISER, University of British Columbia
 Discussant: GABRIELLA GUTIERREZ Y MUHS, Seattle University

Friday, November 4th, 8:00-9:30 A.M.

Discovery B

The Next Generation of Care Theory:

A Retrospective and Prospective Conversation with Nel Noddings

Educated by "Horse Sense":

Engaging Noddings' and Shore's Awakening the Inner Eye: Intuition in Education

HANNAH BLACKWELL, University of Oklahoma

Jewish-Feminist Notes Toward an "Earth-Mothering" Ethic:

Engaging Noddings' The Maternal Factor: Two Paths to Morality

MAURA MOLLET-HOBBS, University of Oklahoma

An Urban Teacher's Notes Toward an Ethic of "Pedagogical Grace":

Engaging Noddings' Educating Moral People: A Caring Alternative to Character Education

ELIZABETH WILKINS, University of Oklahoma and Santa Fe South Middle School (OKCPS)

Queering an Ethic of Care in Schools:

Engaging Noddings' Starting at Home: Caring and Social Policy

STEFANIE HEINRICH, University of Oklahoma

Critical Appreciation in Language Education:

Engaging Noddings' Educating Citizens for Global Awareness

YUE ZHENG, University of Oklahoma

Chair: BARBARA THAYER-BACON, University of Tennessee

Discussant: NEL NODDINGS, Stanford University

CONCURRENT ALTERNATIVE SESSIONS

Friday, November 4th, 8:00-9:30 A.M.

Tolmie

I Dare You:

Life Stories as Expression of Educational Vision

SANDRA WINN TUTWILER, Washburn University

JAMIE LEWIS, Georgia Gwinnett College

KATHLEEN deMARRAIS, University of Georgia -

Chair-Discussant: SUSAN DOUGLAS FRANZOSA, Fairfield University

Friday, November 4th, 8:00-9:30 A.M.

Portland B

Teaching Critical Consciousness In-Between the Contested Race, Gender, Class, and Power in the Age of Commodification

MING FANG HE, Georgia Southern University

SONIA JANIS, University of Georgia

MIN YU, Wayne State University

CONCURRENT PAPER SESSIONS

Friday, November 4th, 8:00-9:30 A.M.

Washington

EDUCATING GIFTED STUDENTS OF COLOR

Invictus Minds:

A Critical Heuristic Case Study of Giftedness in African American Males

JERMAINE WILSON, University of Missouri-Kansas City

LOYCE CARUTHERS, University of Missouri-Kansas City

Confronting the Problem of Isolation of Students of Color in “Elite” Honors and AP-Level Courses

SHAMEEM RAKHA, Washington State University

Chair: JERMAINE WILSON, University of Missouri-Kansas City

Friday, November 4th, 8:00-9:30 A.M.

Blewett

EDUCATION FOR RESISTANCE AGAINST SILENCING

Syntax of Survival:

Hip Hop Education, Expression, and Schooling in a Culture of Silence

CAMEA DAVIS, Ball State University

DAVID LOUIS HUMPHREY, Ball State University, Indiana Wesleyan University

Countering the Panopticon:

Sousveillance as a Critical Literacy Practice

MELIA EILEEN REPKO-ERWIN, University of Colorado, Boulder

Never Off the Hook, Always Under the Gun: Citationality as Whiteness

LISA W. LOUTZENHEISER, University of British Columbia

Chair: CAMEA DAVIS, Ball State University

Friday, November 4th, 8:00-9:30 A.M.

Discovery A

ENCOUNTERS FOR CHANGE:

TEACHING AND TEACHER EDUCATION

Negotiating Teacher Identity and Agency in a “No Excuses” Charter School

CELINA MARTINEZ NICHOLS, University of Texas at Austin

Envisioning Teacher Education for Social Justice in South Africa

JOHN AMBROSIO, Ball State University

A Critical Policy Analysis of Teacher Diversity Programs in a Privatizing City

WAGMA MOMMANDI, Colorado University, Boulder

Chair: CELINA MARTINEZ NICHOLS, University of Texas at Austin

2016 Annual Conference
CONCURRENT SESSIONS
FRIDAY, NOVEMBER 4TH
9:45 – 11:15 A.M.

Friday, November 4th, 9:45-11:15 A.M.

Leonesa I

CRITICS' CHOICE BOOK TALK

Chesky, N. Z., & Wolfmeyer, M. R. (2015). *Philosophy of STEM Education: A Critical investigation*. New York, NY: Palgrave Macmillan.
 MARK WOLFMAYER, Kutztown University of Pennsylvania

Friday, November 4th, 9:45-11:15 A.M.

Sherman

GRADUATE STUDENTS' COLLOQUIUM

Friday, November 4th, 9:45-11:15 A.M.

Leonesa I

POSTER PRESENTATIONS

Reviving Developmentally Appropriate Practices (DAP) in Kindergarten Literacy Instruction: A Literature Review and Freirean Defense

JOY DANGORA ERICKSON, University of New Hampshire

The Shameful History of Early Childhood Education

MIRIAM B TAGER, Westfield State University

Constructing Early Reading "Deficiency":

A Critical Analysis of the Colorado Reading to Ensure Academic Development Act

MELIA EILEEN REPKO-ERWIN, University of Colorado, Boulder

Casting Shadows: The Child's Inheritance of Trauma and the Labour of Thought

SARA RAVEN, Kent State University, KAREN KRITZER, Kent State University, GRETCHEN WHITMAN, Kent State University

A Literature Review of Deaf Peer Tutoring in a College Writing Center

PATRICIA KENNEY, National Institute for the Deaf at Rochester Institute Technology; NANCY ARES, University of Rochester

Roving Discussants: NIRMALA EREVELLES, University of Alabama; SUSAN DOUGLAS FRANZOSA, Fairfield University

Friday, November 4th, 9:45-11:15 A.M.

Leonesa III

Multicultural Education REVIEWERS' CHOICE PAPERS

Diverse Challenges in Multicultural Education

Additive for the Haves, Subtractive for the Have-Nots: The Success of the Language-as-Resource Argument

P. ZITLALI MORALES, University of Illinois at Chicago; ARTHI RAO, University of Illinois at Chicago

Practicing Diversity: Complexities, Contradictions, and Consequences for Education Policy

2016 Annual Conference

ANDREA ARCE-TRIGATTI, University of Tennessee; ASHLEE BROOK ANDERSON, University of Tennessee

“They treat us like animals”: Hearing Incarcerated Youth Inside the System

SHIV R. DESAI, University of New Mexico:

Chair-discussant: CHRISTOPHER KNAUS, University of Washington, Tacoma

Friday, November 4th, 9:45-11:15 A.M.

Menzies

Curriculum Theory REVIEWERS’ CHOICE PAPER

The Memory of Race:

Examining Slavery in Popular Film

KEFFRELYN BROWN, The University of Texas at Austin; ANTHONY BROWN, The University of Texas at Austin:

Chair: MING FANG HE, Georgia Southern University

Respondent: PAULA M. SALVIO, University of New Hampshire

Friday, November 4th, 9:45-11:15 A.M.

Portland A

ROUNDTABLE on LABOR AND EDUCATION

Learning Webs in a Post-Work Society:

Ivan Illich and Automated Labor

JOSEPH PAUL CUNNINGHAM, University of Cincinnati

Viewing Power, Politics, and Loss: A Critical Discourse of the Mass Media’s Contemplation of Teachers Unions in the United States and the Repercussions Concerning Policy

MELISSA ANN HARNESS, University of Tennessee

Learning ‘from’ Labor: Applying the Principles of Labor and Faith-Based Community Organizing to the Goals and Practices of Educator Activism

TIM CONDER, University of North Carolina-Chapel Hill

Chair-discussant: JOHN COVALESKIE, University of Oklahoma

Friday, November 4th, 9:45-11:15 A.M.

Sealth

PANEL

Back-talkers:

Pop Culture Representations and Resistance Among Racialized, Gendered Youth

ÖZLEM SENSOY, Simon Fraser University, Canada; ELIZABETH MARSHALL, LISA WEEMS, Miami University, Ohio;

Chair: ROBIN DIANGELO, University of Washington

Discussant: JENNIFER ESPOSITO, Georgia State University



2016 Annual Conference

Friday, November 4th, 9:45-11:15 A.M.

Tolmie

SYMPOSIUM

Called to Action:

Scholar-Practitioners of Educational Studies Facilitating Institutional Responses to Student Activism

SCOTT GUST, Westminster College

EILEEN CHANZA TORRES, Westminster College

TAMARA STEVENSON, Westminster College

PAULA GROVES PRICE, Washington State University

JO HINSDALE, Westminster College

CRIS MAYO, West Virginia University

JANE VAN GALEN, University of Washington Bothell

ASHLEY SEITZ KRAMER, University of Utah

Chair-discussant: AUDREY THOMPSON, University of Utah

Friday, November 4th, 9:45-11:15 A.M.

Discovery B

ALTERNATIVE SESSION

Schools vs. Challenging Youth:

Investigating an Emerging, Reconciling and Transformative Curriculum

TOM A PETERSON, University of West Georgia

MILEIGH RABUN, University of West Georgia

CONCURRENT PAPER SESSIONS

Friday, November 4th, 9:45-11:15 A.M.

Discovery A

RACE AND VISUAL MEDIA STUDIES

Racialized Girl Revolution:

Disrupting Oppressive Representation in the Digital Age

KISHA NICOLE MCPHERSON, York University

Future Texts or Same Old Stereotypes?

Reading the Black Woman's Body via Instagram Fame

ERICA B. EDWARDS, Georgia State University; JENNIFER ESPOSITO, Georgia State University

"The District is Not Interested":

Youth, Popular Cultures, and Moving Images Matter!

LICHO L. LOPEZ LOPEZ, University of Melbourne

Chair: KISHA NICOLE MCPHERSON, York University

Friday, November 4th, 9:45-11:15 A.M.

Portland B

**IMMIGRANTS AND REFUGEES:
LOVING AND EDUCATING**

“We Aren’t Terrorists . . . We are Good Citizens:”:
The Micro-Invitations of Im/migrant High School Students
 KEVIN ROXAS, Western Washington University
 VERONICA VELEZ, Western Washington University
 “More Than Anything, I Want to See Him at Peace”:
Love, Torture, and Citizenship among Iraqi Refugee Families
 SALLY WESLEY BONET, Colgate University
 Chair: KEVIN ROXAS, Western Washington University

Friday, November 4th, 9:45-11:15 A.M.

Washington

LINGUISTIC DIVERSITY IN SCHOOLS

Brown Voices from the Basement:
How an ESL Teacher and His Students Developed Resiliency in a Predominantly White High School
 JUAN ANTONIO RIOS VEGA, University of North Carolina at Greensboro
From “Language as Resource” Towards “Language as Lived Reality”: Centering the Experiences of Bilingual Latino Middle Schoolers
 SARAH HESSON, Rhode Island College
 Chair: JUAN ANTONIO RIOS VEGA, University of North Carolina at Greensboro

Friday, November 4th, 9:45-11:15 A.M.

Blewett

BLACK/AFRICAN AMERICAN STUDIES IN EDUCATION

African American Males Living on Probation:
Life Narratives Revealing Ideas about School Success
 ANTHONY L BOUYER, University of Toledo
Toward a Radical Praxis for Over-age, Under-credited African American Students
 IESHA JACKSON, Arizona State University
The Institutional Weaponization of Black Studies
 JASON H. OWENS, Francis Marion University
 Chair: ANTHONY L BOUYER, University of Toledo

2016 Annual Conference
CONCURRENT SESSIONS
FRIDAY, NOVEMBER 4TH
11:30 A.M. – 1:00 P.M.

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Leonesa I

POSTER PRESENTATIONS

*Envisioning Social Justice with a Teacher Discourse Community:
 Critical Readings of Text and Talk*

ASHLEY SUMMER BOYD, Washington State University

Toward an Eco-Crip Politic: Re-reading Place and the Possibility of Decolonial Future

JENNE SCHMIDT, Washington State University

*Growing an Epistemological Foundation of Critical Literacy in the Context of Moving Towards
 Ecological Sustainability, Social and Cultural Empowerment, and Economic Prosperity*

AJA LADUKE, Sonoma State University

KURT LOVE, Central Connecticut State University

From Facts To Fiction:

Breaking Through The Glass Ceiling To An Inclusive Environment

MICHEAL PAUL ROWLEY, University of Oklahoma

*"If There is Something I Look at Least, It's Trees." Appalachian Trail Thru-Hikers Awareness of
 Nature*

VANESSA ANN KLEIN, Montclair State University

Culture Carriers:

A Double Strength Impact

CAROLYN LEE CRIPPEN, University of Victoria, Canada

Kryptonite:

The Many Stories of Geoffrey Canada

MELISSA T. FISHER, Loyola University Chicago

Roving discussants: ZACHARY CASEY, Rhodes College

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Leonesa III

Sociology of Education REVIEWERS' CHOICE PAPERS

Educational Inquiries on Neoliberalism, Race, and Sexuality

"Nothing Left to Lose":

School Closures and Teacher Radicalization in U.S. Schools

LAUREN WARE STARK, University of Virginia

RHIANNON MATON, University of Pennsylvania

Exploring Transitions of Young Black Men-Who-Have-Sex-With-Men in Canadian Urban Contexts

LANCE TREVOR MCCREADY, University of Toronto/University of San Francisco

Chair: HILTON KELLY, Davidson College

Discussant: TONDRA LODER-JACKSON, University of Alabama at Birmingham

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Portland A

ROUNDTABLE on ASIAN DIVERSITY IN EDUCATION

A Different Kind of Brown:

A Postcolonial Investigation of South Asian American Preservice Teacher Identities

VENKAT RAMAPRASAD, The University of Texas at Austin; NOREEN NASEEM RODRIGUEZ, The University of Texas at Austin

Politics of Inclusion and Exclusion:

Undocumented Korean American Youth and the Desirable Model of Minority Citizens

GA YOUNG CHUNG, University of Illinois at Urbana-Champaign

Performing My Chineseness:

What Does This Tell Me About Belonging?

YAN WANG, University of Kentucky

BETH GOLDSTEIN, University of Kentucky

Local Progressive Thinkers Jadids in Central Asia, Early 20th Century:

A Critical Discourse Analysis

NIGORA SAFAROVNA ERKAEVA, Eastern Michigan University

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Discovery A

SYMPOSIUM

Latin@ Immigrant Resilient Learners:

Centering Young People's Voices in Educational Praxis

LETICIA ALVAREZ GUTIÉRREZ, University of Utah

JACOB T. JOBE, University of Utah

JULIE HAMILTON, University of Utah

ANDREA HERNANDEZ, University of Utah

Chair-Discussant: DOLORES CALDERON, Western Washington University

CONCURRENT PANELS

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Discovery B

Emancipation from the inside out?

Education for consciousness, happiness, and contemplation

EMILY R SADOWSKI, Simon Fraser University, Canada

DAVID CHANG; YI CHIEN JADE HO; BENJAMIN ANDERSON,

Chair-Discussant: NATASHA LEVINSON, Kent State University

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Tolmie

Reclaiming Educational Leadership:

Social Justice Research Along the P-20 Pipeline

KIRSTEN WILBUR, University of Puget Sound

THERESA RAMOS, Tacoma Community College

MONA JOHNSON, Office of the Superintendent of Public Instruction

SHEMA HANE BUTTE, Tacoma Community College

CHRISTOPHER B. KNAUS, University of Washington, Tacoma

Chair-Discussant: RACHELLE ROGERS-ARD, Oakland Unified School District

CONCURRENT PAPER SESSIONS

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Menzies

HISTORICAL STUDIES OF BLACK EDUCATION

Under the Gun:

Reflexions on the Critical Oral History of an Unmarked Reconstruction Era Quaker/Freedmen School

SARAH BYRNE BAUSELL, University of North Carolina at Chapel Hill

TORRI A. STATON, University of North Carolina at Chapel Hill

SHERICK HUGHES, University of North Carolina at Chapel Hill

A Principaled Struggle:

A Historiographical Account of an All-black Segregated School in Indianapolis, Indiana in the Early 20th Century

MILAGROS SERAUS, CUNY Graduate Center

To Do Justice, Love Kindness, and Walk Humbly:

Global Lessons from the Life of Mary Frances Early, the First Black Graduate from the University of Georgia

CYNTHIA B. DILLARD, University of Georgia

Chair: SARAH BYRNE BAUSELL, University of North Carolina at Chapel Hill

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Washington

EDUCATIONAL STUDIES OF SEXUAL VIOLENCE

Title IX, Mandated Reporting and the Silencing Effect:

Responding to Narratives of Sexualized Violence in the Composition Classroom

TESSA PITRE, Humboldt State University

Under the Gun of Colonialism:

Nigerian Masculinity and the Chibok Girl Kidnapping

PAM BETTIS, Washington State University

2016 Annual Conference

EMMANUEL JAIYEOLA, Washington State University

A Policy Discourse Analysis of Resolution Agreements and Media on Title IX Investigations of Sexual Assault at Four Higher Education Institutions

SAPNA NAIK, Michigan State University

Chair: TESSA PITRE, Humboldt State University

Friday, November 4th, 11:30 A.M.-1:00 P.M.
Portland B
CURRICULAR POLITICS
Education as A Means or Barrier to Freedom:
Revisiting “Mis-education” (DuBois, Washington, and Woodson) Toward Envisioning Career Education for Entrepreneurship

MARJORY GOODLOE, University of Toledo

The Gun of “teacher-proof” Scripted Lessons:
What Would Dewey Say?

TANIA RAMALHO, SUNY Oswego

Overthrowing the Imperial Syllabus

SCOTT B WALTZ, California State University Monterey Bay

Forced to Conform:
The Challenges of the Common Core

KAIA-MARIE A. BISHOP, Eastern Michigan University

Chair: MARJORY GOODLOE, University of Toledo

Friday, November 4th, 11:30 A.M.-1:00 P.M.
Sealth
EDUCATIONAL STUDIES OF COMMUNITY RELATIONS FOR SOCIAL JUSTICE
“My eyes were opened to the lack of access to our best schools.”:
Re-Conceptualizing “diversity policy” as a Racial Project

SOPHIA RODRIGUEZ, The College of Charleston

Pedagogies of Solidarity:
Allies, Accomplices or Troublemakers, Black Families & Scholar Activist Working for Social Justice in a Race-Conscious Parent Engagement Program

DENISE GRAY YULL, Binghamton University

MARGUERITE WILSON, Binghamton University

The New Suburbanites:
Latino Suburban Residential and Educational Choice

EDWARD BUENDIA, University of Utah

ANALIS RUIZ, University of Utah

ANDREA GARAVITO MARTINEZ, University of Utah

ELIOT SYKES, University of Utah

Queer Thriving:
Tending Histories of Queerness

ADAM GRETEMAN, The School of the Art Institute of Chicago

Chair: SOPHIA RODRIGUEZ, The College of Charleston



2016 Annual Conference

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Blewett

EDUCATIONAL STUDIES OF NEOLIBERAL REFORM: ASSESSMENT OF TEACHING AND TEACHER EDUCATION

Learning to Teach Under Pressure: Impacts of the edTPA on Preservice Social Studies and English Language Arts Teachers

STEPHANIE KONLE, University of North Carolina at Chapel Hill

EMILY FREEMAN, University of North Carolina at Chapel Hill

SOO JIN LEE, University of North Carolina at Chapel Hill

Experiences of Preservice Teachers in an Era of Accountability and Neoliberal Reform

KERI L. RODGERS, Ball State University

Developing a Pedagogy of Freedom, Hope, and Emancipation When “Under the Gun” or the Teacher Performance Assessment (edTPA)

SUSAN HENNING, Eastern Washington University

Chair: STEPHANIE KONLE, University of North Carolina at Chapel Hill

Friday, November 4th, 11:30 A.M.-1:00 P.M.

Sherman

NEOLIBERAL TEACHING AND TEACHER EDUCATION: ON “DIVERSITY”

Preparing For Diversity:

Teach For America, Traditional Teacher Education, and the Politics of Preparation

BRITTANY A. ARONSON, Miami University

ASHLEE BROOK ANDERSON, University of Tennessee

Understanding How Two Major Think Tanks Frame Teacher Diversity

WAGMA MOMMANDI, University of Colorado Boulder

Chair: BRITTANY A. ARONSON, Miami University

2016 Annual Conference
CONCURRENT SESSIONS
FRIDAY, NOVEMBER 4TH
1:15 – 2:45 P.M.

Friday, November 4th, 1:15-2:45 P.M.

Leonesa I

CRITICS' CHOICE BOOK TALK

Rice, S., & Rud, A. G. (Eds.) (2015). *The Educational Significance of Human and Non-human Animal Interactions: Blurring the Species Line*. New York, NY: Palgrave Macmillan.
 SUZANNE RICE, University of Kansas

Friday, November 4th, 1:15-2:45 P.M.

Leonesa I

POSTER PRESENTATIONS

White on White Education:

The Power of Intersectional Sociological Imagination and Autobiography as Tools for Examining Controversy in Teacher Education

KELLY L. MCFADEN, University of North Georgia, SHERI CARMEL HARDEE, University of North Georgia

Bridging the Gap from College to the K-6 Classroom for Critically and Emancipatory Education: Challenges and Strategies for Pre-Service Teachers Creating Units of Study of Liminal Groups in a Common Core Era

MICHAEL BARTONE, Central Connecticut State University

Visioning as Love and Resistance: Collaborative Reflection on Beliefs and Practice in Teacher Education

MAY HARA, Framingham State University KORTNEY SHERBINE, Framingham State University: *Love, Labor & Learning: Social Justice Advocacy in Graduate Teacher Education*

AMY GRATCH HOYLE, Cabrini University

Pedagogy of Connection: Teachers and Social Workers as Healers

REVITAL ZILONKA, University North Carolina, Greensboro

Roving Discussant: JOHN COVALESKIE, University of Oklahoma

Friday, November 4th, 1:15-2:45 P.M.

Leonesa III

Arts and Education REVIEWERS' CHOICE PAPER

Closing Gaps in Educational Opportunity:

Interarts Licensing Programs Increase Equity, Access, Ease Arts Teacher Shortages

BETSY MALONEY LEAF, University of Minnesota

JAMES BEQUETTE, University of Minnesota

Chair-Discussant: YOLANDA MEDINA, Borough of Manhattan Community College/CUNY

2016 Annual Conference
Friday, November 4th, 1:15-2:45 P.M.
Portland A
ROUNDTABLE on RACIST SCHOOLING
The Role of Teacher Educators in the School-to-Prison Pipeline:
A Critical Look Inside a Traditional Teacher Education & an Alternative Certification Route Model

JESSLYN HOLLAR, University of Washington

JIM L. HOLLAR, Alverno College in Milwaukee, WI

Interrupting Educators' Perpetuation of Systemic Racism in Schools

ELIZABETH MARIE ALLEN, University of North Carolina at Chapel Hill

Reevaluating the Teacher's Role in the School to Prison Metaphor

RICHARD HARTSELL, University of South Carolina Upstate

SARAH HUNT-BARON, University of South Carolina Upstate

Chair-Discussant: TYSON E.J. MARSH, University of New Mexico

Friday, November 4th, 1:15-2:45 P.M.
Washington
ALTERNATIVE SESSION
Moving into Spaces of Dewey's Democratic Hope and Critical Hope

STACI B. MARTIN, Portland State University

JESSICA H. BURBACH, Portland Youth Builders.

Chair-Discussant: BARBARA STENGEL, Vanderbilt University

Friday, November 4th, 1:15-2:45 P.M.
Blewett
PANEL
Centering Ourselves to (De)center Hegemony:
Reflections on Interrogating Positionality in the Classroom as Social Justice Pedagogy

BRITTANY A. ARONSON, Miami University

DURELL CALLIER, Miami University

DOMINIQUE C. HILL, Miami University

WILSON OKELLO, Miami University

Chair-Discussant: JONATHAN LIGHTFOOT, Hofstra University

CONCURRENT SYMPOSIA
Friday, November 4th, 1:15-2:45 P.M.
Menzies
Examining/Reclaiming the Indigenous, Black, and Brown/Mestiza/o Body as a site of resilience, dignity, strength, survivance

SHIV R. DESAI, University of New Mexico

MIA SOSA-PROVENCIO, University of New Mexico

SHAWN SECATERO, University of New Mexico

Chair-Discussant: SOPHIA RODRIGUEZ, College of Charleston

2016 Annual Conference

Friday, November 4th, 1:15-2:45 P.M.

Tolmie

Activism, Dissent and Opting Out:

Rethinking High Stakes Assessments through Dewey

The Many Publics of Opt-Out

MATTHEW HASTINGS, University of Colorado, Boulder

TERRI S. WILSON, University of Colorado, Boulder

MICHELE MOSES, University of Colorado, Boulder

Opt Out as Time Out

AMY SHUFFELTON, Loyola University, Chicago

The Politics of Opting-Out in the Age of Neoliberal Cynicism

QUENTIN WHEELER-BELL, Indiana University

Chair-Discussant: KATHY HYTTEN, University of North Carolina, Greensboro

CONCURRENT PAPER SESSIONS

Friday, November 4th, 1:15-2:45 P.M.

Sealth

EDUCATIONAL STUDIES OF CRITICAL COMMUNITY BUILDING AND SCHOLAR ACTIVISM

Critical Community Building Pedagogy for Social Justice Education

SILVIA C. BETTEZ, University of North Carolina at Greensboro (chair)

Revisiting the Notion of Scholar Activism Lessons from Post Katrina New Orleans

DANIELLA ANN COOK, University of South Carolina at Columbia

Learning to Teach Under the Gun: Critical Community Building in the Teacher Preparation Classroom

JEANNETTE ALARCÓN, University of North Carolina at Greensboro

SILVIA C. BETTEZ, University of North Carolina at Greensboro

Chair: JEANNETTE ALARCON, University of North Carolina at Greensboro

Friday, November 4th, 1:15-2:45 P.M.

Sherman

CRITICAL EDUCATION BEYOND THE CLASSROOM

Coaching:

Inhabiting the Tension of Vision and Pragmatism

NORA DEVLIN, Rutgers University (chair)

Using the Figured World of Study Abroad to Develop Critical Consciousness

ERIC BYBEE, Brigham Young University

LUIS URRIETA Jr., The University of Texas at Austin

DEBORAH PALMER, The University of Texas at Austin

JULIA MENARD-WARWICK, University of California, Davis

SHANNON KEHOE, The University of Texas at Austin

ENRIQUE DAVID DEGOLLADO, The University of Texas at Austin

Friday, November 4th, 1:15-2:45 P.M.

Discovery A

ARTS AND EDUCATIONAL INQUIRY

Mapping Epistemologies of Ignorance through Mathematics and Visual Art

AUDREY THOMPSON, University of Utah

Aims and Attenuation:

Engaging Critical and Existential Aims for Arts Education

ALISON LAGARRY, University of North Carolina at Chapel Hill

JAMIE KUDLATS, University of North Carolina at Chapel Hill

Chair: THOMAS CLINE, University of Louisiana at Lafayette/University of Oklahoma

Friday, November 4th, 1:15-2:45 P.M.

Discovery B

CLASSROOM CULTURES

Love, Labor, and Learning Under the Gun as Design Principles in Clinical Simulations for Culturally Responsive Teaching

ELIZABETH ANNE SELF, Vanderbilt University

Classroom Vibes

NAVIA ITZIA, Cal State University, Los Angeles

Black, Gay, HIV-positive, and Criminal: Bringing the Michael Johnson Case into the Classroom to Confront and Dismantle Racism, Heterosexism, and Unjust Criminalization.

MICHAEL BARTONE, Central Connecticut State University

“I need to do justice to this topic”: The Role of Story, Theory, and Praxis in Asian American Elementary Teachers’ (Re)construction of Asian American History

NOREEN NASEEM RODRIGUEZ, The University of Texas at Austin

VENKAT RAMAPRASAD, The University of Texas at Austin

Chair: ELIZABETH ANNE SELF, Vanderbilt University

Friday, November 4th, 1:15-2:45 P.M.

Portland B

STEM EDUCATIONAL STUDIES

G-FORCES:

Leveraging Familial Involvement to Increase STEM Participation

SONIA GALAVIZ, Boise State University

JULIANNE WENNER, Boise State University

Diversity in Higher Education:

Identifying Roadblocks to Change in STEM Disciplines and Beyond

MAIKE INGRID PHILIPSEN, Virginia Commonwealth University

Science Belongs To All of Us:

Decolonizing STEM Teaching and Learning for/as Social Justice

JEAN ROCKFORD AGUILAR-VALDEZ, Portland State University

Chair: SONIA GALAVIZ, Boise State University

2016 Annual Conference
CONCURRENT SESSIONS
FRIDAY, NOVEMBER 4th
3:00 – 4:30 P.M.

Friday, November 4th, 3:00-4:30 P.M.

Menzies

Multicultural Education REVIEWER'S CHOICE SYMPOSIUM

Shifting the Tide of Dual Language Immersion:

From Whitewashing Language Toward Deeply Engaging Culture

Culture and Context Matters in DLI:

Examples from the Borderlands

JOY ESQUIERDO, University of Texas Rio Grande Valley

ZULMARIS DIAZ, University of Texas Rio Grande Valley

CINTHYA M. SAAVEDRA, University of Texas Rio Grande Valley

Making Spaces for Equity in Dual Language:

Latin@ Parents' Reflections on the Children's Participation in a Two-Way Immersion Program

CLAUDIA CERVANTES-SOON, University of Texas Austin

Racing Toward Bilingual Education:

Socio-linguistic Immersion/Inclusion or Systemic Submersion?

JAMES GAMBRELL, Portland State University

ANITA BRIGHT, Portland State University

Mothers Facing the Old South and Implementing Dual Language Immersion for Their Kids

G. SUE KASUN, Georgia State University

JYOTI KANERIA HANAGUD, Georgia State University

Chair: LUIS URRIETA, Jr., University of Texas-Austin

Discussant: KARA MITCHELL VIESCA, University of Nebraska-Lincoln

Friday, November 4th, 3:00-4:30 P.M.

Portland A

ROUNDTABLE on EDUCATING UNDOCUMENTED STUDENTS

Undocumented Students:

Epistemological Violence and the Utility of Agency

AURORA CHANG, Loyola University

Education Under the Gun:

A Narrative Study of an Innovative High School Program and an Undocumented Student

BRADLEY POOS, Avila University

LOYCE CARUTHERS, University of Missouri-Kansas City

JENNIFER FRIEND, University of Missouri-Kansas City

Chair-Discussant: LISA WINSTEAD, California State University, Fullerton

2016 Annual Conference

Friday, November 4th, 3:00-4:30 P.M.

Discovery B

ALTERNATIVE SESSION

*Sources of Visionary Pragmatism, Under the Gun, in a World of Conquest:
Continuing the Search for Transcultural Perspectives on Love*

MING FANG HE, Georgia Southern University

WILLIAM SCHUBERT, University of Illinois at Chicago

JIM GARRISON, Virginia Tech

JASON GOULAH, DePaul University

FRANCYNE HUCKABY, Texas Christian University

ISABEL NUÑEZ, Concordia University Chicago

BERNARDO GALLEGOS, National University

Friday, November 4th, 3:00-4:30 P.M.

Portland B

SYMPOSIUM

Sub-versions of Criticality:

Exploring the Limits of Conscientization, Theory and Praxis

KATHLEEN McDONOUGH, Wheelock College

ELSA WIEHE, Roger Williams University

STEPHEN SADLIER, South Puget Sound Community College

CONCURRENT PAPER SESSIONS

Friday, November 4th, 3:00-4:30 P.M.

Blewett

NEW INQUIRIES IN STEM-EDUCATIONAL STUDIES

Building Cultures of Resistance:

How Teachers at an Urban STEM High School Used Project-Based Learning to Reframe STEM for Students

SIMON JORGENSEN, University of Vermont

The Philosophy of STEM Education:

Where Policy Meets Practice

JAMIE ERIC TEEPLE, The Ohio State University

There is no F in STEM

PHILIP KELLY, Boise State University

Eco-Critical De(re)constructions and Re(con)figurations of STEM:

A Critical Posthumanist Approach in Education Research

ALISON HAPPEL-PARKINS, University of Memphis

JOHN LUPINACCI, Washington State University

Chair: SIMON JORGENSEN, University of Vermont

2016 Annual Conference

Friday, November 4th, 3:00-4:30 P.M.

Tolmie

THEORIZING ON THE NATURE OF FREEDOM IN HIGHER EDUCATION

Reclaiming the Freedom to Teach and the Freedom to Learn:

Resisting the Privatization of Higher Education

ELLEN BOESENBERG, Binghamton University

The High Price of Free Speech

KIRSTEN T. EDWARDS, University of Oklahoma

JOHN F. COVALESKIE, University of Oklahoma

Chair: ELLEN BOESENBERG, Binghamton University

Friday, November 4th, 3:00-4:30 P.M.

Sherman

INQUIRIES ON THE CONDITION OF HIGHER EDUCATION

Higher Education for Society's Grand Challenges:

Towards a Capabilities-Oriented Critical Pedagogy

SOPHY CAI, University of Illinois

Cloning White Privilege: How Higher Education's Recruitment and Retention Practices Reinforce Institutional Racism

RAMIN FARAHMANDPUR, Portland State University

Teaching to Alleviate Suffering:

A Professor Reflects on the Moral Stakes of His Teaching

KEVIN M. TALBERT, The College of Idaho

Chair: SOPHY CAI, University of Illinois

Friday, November 4th, 3:00-4:30 P.M.

Sealth

EDUCATIONAL IMAGINATION

Creating Possibilities:

Sites of Transformation

JULIE IRENE HEFFERNAN, University of Oregon

TINA GUTIEREZ-SCHMICH, University of Oregon

Narrative Inquiry In-Between the Contested Spaces in a Clinical Social Studies Classroom

SONIA EL JANIS, University of Georgia

Moving from Self to System:

A Framework for Social Justice Centered on Issues and Action

ASHLEY SUMMER BOYD, Washington State University

MONTANA CAIN, University of North Carolina at Chapel Hill

ALISON LAGARRY, University of North Carolina at Chapel Hill

Chair: JULIE IRENE HEFFERNAN, University of Oregon

2016 Annual Conference

R. FREEMAN BUTTS LECTURE and RECEPTION

FRIDAY, NOVEMBER 4TH

Friday, November 4th, 5:00-6:30 P.M.

Leonesa II-III

R. FREEMAN BUTTS LECTURE

***Complex Problems Demand Multiple Solutions:
Research on Class, Ethnicity, Gender, Race and Education***

**PRUDENCE CARTER,
University of California-
Berkeley**

Chair: HILTON KELLY, Davidson College



Friday, November 4th, 6:30-7:30 P.M.

Princessa I

RECEPTION

Appetizers and cash bar.

GRADUATE STUDENTS MEET AND GREET MIXER
FRIDAY, NOVEMBER 4TH
8:00-9:30 P.M.
Olive 8, Third Floor, Steel Room

This event is for graduate student to connect (network), learn of graduate student business, and get to know the graduate student executive team officers. We will also be holding elections to fill vacant positions for the executive team.

INVITED KEYNOTE COLLOQUIUM
FRIDAY, NOVEMBER 4TH
8:00-9:30 P.M.
Leonesa II-III
Academic Labor in the Age of Clinton versus Trump

We are in the midst of a transformation of education. When a generation ago, a quarter of all college instructors were temporary and off the tenure track, now three quarters are. Our public schools are increasingly becoming privatized. What does this transformation of academic labor mean for the working conditions of K-12 and higher education faculty, student learning, academic freedom, and other important issues? The panelists will discuss these issues in today's K-12 and higher education environment from their perspectives as social foundations scholars/activists.

WAYNE AU, University of Washington-Bothell

JULIE GORLEWSKI, Virginia Commonwealth University

JOHN LUPINACCI, Washington State University

E. WAYNE ROSS, University of British Columbia.

Chair-discussant: A.G. RUD, Washington State University.

2016 Annual Conference
THIRD DAY
SATURDAY, NOVEMBER 5TH
8:00 A.M. – 6:00 P.M.

Saturday, November 5th, 9:30-11:00 A.M.

Leonesa I

BOOK EXHIBIT

Saturday, November 5th, 12:00-12:15 P.M.

Leonesa I

BOOK DISTRIBUTION TO GRADUATE STUDENTS

Saturday, November 5th, 12:15 P.M.

BOOK DISTRIBUTION TO ALL

2016 Annual Conference
CONCURRENT SESSIONS
SATURDAY, NOVEMBER 5TH
8:00 – 9:30 A.M.

Saturday, November 5th, 8:00-9:30 A.M.

Leonesa I

POSTER PRESENTATIONS

*Deculturalization and Educational Success for Latino and African American Men:
 What Does It Mean and at What Cost*

JOSE GUMENCINDO ROSALES, The University of Toledo

ANTHONY BOUYER, The University of Toledo

BORRIS CAMERON, The University of Toledo

KENNETH BROWN, The University of Toledo

CHRISTOPHER SCOTT, The University of Toledo

The Academic Cooperation and Intercultural Training:

*The Alliance between Universities and Civil Associations in Mexico Alternative Strategy for the
 Internationalization of Education and Multicultural Perspective*

ELIA CATALINA CRUZ BARAJAS, University Michoacana de San Nicolas de Hidalgo, Mexico

The (Im)possible Multicultural Teacher:

A Critical Approach to Understanding Teachers' Multicultural Practices

CHARISE PIMENTEL, Texas State University

From Rhetoric to Community Action:

Quest for Integrated Multicultural Education

COLINS IMOHI, University of Toledo

Addressing Intergroup Relations in Multicultural Education

NIXI WANG, University of Washington

Bilingual Learners and the Creation of a Multicultural Classroom for Equity and Progress

CHARLOTTE GALLAGHER IMMENSCHUH, Northcentral University

SONYA GROVES, University of Texas at San Antonio

Urban Cachet: The Appropriation of Urban Identity at Ohio Public High School

SARA M. CHILDERS, Ohio State University

Roving Discussants: ASHLEE ANDERSON, University of Tennessee; G. SUE KASUN, Georgia State University

Saturday, November 5th, 8:00-9:30 A.M.

Leonesa III

Gender and Sexuality Studies REVIEWERS' CHOICE PANEL

Laboring with Legibility:

Queer Theoretical Turns in Youth Culture Studies

MARA CONROY HUGHES, Temple University

SAM STIEGLER, University of British Columbia

TOMAS BOATWRIGHT, University of Rochester

RIGOBERTO MARQUEZ, Teacher's College, Columbia University

Chair-Discussant: ADAM GRETEMAN, The School of the Art Institute of Chicago

CONCURRENT PANELS

Saturday, November 5th, 8:00-9:30 A.M.

Portland A

Radical Reimagining:

Making One's Self Seen in Educational Spaces

TERESA HODGES, University of Hawai'i at Mānoa

MAHARAJ DESAI, University of Hawai'i at Mānoa

HANNAH TAVARES, University of Hawai'i at Mānoa

Saturday, November 5th, 8:00-9:30 A.M.

Sherman

Value-Creating Education & Soka Studies:

For Love and Wisdom Under the Gun

JASON GOULAH, DePaul University

MELISSA BRADFORD, DePaul University

NOZOMI INUKAI, DePaul University

Chair-discussant: NATASHA LEVINSON, Kent State University

CONCURRENT PAPER SESSIONS

Saturday, November 5th, 8:00-9:30 A.M.

Washington

INDIGENOUS/NATIVE EDUCATIONAL INQUIRY

Native Philosophy as a Basis for Science Curriculum

STEPHANY RUNNINGHAWK JOHNSON, University of Oregon

Posthumanism, Indigenous Philosophy, and the Analysis of Oppression in Schools

JERRY LEE ROSIEK, University of Oregon

JIMMY SNYDER, University of Oregon

Chair: KENDRA ABEL, University of Oklahoma

Saturday, November 5th, 8:00-9:30 A.M.

Blewett

EDUCATIONAL POLITICS OF LANGUAGE

Challenging 'linguistic delegitimation' in Education:

Confronting Bias in Educational Policy

TIMOTHY REAGAN, University of Maine, Orono

The ABCs of Conquest:

English Instruction Policies in American Colonies at the Turn of the 20th Century

FUNIE HSU, San Jose State University

The Force of Folk:

2016 Annual Conference

An Analysis of Pre-service Teacher Language Beliefs about Different Child Migrant

JEAN SWINDLE, University of Alabama

Chair: LISA WINSTEAD, California State Fullerton

Saturday, November 5th, 8:00-9:30 A.M.

Sealth

CENTENNIAL INQUIRIES:

DEWEYAN ENCOUNTERS WITH SPIRITUAL CHALLENGES

Dewey, School Violence, and Aesthetic Response:

Healing the Community through the Arts After a Disaster

PATRICIA MAARHUIS, Washington State University

A. G. RUD, Washington State University

Spiritually Responsive Pedagogy as Critical Democratic Education

AUDREY LINGLEY, Portland State University

How John Dewey's Pragmatism influenced Chinese Literary Revolution during the May Fourth Period

JAMES YANG, University of Oklahoma

Chair: PATRICIA MAARHIS, Washington State University

Saturday, November 5th, 8:00-9:30 A.M.

Discovery B

TEACHERS UNDER THE GUN:

LEADERS, ACTIVISTS, PROFESSIONALS

Teacher-Leadership as Empowered Biliteracy

SYLVIA BAGLEY, University of Washington

Getting out from Under the Gun:

Teacher Activism as an Expression of Love

KURT STEMHAGEN, Virginia Commonwealth University

TAMARA SOBER, Virginia Commonwealth University

“Under the Gun” of Professionalism:

Rethinking Teacher Professionalization

ERIN L DYKE, Oklahoma State University

ZACHARY A. CASEY, Rhodes College

Chair: SYLVIA BAGLEY, University of Washington

Saturday, November 5th, 8:00-9:30 A.M.

Portland B

NEOLIBERAL SCHOOLING AND CHOICES

Parent's Choice: How Parents Navigate School Choice in a Struggling School District

CARA KRONEN, Borough of Manhattan Community College/CUNY

Positioned Choices:

Urban School Choice as Neoliberal Labor

SCOTT ELLISON, University of Northern Iowa

Under the Gun and Into the Fire:

Ethics, Responsibility and Moral Obligation in Opting-Out



2016 Annual Conference

PAMELA J KONKOL, Concordia University

TRISHA WICKLAND, Concordia University

Chair: SCOTT ELLISON, University of Northern Iowa

Saturday, November 5th, 8:00-9:30 A.M.

Discovery A

INTERNATIONAL HIGHER EDUCATION IN THE US

International Professional Graduate Students' Academic Literacy Socialization in U.S. Universities

XIAOJUAN LANG, University of Rochester

NANCY ARES, University of Rochester

Chinese International Students' Academic Socialization Experience through Speaking Activities in U.S. Higher Education

XIA WU, University of Rochester

Chair: XIAOJUAN LANG, University of Rochester

2016 Annual Conference
CONCURRENT SESSIONS
SATURDAY, NOVEMBER 5TH
9:45 – 11:15 A.M.

Saturday, November 5th, 9:45-11:15 A.M.

Portland A

COMMITTEE ON ACADEMIC STANDARDS AND ACCREDITATION (CASA)

Saturday, November 5th, 9:45-11:15 A.M

Leonesa I

CRITICS' CHOICE BOOK TALK

Souto-Manning, M. and Martell, J. (2016). *Reading, Writing, and Talk: Inclusive Teaching Strategies for Diverse Learners, K-2*. New York, NY: Teachers College Press, Language & Literacy Series.

MARIANA SOUTO-MANNING, Teachers College, Columbia University

Saturday, November 5th, 9:45-11:15 A.M

Douglas Boardroom

SOCIETY FOR EDUCATING WOMEN BUSINESS MEETING

Saturday, November 5th, 9:45-11:15 A.M.

Leonesa I

POSTER PRESENTATIONS

Competition Harms Moral Growth

JANI MATTI PULKKI, University of Tampere, Finland

John Dewey's Pragmatism Today:

Visions of Community in Pedagogy, Practice, and Politics

TRICIA MCCLOSKEY, University of Toledo

MICHELLE BRAHANEY

SARA ALNUFAISHAN

JENNIFER FLECK

DIANE MCCARTHY

Comparative Views of Culture and Education:

Democratic Education and Binary Thinking

MARY ELLEN EDWARDS, University of Toledo

Federalism and Public Education; or, How to Create an Undereducated Citizenry

TED MITCHELL, Nevada State College

Social Reconstructionism:

An Educational Plan for Peace and Democracy

JASON H. OWENS, Francis Marion University

"For The Love of Arete"

RANDY HEWITT, University of Central Florida

(Re)engaging Youth in Educational Research

TERESA ANN FOWLER, University of Calgary, Canada

Roving Discussant: JOHN COVALESKIE, University of Oklahoma

Saturday, November 5th, 9:45-11:15 A.M.

Leonesa III

History of Education REVIEWERS' CHOICE SYMPOSIUM

Saving and Reintroducing Overlooked Legacies of Black Education

Legacies of Birmingham's Civil Rights Activism Hidden Behind Schoolhouse Doors

TONDRA LODER-JACKSON, The University of Alabama at Birmingham

Literacy for Liberation:

The Educational Ideals of Septima Poinsette Clark on Adult Literacy for Liberation

KAREN A. JOHNSON, University of Utah

After the Whites Had Departed:

Blacks and Jews together on Negro College Campuses in the Jim Crow South

HILTON KELLY, Davidson College

With Adventurous Company:

Archiving a Forgotten Legacy of Black Progressive High Schools from the 1940s

CRAIG KRIDEL, University of South Carolina

Chair-Discussant: GEORGE NOBLIT, University of North Carolina, Chapel Hill

Saturday, November 5th, 9:45-11:15 A.M.

Menzies

EDUCATION WRIT LARGE WITH VISIONARY PRAGMATISM

"Vitally Important and Inextricably Linked":

Toward an Ethics of Social Justice Unionism

LAUREN WARE STARK, University of Virginia

Chair-Respondent: ISABEL NUNEZ, Indiana University/Purdue University-Fort Wayne

Saturday, November 5th, 9:45-11:15 A.M.

Tolmie

Eco-Justice Education SYMPOSIUM

Art and Environmental Ethics

RAISA FOSTER, Art-Eco Project, Tampere, Finland

REIJO KUPIAINEN, University of Tampere, Finland

ANTTI SAARI, University of Tampere, Finland

JUSSI MÄKELÄ, Art-Eco Project, Tampere, Finland

Chair-discussant: REBECCA MARTUSEWICZ, Eastern Michigan University

Saturday, November 5th, 9:45-11:15 A.M.

Discovery A

SYMPOSIUM

Transnational Faculty Desires:

Lessons (Un)Learned on Love, Labor, and Learning

JEONG-EUN RHEE, Long Island University, Post

STEPHANIE CURLEY, Manchester Metropolitan University, United Kingdom

2016 Annual Conference

SHARON SUBREENDUTH, Bowling Green University
 BINAYA SUBEDI, The Ohio State University
 ROLAND SINTOS COLOMA, Northern Kentucky University
 Chair-Discussant: SARA M. CHILDERS, Ohio State University

Saturday, November 5th, 9:45-11:15 A.M.

Discovery B
ALTERNATIVE SESSION

Dwelling in “the creative tension between vision and pragmatism” in Participatory Action Research
 ANA CAROLINA F ANTUNES, University of Utah
 GABBY FALZONE, University of California- Berkeley
 EMILY BORG, University of California-Santa Cruz
 LETICIA ALVAREZ, University of Utah

CONCURRENT PAPER SESSIONS

Saturday, November 5th, 9:45-11:15 A.M.

Sealth
SEXUALITY EDUCATION

Can I have a hug?

Sex Education Outside of School

LISA W. LOUTZENHEISER, University of British Columbia

Official(ly) Sex(Ed):

The State-Mandated Curriculum and Extra-curriculum in Texas

KELLEY M. KING, University of North Texas

“We learn about it as we get older”:

Progressive Sexual Health Educators Navigate Constructions of Children as Non-sexual

L.J. SLOVIN, University of British Columbia

Chair: LISA A. LOUTZENHEISER, University of British Columbia

Saturday, November 5th, 9:45-11:15 A.M.

Portland B
SCHOOL COMMUNITIES AND CULTURES

Contending with Contradictions:

Trust and Racial Consciousness in Progressive Public Schools

ALISA ALGAVA, CUNY Graduate Center

Racial Rumblings Among the Not-Quite Quite:

Thinking Through the Racialization of Portuguese-Speaking Youth

DAVID A. PEREIRA, OISE/University of Toronto

Community-Based Standards and Community Cultural Wealth:

Armed Love in Freedom Schools

NANCY ARES, University of Rochester

Supporting Rural Students’ Learning Through Civic Engagement:

2016 Annual Conference

Leadership Honoring Community in Successful Rural Schools

WESLEY HENRY, University of Washington

Chair: DAVID A. PEREIRA, OISE/University of Toronto

Saturday, November 5th, 9:45-11:15 A.M.

Blewett

EMOTIONS AND EDUCATION

Unravelling Hegemonic Positivity:

Melanie Klein, *Social Emotional Learning, and Affective Classroom Life*

CLIO STEARNS, University of New Hampshire

The Enactment of "social and emotional learning" in Schools

PAULINA SEMENEC, The University of British Columbia

Middle School Teachers' Experiences of Burnout:

A case study

SHALEEN CASSILY, University of New Hampshire

Chair: CLIO STEARNS, University of New Hampshire

Saturday, November 5th, 9:45-11:15 A.M.

Washington

PHILOSOPHICAL STUDIES IN EDUCATION

Example and Exception:

Agamben's Paradigms as Emancipatory Pedagogy

HARVEY SHAPIRO, Northeastern University

Education and The Impossibility of Dreams

DAVID LEWKOWICH, University of Alberta, Canada

Chair: HARVEY SHAPIRO, Northeastern University

2016 Annual Conference
CONCURRENT SESSIONS
SATURDAY, NOVEMBER 5TH
11:30 A.M. – 1:00 P.M.

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Sherman

GRADUATE STUDENTS' COLLOQUIUM

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Leonesa I

POSTER PRESENTATIONS

Laboring Behind Walls:

Gendering Reform Measures in Washington State's Female Inmate Population

SULTANA SHABAZZ, Tacoma Community College

An Unlikely Team, Engaging the School to Prison Pipeline

MONIQUE GABRIEEL CHERRY-MCDANIEL, Central State University & The University of Michigan, Ann Arbor

Developing Critical Historical Consciousness in Education in an Era of Emerging Fascism:

Inspiration from the Forever Activists

JULIE KAILIN, University of Wisconsin-Milwaukee

On Whose Backs?

CALLIE ANN PALMER, Washington State University

Roving Discussants: BRIAN CORPENING, University of Oklahoma

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Leonesa III

Eco-Justice Education REVIEWERS' CHOICE SYMPOSIUM

EcoCritical Scholarship toward Social Justice and Sustainability in Teacher Education

Classroom Ecologies that Reclaim the Commons and Create Value:

A Dialogic Inquiry into Creative Coexistence in Teacher Praxis

MELISSA RILEY BRADFORD, DePaul University

Crossing Borders in Teacher Education:

Mapping Dispositions in Global and Local Educational Engagements

JEANNIE KERR, University of Winnipeg

VANESSA ANDREOTTI, University of British Columbia

Ethics of Care in the EcoJustice Classroom:

Past Experiences and Future Directions

RITA TURNER, University of Maryland Baltimore County

Chair: ALISON HAPPEL-PARKINS, University of Memphis

Discussant: JOHN LUPINACCI, Washington State University

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Sealth

SOCIETY FOR EDUCATING WOMEN PANEL

Feminist Publishing Under the Gun:

A Retrospective Conversation Over IKON's Legacy Educating Women

SUSAN SHERMAN, Parsons The New School For Design

DEMETRIA MARTINEZ, Independent immigration activist and author

Discussant: STEFANIE HEINRICH, University of Oklahoma

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Tolmie

PANEL

Practices of Resistance:

Laboring within the Academy

RHONDA JEFFRIES, University of South Carolina

DEVAIR JEFFRIES, Florida State University

DANIELLE PARKER, Wake Forest University

TIFFANY J. WILLIAMS, Miami University-Ohio

Chair-Discussant: JONATHAN LIGHTFOOT, Hofstra University

Saturday, November 5th, 1:15-2:45 P.M.

Menzies

PANEL

When Social Mobility Ends:

Learning to Love; Learning to Labor

JANE VAN GALEN, University of Washington Bothell;

DEBORAH EAKER-RICH, University of North Carolina Chapel Hill

GEORGE NOBLIT, University of North Carolina Chapel Hill

Chair-discussant: KRISTAL CLEMONS, Florida State University

CONCURRENT ALTERNATIVE SESSIONS

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Portland A

Troubling Counternarratives and the Right of Refusal in Educational Research:

“Is it enough to tell you my story?”

NINI VISAYA HAYES, Saint Martin's University

FARIMA POUR-KHORSHID, UC Santa Cruz

LINNEA BECKETT, UC Santa Cruz

TIFFANY NYACHAE, University at Buffalo

Chair-Discussant: KATHLEEN deMARRAIS, University of Georgia

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Discovery B

***Teaching and Learning in the Community College:
Lessons and Opportunities***

CARA KRONEN, Borough of Manhattan Community College/CUNY

MOLLY VOLLMAN MAKRIS, Guttman Community College, CUNY

RYAN COUGHLAN, Guttman Community College

Chair-discussant: BETH L. GOLDSTEIN, University of Kentucky

CONCURRENT SYMPOSIA

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Discovery A

Dances with Whiteness:

Intersections of the Personal and Political in Pre-K Through Higher Education

JAMES GAMBRELL, Portland State University

RANDA EL BIH, Grand Valley State University

KELLY J. CUTLER, Portland State University -

Chair: ANITA BRIGHT, Portland State University

Discussant: G. SUE KASUN, Georgia State University

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Washington

Policy and Educational Exploitation:

Raced and Gendered Conditions of Ideological Labor

SABINA E. VAUGHT, Tufts University

SHAMEKA POWELL, Tufts University

MELISSA COLON, Tufts University

NANDI BYNOE, Tufts University

ARTURO MUÑOZ, Tufts University

CONCURRENT PAPER SESSIONS

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Blewett

ASIAN AMERICAN EDUCATIONAL STUDIES

Cultural Identity, Self-determination, and the Myth of Model Minority:

A Historical Analysis of Chinese Americans' Legal Initiatives for Equal Public Education

LIMIN SU, University of Iowa

The Importance of "Downtime" for Democratic Dance Pedagogy: Insights from a Dance Program

Serving Asian American Youth

BETSY MALONEY LEAF, University of Minnesota

BIC NGO, University of Minnesota

Chair: LIMIN SU, University of Iowa



2016 Annual Conference

Saturday, November 5th, 11:30 A.M.-1:00 P.M.

Portland B

OUTSIDER SCHOLARS, PUBLIC SCHOLARS, RACE SCHOLARS

Revolutionary Love:

Engaging Marginalized Communities in Meaningful Public Scholarship

MANJEET BIRK, University of British Columbia

Visionary Pragmatism in the Progressive Era:

Social Reconstructionists, Race Scholars and Lessons for Progressive Education/Scholarship Today

ALISA ALGAVA, CUNY Graduate Center

Normal Abnormalities:

Navigating and Surviving the Juvenile Justice System

SHIV R. DESAI, University of New Mexico

Chair: MANJEET BIRK, University of British Columbia

2016 Annual Conference
CONCURRENT SESSIONS
SATURDAY, NOVEMBER 5TH
1:15 – 2:45 P.M.

Saturday, November 5th, 1:15-2:45 P.M.

Menzies

Educating Women & Critical Race Theory REVIEWERS' CHOICE PAPER

Black Face, Brown Space:

A Critical Narrative Inquiry at an HSI

ELIZABETH COOK, University of Texas at San Antonio

Chair: STACY OTTO, Illinois State University

Respondent: PAULA GROVES PRICE, Washington State University

Saturday, November 5th, 1:15-2:45 P.M.

Tolmie

SYMPOSIUM

The Life and Death of the Educational Research Class:

Troubling Narratives Under the Gun

EMILY A. DANIELS, SUNY Plattsburgh

STEPHANIE A BOUTIN, SUNY Plattsburgh

PARKER ROBERT CARPENTER, SUNY Plattsburgh

ELISA G. MCINTOSH, SUNY Plattsburgh

JASON FLACH, SUNY Plattsburgh

ABISOLA MOJEED, SUNY Plattsburgh

MICHAEL G. O'KEEFE, SUNY Plattsburgh

SEAN M MILLER, SUNY Plattsburgh

Chair-Discussant: NANCY ARES, University of Rochester

Saturday, November 5th, 1:15-2:45 P.M.

Portland A

ALTERNATIVE SESSION

School Lunch:

Critical Educational Considerations

SUZANNE RICE, University of Kansas

SARAH RIGGS STAPLETON, University of Oregon

AG RUD, Washington State University

JENNIFER NG, University of Kansas

Chair-Discussant: SUSAN LAIRD, University of Oklahoma

CONCURRENT PAPER SESSIONS

Saturday, November 5th, 1:15-2:45 P.M.

Discovery A

EDUCATIONAL LAW, POLICY, AND POLITICS

Advocating for Ethnic Studies in an Age of Massive Budget Cuts:

Critical Race Consciousness and Student Activism

CHRISTIN DEPOUW, University of Wisconsin, Green Bay

Law, but; Law, and:

Envisioning Revolutionary Social-legal Futures Through Complex Narrativization

COURTNEY HANNY, University of Rochester

Chair: CHRISTIN DEPOUW, University of Wisconsin, Green Bay

Saturday, November 5th, 1:15-2:45 P.M.

Washington

CRITICAL LEARNING FROM YOUNG ADULT LITERATURE

"My Bluford High Boys":

Détourning the Neocolonialism of the Bluford High Series

EMILY FREEMAN, University of North Carolina at Chapel Hill

Just Another Day in the "Assassination Classroom":

How Manga Novels Present School Violence to Adolescent Readers

DREW EMANUEL BERKOWITZ, Montclair State University

Re-Imagining Critical Theory:

Young Adult Literature as a Language for Understanding

ASHLEY SUMMER BOYD, Washington State University

SUMMER MELODY PENNELL, Truman State University

Content Integration Under CCLS:

An Analysis of Content Integration

ADAM HUCK, State University of New York at Buffalo

Chair: EMILY FREEMAN, University of North Carolina at Chapel Hill

Saturday, November 5th, 1:15-2:45 P.M.

Blewett

TEACHERS AND TEACHING IN THE NEOLIBERAL REFORM ERA

Mapping Teacher's Carework:

Love, Labor, and Teaching in Neoliberal Times

VICTORIA GORDON RESTLER, Graduate Center of the City University of New York

The Professional Teacher in the Neoliberal Era:

Teacher Education Standards as Paradox

NIKOLA HOBBEL, Humboldt State University

Resisting Racist, Classist Neoliberal Bullshit in Education

Counter-Stories from the Front Lines

JEAN ROCKFORD AGUILAR-VALDEZ, Portland State University

Interrogating Discursive Data:

2016 Annual Conference

How News Media Narratives Assemble Truths about the Teaching Profession

LESLIE GREY, CUNY Queens College

NICHOLAS J. SHUDAK, University of South Dakota

Chair: VICTORIA GORDON RESTLER, Graduate Center of the City University of New York

Saturday, November 5th, 1:15-2:45 P.M.

Discovery B

CITIZENSHIP CRISES IN U.S. SCHOOLS

“What do I do here? This place..

Immigration knocks on my door”: An Examination of Recently Arrived Undocumented Youth Experiences of Schooling and Discrimination in the South.

SOPHIA RODRIGUEZ, The College of Charleston

Under Threat:

Mujerista Pedagogies of Unaccompanied Youth in North Carolina

ESMERALDA RODRIGUEZ RODRIGUEZ, University of North Carolina at Chapel Hill

Citizenship and Safety:

Teachers Navigating the Contradictions of Formal Civic Education in Mixed-Citizenship Context

DAFNEY BLANCA DABACH, University of Washington

ALIZA FONES, University of Washington

NATASHA MERCHANT, University of Washington

ADEBOWALE ADEKILE, University of Washington

Chair: SOPHIA RODRIGUEZ, The College of Charleston

Saturday, November 5th, 1:15-2:45 P.M.

Portland B

ARTS AND EDUCATIONAL CREATIVITY

The Third Sector’s Involvement in Redressing the De-Emphasis of Music Education in PK12 Schools:

El Sistema Oklahoma as an Empirical Case

BRENT EDWARD SYKES, University of Oklahoma

Education, Participation, and Democracy:

The Cultural Imaginary of Young Americans During the Folk Music “Boom” of the 1950s-1960

MATTHEW HAMILTON, Eastern Michigan University

Freire, Creativity, and the Notion of Home:

Implementing an Alternative approach to Arts-Based Education Among Pittsburgh Public High School Students

JASON CORY MENDEZ

MARIO QUINN LYLES

Chair: THOMAS CLINE, University of Oklahoma



2016 Annual Conference

Saturday, November 5th, 1:15-2:45 P.M.

Sherman

**YOUNG REVOLUTIONARIES:
A COMPARATIVE DIALOGUE**

Learning About Freedom and Performing Citizenship: Youth Experiences of the Hong Kong Umbrella Movement

LIZ JACKSON, University of Hong Kong

The “Revolución Pingüina” and the Challenge of Democratic Renewal in Chile, 2006-2014

THOMAS V O'BRIEN, University of Southern Mississippi

Chair: LIZ JACKSON, University of Hong Kong

2016 Annual Conference

AESA LEADERSHIP EVENTS
SATURDAY, NOVEMBER 5THSaturday, November 5th, 3:00-4:30 P.M.

Leonesa II-III

AESA Presidential Address***Nothing New Under the Sun:****Some Thoughts on Love, Leadership, and Social Justice Dogmas***DENISE TALIAFERRO
BASZILE,
Miami University of Ohio**



American Educational Studies Association

2016 Annual Conference

Saturday, November 5th, 4:30-5:30 P.M.

Leonesa II-III

BUSINESS MEETING

opening with

MEMORIAL TO JOSEPH WATRAS (1944-2016)



Saturday, November 5th, 5:30-6:00 P.M.

Leonesa II-III

AWARDS CEREMONY

SATURDAY NIGHT DINNERS and PARTIES!

*Together Wherever
and as Late as
We Choose!*



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

Department of Educational Leadership and Cultural Foundations

Committed to the development of a just and caring democratic society in which schools serve as centers of inquiry and forces for social transformation and justice.

For information on our programs:

Ph.D. in Educational Studies

Ed.S. in Educational Leadership (online)

Post-Masters Certificate in School Administration

Post-Masters Certificate in School Administration- Urban Focus (online)

Post-Masters Certificate in Cultural Foundations and Social Justice Education

visit our website <http://elc.uncg.edu> or contact: Dr. Leila Villaverde, levillav@uncg.edu

ELC wishes
AESA
2016
Participants
A Great
Conference



2016 Annual Conference

FINAL DAY
SUNDAY, NOVEMBER 6TH
8:00 A.M. – 12:00 P.M.

Sunday, November 6th, 8:00 A.M. – 12:00 P.M.

Douglas Boardroom

EXECUTIVE COUNCIL MEETING

Sunday, November 6th, 8:00 A.M.-12:00 P.M.

Sherman

GRADUATE STUDENTS' COLLOQUIUM

2016 Annual Conference
CONCURRENT SESSIONS
SUNDAY, NOVEMBER 6TH
8:00 – 10:00 A.M.

Sunday, November 6th, 8:00-10:00 A.M.

Sherman

***MEET THE EDITORS OF Educational Studies:
 GETTING YOUR WORK PUBLISHED IN JOURNALS***

To discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session will be beneficial for doctoral students, junior and senior faculty alike.

ROLAND SINTOS COLOMA, Northern Kentucky University

JEONGEUN RHEE, Long Island University

STEPHANIE (DAZA) CURLEY, Manchester Metropolitan University

BINAYA SUBEDI, Ohio State University

SHARON SUBREENDUTH, Bowling Green State University

MELISSA COLLEARY, Long Island University

Sunday, November 6th, 8:00-10:00 A.M.

Menzies

Gender and Sexuality Studies REVIEWERS' CHOICE SYMPOSIUM

Transgender Matters

“The student drives the car, right?”:

Transgender Students and Narratives of Decision-Making in Schools

HÉLÈNE FROHARD-DOURLENT, The University of British Columbia

“I am Vincent. I have a vagina”:

Narrating Embodiment in Trans Youths’ Experiences of Renaming

JULIA SINCLAIR-PALM, York University

Not Trans Enough:

The Invisibility of Genderqueer Individuals in the “Bathroom Bill”

DANA M. STACHOWIAK, University of North Carolina at Wilmington

On the Basis of Sex:

An Exploration of Changing Names and Gender on College Campuses

KARI J. DOCKENDORFF, University of Utah

Chair: STEFANIE R. HEINRICH, University of Oklahoma

Discussant: SAM STIEGLER, University of British Columbia

Sunday, November 6th, 8:00-10:00 A.M.

Discovery B

SOCIETY OF PROFESSORS OF EDUCATION PANEL

Teaching in the Era of Hyperbole:

Re-imagining the Labor of Education Faculty

BERNARDO GALLEGOS, National University

ISABEL NUÑEZ, Indiana University-Purdue University Fort Wayne

A.G. RUD, Washington State University



2016 Annual Conference

SABRINA ROSS, Georgia Southern University
 BRIAN SCHULTZ, Northeastern Illinois University
 WADE TILLETT, University of Wisconsin Whitewater
 SONIA JANIS, University of Georgia

Sunday, November 6th, 8:00-10:00 A.M.

Tolmie

ECO-JUSTICE SYMPOSIUM

*Wendell Berry as Philosopher and EcoJustice Educator:
 On Love, Health and Neoliberalism*

REBECCA MARTUSEWICZ, Eastern Michigan University
 JOHN MULLEN, Eastern Michigan University
 KRISTI GEORGE, Eastern Michigan University and the University of Michigan, Flint
 Chair: REBECCA MARTUSEWICZ, Eastern Michigan University

Sunday, November 6th, 8:00-10:00 A.M.

Stellar

SOCIETY FOR EDUCATING WOMEN PRESIDENTIAL LECTURE

*The Duty to Report:
 Political Judgment, Public Pedagogy, and the Photographic Archive of the Italian Photojournalist
 Franco Zecchin*

PAULA SALVIO, University of New Hampshire
 Chair: JULIE M. DAVIS, University of Oklahoma

Sunday, November 6th, 8:00-10:00 A.M.

Discovery A

SYMPOSIUM

*Feet on the Ground, Head in the Stars, Heart in Between:
 Sci-fi/fantasy, the Imaginary Intellect, and Action*

CHARISE PAULETTE DEBERRY, Washington State University
 AMIR GILMORE, Washington State University
 PAM BETTIS, Washington State University
 DESEURE DEBERRY, University of Idaho
 Chair-Discussant: AUDREY THOMPSON, University of Utah

Sunday, November 6th, 8:00-10:00 A.M.

Portland A

PANEL

"If only they'd take advantage of the opportunities":

*Complicating opportunity and resources for Latina/o students through the perspective of educators
 at a predominately white and well-resourced suburban high school*

GABRIEL RODRIGUEZ, University of Illinois at Urbana-Champaign
 CHARO MENDOZA, Highland Park High School
 JESSE VILLANUEVA, Highland Park High School
 Chair-Discussant: JOY ESQUIERDO, University of Texas-Rio Grande Valley

Sunday, November 6th, 8:00-10:00 A.M.

Portland B

PAPERS

RURAL EDUCATION AS MORAL FORMATION

The Paradox of a Pedagogy of Welcome

JOHN F. COVALESKIE, University of Oklahoma

Teaching in the Country:

A Critical Analysis of the Experiences of Rural Teachers in the United States and Jamaica

ELEANOR BLAIR, Western Carolina University (chair)

Learning to Sacrifice:

The Environmental Impacts of Neoliberal and Fundamentalist Rural Education

JASON ANTHONY CERVONE, University of Massachusetts, Dartmouth

Chair: JOHN F. COVALESKIE, University of Oklahoma

2016 Annual Conference
CONCURRENT SESSIONS
SUNDAY, NOVEMBER 6TH
10:15 – 12:00 P.M.

Sunday, November 6th, 10:15 A.M.-12:00 P.M.

Menzies

Religion and Education REVIEWERS' CHOICE PAPER

Collude, Collide or Co-Create:

Building Relational, Discursive, & Missional Bridges to Evangelical Pre-Service Teachers in Social Justice Classes

TIM CONDER, University of North Carolina at Chapel Hill

ALISON LAGARRY, University of North Carolina, Chapel Hill

Chair: NATASHA LEVINSON, Kent State University

Respondent: KIRSTEN T. EDWARDS, University of Oklahoma

Sunday, November 6th, 10:15 A.M.-12:00 P.M.

SOCIETY OF PROFESSORS OF EDUCATION INTERACTIVE SESSION

Discovery B

The Sophist's Bane and Professing Education:

The Journals of the Society of Professors of Education

BERNARDO GALLEGOS, National University

ISABEL NUÑEZ, Indiana University-Purdue University Fort Wayne

GEORGE NOBLIT, University of North Carolina-Chapel Hill

WILLIAM SCHUBERT, University of Illinois at Chicago

JOSEPH RAYLE, State University of New York-Cortland

MARY KAY DELANEY, Meredith College

Sunday, November 6th, 10:15 A.M.-12:00 P.M.

Tolmie

ECO-DEMOCRATIC REFORM SIG

A Working Group Session:

Ecological Perspectives in Educational Research

This session will be a space for interested participants to attend a facilitated dialogue on Ecological Perspectives in Educational Research that will include opportunities to discuss the field, connect with colleagues, and plan for future conference presentations and other scholarly projects. All are welcome to join members of the SIG as they close the conference with conviviality and conviction toward addressing social justice and sustainability.

2016 Annual Conference
Sunday, November 6th, 10:15 A.M.-12:00 P.M.
Stellar
SOCIETY FOR EDUCATING WOMEN STUDIO
SEMINARS on WORKING PAPERS
Professorial Soul Wounds and PTSD:
Institutional Violence, Trauma, Invisibility, and Academic Battle Fatigue

JEAN ROCKFORD AGUILAR-VALDEZ, Portland State University

EMILY A. DANIELS, SUNY Plattsburgh

Religion, Gender and Education: In Pursuit of Universal Basic Education in Nigeria

YEUKAI ANGELA MLAMBO, Michigan State University

When the Truth Comes Out
A Critical Narrative Inquiry of Black Scholars in the Doctoral Pipeline

ELIZABETH JOY COOK, University of Texas at San Antonio

REANNA ROBY, University of Texas at San Antonio

Interrupted Flow:
Patriarchal Structures and the Menstruating Teacher

KRISTIDEL MCGREGOR, University of Oregon

From School Success Notes to Struggle Buses:
Lessons from Girls of Color about Everyday Justice

BONI WOZOLEK, Independent Scholar

WALTER S. GERSHON, Kent State University

An Autoethnography on Race, Culture and Motherhood in Graduate Education

MANEE MOUA, Washington State University

A Call to Arms from our Daughters: Narrative Inquiry & Motherscholarship

ELIZABETH COOK, University of Texas at San Antonio

ANITA PICKETT, University of Texas at San Antonio

Strategic Gendering:
The Negotiated Social Actions of Adolescent Girls

JOANN STEMMERMANN, University of New Hampshire

Judging Worth Beyond the Mirror:
An Examination of Fourth Grade Females' Notions of Beauty

JULIE MARIE FRYE, Indiana University

S. VISCARELLO, Whitby School

Under the Gun for Children Under the Gun:
Children's Lives as Worthy of Life

VIRGINIA ANN WORLEY, Oklahoma State University

Good Horse Sense:
Horse Tales/Tails/Tells of Care, Concern, Connection, and Curriculum

HANNAH RENEE BLACKWELL, University of Oklahoma

2016 Annual Conference
AESA 2016 PROGRAM TEAM
Program Chair, Susan Laird, University of Oklahoma

Special thanks to the Jeannine Rainbolt College of Education and its Department of Educational Leadership and Policy Studies at the University of Oklahoma for supporting the AESA 2016 Program Team.



Julie M. Davis, Executive Assistant to the AESA 2016 Program Chair, is a doctoral candidate in Educational Studies at the University of Oklahoma, doing research on connections between education, human health, and the environment. Working from a disciplinary grounding in feminist philosophy of education, she examines the significance of gendered practices in women's reproductive cancer care. Davis' dissertation theorizes gender insubordination as educating action for increasing awareness of the conflation of health and gender and increasing patients' choice in cancer diagnosis and treatment. Framing health and disease as cultural constructions, Davis examines the potential of gender-insubordinate cancer memoirs as a curriculum promoting social justice in healthcare. She is past president of the Oklahoma Educational Studies Association (OESA-Norman, 2009) and the Society for Educating Women (2014). From 2014-2015, she served as co-editor for *Educating Women: Journal of the Society for Educating Women*. An active member in AESA since 2008, Davis served on the Program Committee in 20014 and 2015. She holds teaching certification in middle and high school social studies and is adjunct faculty for the University of Oklahoma College of Liberal Studies. She has also taught the undergraduate Educational Studies course in the Jeannine Rainbolt College of Education at the University of Oklahoma. A mother of three, Davis is curriculum coordinator for the Bahá'ís of Norman, Oklahoma.



Stefanie R. Heinrich, AESA 2016 Program Coordinator, is a student and scholar of queer theory, feminist thought, and religion. She received her Bachelor's of Arts in Letters and Religious Studies from the University of Oklahoma where she focused her studies on classical and contemporary literature, religious philosophy, and Islamic theology and culture. She later began her Master's and Ph.D in Education and in 2014 presented in a session at the Oklahoma Council for Teachers of English Spring Conference on possible new additions to English curricula. That same year she was also appointed as a Graduate Student Research Fellow for the University of Oklahoma Center for Social Justice where she presented research on the spread of Wahhabist Islam into Muslim cultures outside of the Arabian Peninsula. In 2015 she presented a paper at the Oklahoma Educational Studies Association Conference on Dewey and anti-bullying policies. Later that year she served as a presenter on a panel at the Society of Philosophy and History of Education Conference in St. Louis, Missouri over Dewey and standards of college and career readiness. In December of 2016 she will present a paper at the American Moral Education conference at Harvard University on LGBTQ youth and student activism. She has also served as a member of the University of Oklahoma's Mosaic: Social Justice Symposium Executive Committee and currently serves as a Graduate Research Assistant for the University of Oklahoma's Educational Leadership and Policy Studies department and Athletic Department's Academic Services. Her current work will culminate in a Master's thesis

2016 Annual Conference

discussing the relationship between school communities and English classrooms to raise LGBTQ friendly young people. Heinrich is also a registered member of the Cherokee Nation.



Maura Mollet-Hobbs, AESA 2016 Program Coordinator, is an Educational Studies doctoral student at the University of Oklahoma in the Jeannine Rainbolt College of Education and 2016-17 president of the Oklahoma Educational Studies Association (OESA-Norman). She earned her bachelor's degree in political science from the University of Tennessee in 2001 and her Master of Science in mass communication from Oklahoma State University in 2004. Upon graduation, she joined the United States Navy and served four years as an officer in the Supply Corps. After an honorable discharge in 2009, Mollet-Hobbs accepted the position of Head Softball Coach at Langston University (Oklahoma's only HBCU), where she taught undergraduate humanities courses while also teaching as an adjunct at the University of Central Oklahoma in media writing. She transitioned into the position of athletic development manager at the University of Central Oklahoma until the birth of her daughter. While mothering three young children, Mollet-Hobbs earned alternative certification and taught social studies at a private Catholic high school and a high poverty public high school in Oklahoma City. Teaching high school, Mollet-Hobbs became aware of the disconnection children and adults have with the natural world and how this disconnect contributes to violence and degradation against the Earth and Earth Others. Hobbs' work in philosophy of education and curriculum studies focuses on moralizing human niche construction in the natural world and developing an ecofeminist pedagogy underpinned by care ethics, Jewish feminism, and maternal theory (or care ethics and a socialist maternal theory). She has also made scholarly presentations at the Philosophy of Education Society of Australasia in Melbourne, Australia.

2016 Annual Conference
Eco-Justice Program 2016
American Educational Studies Association
November 2-6 in Seattle, WA



ECO-JUSTICE PROGRAM REVIEW TEAM

CO-LEADERS

JOHN LUPINACCI, *Washington State University*

BIO: John Lupinacci, as an assistant professor at Washington State University, conducts research and teaches in the Cultural Studies and Social Thought in Education (CSSTE) program using an ecocritical approach that advocates for the development of scholar-activist educators and educational researchers.

ALISON HAPPEL-PARKINS, *University of Memphis*

BIO: Alison Happel-Parkins is an assistant professor of qualitative methodology at the University of Memphis. Her theoretical work centers around EcoJustice Education and the utilization of ecocritical frameworks in K-12 settings.

REVIEWERS

MARISSA BELLINO, *The College of New Jersey*

JULIE CARTER, *D'Youville College*

SHALEEN CASSILY, *University of New Hampshire*

JEFF EDMUNDSON, *University of Oregon*

NIGORA ERKAEVA, *Eastern Michigan University*

RACHEL GISEWHITE, *University of Southern Mississippi, Gulf Coast*

RICHARD KAHN, *Antioch University of Los Angeles*

REBECCA MARTUSEWICZ, *Eastern Michigan University*

SCOTT MORRISON, *Elon University*

MIKE MUELLER, *University of Alaska Anchorage*



2016 Annual Conference

JOHN MULLENS, *Eastern Michigan University*
 CLAYTON PIERCE, *Western Washington University*
 MONICA SHEILDS, *Eastern Michigan University*
 RITA TURNER, *University of Maryland, Baltimore*

THURSDAY

8:00-9:30 A.M.

DISCOVERY B

EcoJustice Education BUSINESS MEETING

3:00-4:30 P.M.

Philosophy of Education REVIEWERS' CHOICE CENTENNIAL SYMPOSIUM:
LEONESSA III

Through Choice of Action: (Re)Visionary Pragmatisms for the Age of Accountability

KEVIN CAREY, *Reynolds Community College, Richmond, VA*
 BRIAN CHAREST, *The Nova Project, Seattle, WA*
 RUSSELL MAYO, *University of Illinois at Chicago*
 SCOTT MORRISON, *Elon University*
 Chair: GUOPING ZHAO, *Oklahoma State University*
 Discussant: SUZANNE RICE, *University of Kansas*

3:00-4:40 PANEL:

DISCOVERY A

Rethinking Pedagogy, Imagining Futures: Activating EcoJustice Frameworks in the Classroom

MONICA K. SHIELDS, *Eastern Michigan University*
 AGNES KRYNSKI, *Eastern Michigan University*
 MATTHEW HAMILTON, *Eastern Michigan University*
 Chair-discussant: THOMAS CLINE, *University of Louisiana at Lafayette/University of Oklahoma*

3:00-4:40 PAPERS: ECOLOGICAL EDUCATIONAL THOUGHT

SHERMAN

Anarchist Epistemologies and EcoJustice Education: The Relevance of Paul Feyerabend to Educational Foundations

MARK WOLFMEYER, *Kutztown University of Pennsylvania*
The Speculative Turn: Education and Ecological Ethics

2016 Annual Conference

 JOHN MULLEN, *Eastern Michigan University*

 Chair: MARK WOLFMEYER, *Kutztown University of Pennsylvania*
8:00-9:30 VISIONARY PRAGMATIST SESSIONS:
DISCOVERY A
Imaginative Capacities for Partnerships: Ethical Leadership, Scholar-Activism, and Community Organizing

 JOY WIGGINS, *Western Washington University & Global Peaceful Paths*

 JOHN LUPINACCI, *Washington State University*

Abstract: This alternative session format has two sections. The first section provides an overview of how the presenters/facilitators co-constructed a dialogical methodology of entanglement that captures not only their own symbiotic relationship as they design the study, but also how that process contributes to dismantling, or disentangling, the Either/or dualistic nature of community “partnerships.” The second section provides space for participants to (re)imagine their own community partnerships through a facilitated exploration of negotiated understandings that cultivate a more symbiotic relationship. This relationship can be continually shaped and transformed beyond the constraints of the neoliberal agenda that traditionally prohibits mutually transformative approaches in school, community and teacher education. Providing space for workshop participants to engage in their current partnerships unsettles the dualistic nature and gives them an opportunity to (re)imagine those relationships.

MENZIES
Resistance, Labor, Race & Place: Expanding Frameworks for Critical Scholars

 LATOYA STRONG, *The Graduate Center, CUNY*

 JENNIFER D. ADAMS, *Brooklyn College, CUNY*

 MARISSA BELLINO, *The College of New Jersey*

 ATASI DAS, *The Graduate Center, CUNY*

 EUN-JI AMY KIM, *McGill University*

 PIERANNA PIERONI, *Brooklyn College, CUNY*

 JENNIFER STOOPS, *The Graduate Center, CUNY*

Abstract: The institutions in which we labor both enable and constrain our work as scholars committed to social justice, sustainability, and criticality. Throughout history, these institutions have been shaped by settler colonialism and, correspondingly, anti-Blackness, and they play a central role in framing our experiences with place, race, labor, and resistance. As scholars, we interrogate tensions and question the ways our institutions recognize or ignore issues of settler colonialism and anti-Blackness. We further question how to navigate these institutional structures that both make our work possible and also serve as stark reminders of the persistent oppressions of people of color. In this

2016 Annual Conference

interactive session, we invite scholars to engage in collective theory building through a series of activities with the goal of creating a community network of scholar-activists who will continue these dialogues and collaborations beyond the conference time-space.

FRIDAY
11:30-1:00 POSTER PRESENTATIONS:
LEONESSA I
Toward an Eco-Crip Politic: Re-reading Place and the Possibility of Decolonial Future

 JENNE SCHMIDT, *Washington State University*
Growing an Epistemological Foundation of Critical Literacy in the Context of Moving Towards Ecological Sustainability, Social and Cultural Empowerment, and Economic Prosperity

 AJA LADUKE, *Sonoma State University*

 KURT LOVE, *Central Connecticut State University*
“If There is Something I Look at Least, it’s Trees.” Appalachian Trail Thru-hikers Awareness of Nature

 VANESSA ANN KLEIN, *Montclair State University*
11:30-1:00 ROUNDTABLE PRESENTATION on ASIAN DIVERSITY IN EDUCATION:
PORLAND A
Local Progressive thinkers Jadids in Central Asia, early 20th Century: A Critical Discourse Analysis

 NIGORA SAFAROVNA ERKAEVA, *Eastern Michigan University*
11:30-1:00 PANEL:
DISCOVERY B
Emancipation from the Inside Out?: Education for Consciousness, Happiness, and Contemplation

 EMILY R SADOWSKI, *Simon Fraser University, Canada*

 DAVID CHANG, *Simon Fraser University, Canada*

 YI CHIEN JADE HO, *Simon Fraser University, Canada*

 BENJAMIN ANDERSON, *Simon Fraser University, Canada*

 Chair: NATASHA LEVINSON, *Kent State University*

1:15-2:45 PAPER: STEM EDUCATIONAL STUDIES

PORTLAND B

Science Belongs To All of Us: Decolonizing STEM Teaching and Learning for/as Social JusticeJEAN ROCKFORD AGUILAR-VALDEZ, *Portland State University***3:00-4:30 PAPER: NEW INQUIRIES IN STEM-EDUCATIONAL STUDIES**

BLEWETT

Eco-Critical De(re)constructions and Re(con)figurations of STEM: A Critical Posthumanist Approach in Education ResearchALISON HAPPEL-PARKINS, *University of Memphis*JOHN LUPINACCI, *Washington State University***SATURDAY****9:45-11:15 POSTER PRESENTATION**

LEONESSA I

Competition Harms Moral GrowthJANI MATTI PULKKI, *University of Tampere, Finland***9:45-11:15 ECO-JUSTICE SYMPOSIUM:**

TOLMIE

Art and Environmental EthicsRAISA FOSTER, *Art-Eco Project, Tampere, Finland*REIJO KUPIAINEN, *University of Tampere, Finland*ANTTI SAARI, *University of Tampere, Finland*JUSSI MÄKELÄ, *Art-Eco Project, Tampere, Finland*Chair-discussant: REBECCA MARTUSEWICZ, *Eastern Michigan University*

Abstract: This symposium will enlighten different ways of studying, supporting, and sharing the themes of socio-ecological issues through art and philosophy. This symposium considers both societal factors and individual factors important for increasing responsibility and care among humans and the more-than-human world given the challenges presented by intersecting forms of social and ecological violence in our contemporary context. We not only work to expose ways of understanding these factors theoretically, but also by giving examples of artistic and pedagogical practices that enable more responsible and caring relationship with the world.

11:30-1:00 ECO-JUSTICE REVIEWERS' CHOICE:**EcoCritical Scholarship toward Social Justice and Sustainability in Teacher Education**

ALISON HAPPEL-PARKINS (CHAIR), *University of Memphis*

JOHN LUPINACCI (DISCUSSANT), *Washington State University*

Classroom Ecologies that Reclaim the Commons and Create Value: A Dialogic Inquiry into Creative Coexistence in Teacher Praxis

MELISSA RILEY BRADFORD, *DePaul University*

Bio: Melissa Riley Bradford is a founder of Tallgrass Sudbury School in Riverside, IL, and an adjunct instructor at Joliet Junior College. Her research interests include soka (value-creating) pedagogy, Makiguchi and Ikeda Studies, democratic education, and alternative education models. She is working on her doctoral dissertation on the role of dialogue in value creating education at DePaul University, and is a 2014-2016 Education Fellow at the Ikeda Center for Peace, Learning and Dialogue in Cambridge, MA.

Abstract: This study examines the application of Daisaku Ikeda's creative coexistence and Makiguchi's value creating pedagogy to foster diverse, non-hierarchical, and collaborative school communities that (re)claim a democratic commons. Structured around and embedded in the local community as a site for student direct observation and apperception of causal relations, Makiguchi's value creating pedagogy is a praxis of social and epistemological empowerment whereby children transform from dependent, to independent, to interdependent contributors of value. As scholar-practitioners who seek to apply these notions, one of us in a K-8 urban classroom, and the other in a democratically run Sudbury school, my colleague and I operationalize Ikeda's dialogic approach to investigate the tension between value creation, creative coexistence, and the pragmatic realities of school communities under the gun. Through our curated dialogue, we interrogate our classroom praxis as it relates to creation of classroom community ecologies for diversity, sustainability and democracy.

Crossing Borders in Teacher Education: Mapping Dispositions in Global and Local Educational Engagements

JEANNIE KERR, *University of Winnipeg*

2016 Annual Conference

Bio: Jeannie Kerr is an Assistant Professor in the Faculty of Education at the University of Winnipeg. Her research is concerned with understanding the ways that programs of teacher education can prepare future educators to engage complexity, uncertainty and diversity so as to address local and global inequities that form part of working in education.

VANESSA ANDREOTTI, *University of British Columbia*

Bio: Vanessa Andreotti is an Associate Professor in Educational Studies at the University of British Columbia, and a Canada Research Chair in Race, Inequalities and Global Change. Her research examines historical and systemic patterns of reproduction of inequalities and how these limit or enable possibilities for collective existence and global change.

Abstract: In this session we discuss a pilot study of a learning cycle concerned with encouraging the capacity of teacher candidates to develop a meta-language that can support the development of self-reflexivity in social justice work in education, both locally and internationally. The purpose of the study is to develop an educational tool to map dispositions in engaging who and what is “other” as conceived in Western humanism—with its Eurocentric and anthropocentric biases. This focus is taken up within the broader concern with preparing educators to face the complexity, uncertainty and diversity in the world. Our preliminary results are suggesting that explicit identification by teacher candidates with openness and diversity does not necessarily translate in high context engagements marked by privilege and “othering”. The study creates vocabularies that may support students to notice the mismatch, and attempts to push further debates about social justice education in ways that challenge ideas of inclusion, knowledge and anthropocentrism.

Ethics of Care in the EcoJustice Classroom: Past Experiences and Future Directions

RITA TURNER, University of Maryland, Baltimore

Bio: Rita Turner is a Lecturer at the University of Maryland Baltimore County. Her research focuses on EcoJustice and Critical EcoLiteracy - she studies the cultural roots of environmental and social problems, and develops curricula to analyze these cultural roots through education. Rita received her PhD in Language, Literacy, and Culture from the University of Maryland Baltimore County in 2011. Prior to her graduate studies, Rita taught high school English in a public school in Baltimore City and ran a national nonprofit environmental advocacy organization for high school and college students. Rita is a resident of Baltimore City where she also works on issues of food justice, environmental racism, and urban agroecology.

2016 Annual Conference

Abstract: In this paper I discuss the results of EcoJustice curriculum materials on students' development of ethical consideration, and explore whether this ethical consideration appears to be motivated by increasing capacities for empathy and care. I then discuss some possible future expansions of this work to further students' engagement in a practice of care.

SUNDAY
8:00-10:00 SYMPOSIUM:
TOLMIE
Wendell Berry as Philosopher and EcoJustice Educator: On Love, Health and Neoliberalism

 REBECCA MARTUSEWICZ, *Eastern Michigan University*

 JOHN MULLEN, *Eastern Michigan University*

 KRISTI GEORGE, *Eastern Michigan University and the University of Michigan, Flint*

Abstract: This symposium presents ongoing research on American conservationist author Wendell Berry as an important philosopher of education, specifically as it contributes to various aspects of EcoJustice education. In this session, we will examine Berry's "prophetic" critique of the primary elements of neoliberalism and its damages to social and ecological communities, his conception of "health" as a condition of diverse (and "holy") interdependencies necessary to all creation, and his treatment of "wisdom" and "love" as ethical imperatives that we argue defines education. The overall purpose of this session will be to put Berry's work in conversation with other philosophers, social theorists and educational scholars in order to explicate his influence on both a critical analysis of the current context of education, and the need to imagine other means for rebuilding the world.

 Chair-discussant: REBECCA MARTUSEWICZ, *Eastern Michigan University*
8:00-10:00 PAPER:
PORTLAND B
Learning to Sacrifice: The environmental impacts of neoliberal and fundamentalist rural education

 JASON ANTHONY CERVONE, *University of Massachusetts, Dartmouth*

10:15-12:00 Eco-Democratic Reform SIG Session:**TOLMIE****A Working Group Session for Ecological Perspectives in Educational Research.**

Description: This session will be a space for interested participants to attend a facilitated dialogue on Ecological Perspectives in Educational Research that will include opportunities to discuss the field, connect with colleagues, and plan for future conference presentations and other scholarly projects. All are welcome to join members of the SIG as they close the conference with conviviality and conviction toward addressing social justice and sustainability in education.



2016 Annual Conference
SOCIETY OF PROFESSORS OF EDUCATION DISTINGUISHED LECTURE

***From Education and the Rise of the Corporate State to
 Education by the Corporate State***
 (A Retirement Valediction)

Thursday, 3 November, 8:00-9:30 A.M.

Menzies

JOEL SPRING, Queens College and the Graduate Center, City University of New York

BERNARDO GALLEGOS (Chair), Sanford College of Education, Teacher Education Department National University Los Angeles



Joel Spring is a professor at Queens College and the Graduate Center, City University of New York, whose scholarship focuses on educational globalization, educational policy, the politics of education. Spring is an enrolled member of the Choctaw Nation. His great-great-grandfather was the first Principal Chief of the Choctaw Nation in Indian Territory and his grandfather, Joel S. Spring, was a district chief at the time Indian Territory became Oklahoma. He is a citizen of the Choctaw Nation I.D. #1274408293. Spring has published over twenty books on American and global school policies, including *Political Agendas for Education: From Change We Can Believe in to Putting America First* (2010), *Globalization of Education: An Introduction* (2009), *A New Paradigm for Global School Systems: Education for a Long and Happy Life* (2007), *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights Third Edition* (2008), *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States Sixth Edition* (2010) and *American Education Fourteenth Edition* (2010). His most recent books are *Education Networks: Power, Wealth, Cyberspace and the Digital Mind* (2012); with Anthony Picciano, *The Great American Education-Industrial Complex: Ideology, Technology, and Profit*; and *Corporatism, Social Control, and Cultural Domination in Education: From the Radical Right To Globalization: The Selected Works of Joel Spring*, World Library of Educationists (New York: Routledge, 2013). He lived for many summers on an island off the coast of Sitka, Alaska. His novel, *Alaskan Visions*, reflects these Alaskan experiences. A recent novel is about Native Americans, slavery, racism, gay, marriage, and hippies is *An All-American Family*. His most recent novels are *Common Core: A Story of School Terrorism* and *A Perfect Life*. His new novel *A Calculus of Death* is in production.



Bernardo Gallegos is the president of the Society of Professors of Education and a former president of AESA. He is a Coyote (Indigenous mixed blood) born and raised in his ancestral homeland of New Mexico. Bernardo is a professor of Educational Foundations in the Sanford College of Education at National University and has previously served as professor at California State University, Los Angeles, the University of Illinois at Chicago, and as Distinguished Professor at Washington State University. He was a Mid School Humanities teacher in Cuba, New Mexico, an English teacher at Belen Junior High (NM), and a Youth Counselor in Albuquerque. His most recent work, "Education and Indigenous Slavery in New Mexico" appears in the 2016 issue of the American Educational History Journal, 43(1). Professor Gallegos is the author of *Literacy, Education, and Society in New Mexico, 1692-1821*; co-editor and contributor to *Performance Theories in Education: Power, Pedagogy, and the Politics of Identity*; co-editor of *Indigenous Education and Epistemologies in the Americas: A Special Issue of Educational Studies*; and co-editor of the *Handbook of Research in Social Foundations of Education*.

2016 Annual Conference
SOCIETY OF PROFESSORS OF EDUCATION FEATURED SESSION

***Teaching in the Era of Hyperbole:
 Re-imagining the Labor of Education Faculty***

Sunday 6 November 8:00 A.M.-10 A.M.

Discovery B

BERNARDO GALLEGOS, National University

ISABEL NUÑEZ, Indiana University-Purdue University Fort Wayne

A.G. RUD, Washington State University

SABRINA ROSS, Georgia Southern University

BRIAN SCHULTZ, Northeastern Illinois University

WADE TILLETT, University of Wisconsin Whitewater

SONIA JANIS, University of Georgia



Bernardo Gallegos

Bernardo Gallegos is the president of the Society of Professors of Education and a former president of AESA. He is a Coyote (Indigenous mixed blood) born and raised in his ancestral homeland of New Mexico. Bernardo is a professor of Educational Foundations in the Sanford College of Education at National University and has previously served as professor at California State University, Los Angeles, the University of Illinois at Chicago, and as Distinguished Professor at Washington State University. He was a Mid

School Humanities teacher in Cuba, New Mexico, an English teacher at Belen Junior High (NM), and a Youth Counselor in Albuquerque. His most recent work, "Education and Indigenous Slavery in New Mexico" appears in the 2016 issue of the American Educational History Journal, 43(1). Professor Gallegos is the author of Literacy, Education, and Society in New Mexico, 1692-1821; co-editor and contributor to Performance Theories in Education: Power, Pedagogy, and the Politics of Identity; co-editor of Indigenous Education and Epistemologies in the Americas: A Special Issue of Educational Studies; and co-editor of the Handbook of Research in Social Foundations of Education.



Isabel Nuñez is professor and chair of the Department of Educational Studies at Indiana University Purdue University-Fort Wayne. She holds a Ph.D. in Curriculum Studies from UIC, an M.Phil. in Cultural Studies from Birmingham University, England, and a J.D. from UCLA. She was a classroom teacher in Los Angeles and Birmingham, England, and a newspaper journalist in Tokyo. Her latest book, *Worth Striking For: Why Education Policy is Every Teacher's Concern* was released in 2015 by Teachers College Press. She co-edited the 2014 TC Press volume *Diving In: Bill Ayers and the Art of Teaching into the Contradiction*, and has authored chapters in books from Peter Lang, Routledge and SAGE.

She is an associate editor for *Multicultural Perspectives*, and she edited and introduced the section "Self, Sexuality and Teaching" in *Sexualities in Education: A Reader*, published by Peter Lang in 2012.



AG Rud is Distinguished Professor in the College of Education at Washington State University. His research focuses on the cultural foundations of education, with particular emphasis on the moral dimensions of teaching, learning, and leading, P-20. At WSU, he is program coordinator for the Cultural Studies and Social Thought in Education doctoral program and chair of the university Faculty Senate. Rud is widely published in philosophy of education, cultural studies of education, teacher education, educational leadership, as

2016 Annual Conference

well as research in human-animal interaction. He is president elect of the John Dewey Society and chair of the AERA Dewey Studies SIG. Rud received an AB degree in religion from Dartmouth College, and MA and PhD degrees in philosophy from Northwestern University.



Sonia Janis is a Clinical Assistant Professor at the University of Georgia where she teaches graduate students and pre-service social studies teachers. She serves as the program coordinator for the Social Studies Education Program at UGA. She is also a Professor-in-Residence at Cedar Shoals High School in the Clarke County School District in Athens, Georgia. As the Professor-in-Residence, she takes full responsibility for teaching a ninth grade American Government/Civics class, while building a fully clinical social studies content pedagogy course around her high school teaching responsibilities. She has written about the multi-racial, multicultural, and cross-cultural experience, critical race theory, curriculum in the U.S. South, activist practitioner narrative inquiry, and teaching and researching for social justice. Her most recent work is a book *Are You Mixed? A War Bride's Granddaughter's Narrative of Lives In-Between Contested Race, Gender, Class and Power*. Before her appointment to a faculty position at UGA, she taught secondary social studies and served as a public school administrator in Alabama and Georgia. She received her Ed.D. in Curriculum Studies from Georgia Southern University, a master's degree in Educational Leadership from Georgia State University, and a bachelor's degree in Secondary Social Studies Education from the University of Wisconsin-Madison.



Pamela Konkol is the Director of the Center for Policy and Social Justice at Concordia University Chicago, where she also teachers courses in social and philosophical foundations, social policy, and women's studies. She holds a PhD in Policy Studies in Urban Education and and MEd in Curriculum Studies from the University of Illinois at Chicago, and a BS in Cultural Studies and Women's Studies from Northwestern University. Prior to working as a researcher and a teacher educator, she taught high school students on Chicago's South Side and ran an independent record label. When she's not fighting the good

Pamela Konkol fight for kids, communities, and educators or writing books with Isabel Nunez (check out *Worth Striking For: Why Education Policy is Every Teacher's Concern* from Teachers College Press!), she is active in English Bull Terrier rescue.

2016 Annual Conference
SOCIETY OF PROFESSORS OF EDUCATION FEATURED SESSION

***The Sophist's Bane and Professing Education:
The Journals of the Society of Professors of Education***

Sunday 6 November 10:15 A.M.-12 P.M.

Discovery B

BERNARDO GALLEGOS, National University

ISABEL NUÑEZ, Indiana University-Purdue University Fort Wayne

PAMELA KONKOL, Concordia University Chicago

GEORGE NOBLIT, University of North Carolina-Chapel Hill

SHERICK HUGHES, University of North Carolina-Chapel Hill

WILLIAM SCHUBERT, University of Illinois at Chicago

JOSEPH RAYLE, State University of New York-Cortland

MARY KAY DELANEY, Meredith College



Bernardo Gallegos is the president of the Society of Professors of Education and a former president of AESA. He is a Coyote (Indigenous mixed blood) born and raised in his ancestral homeland of New Mexico. Bernardo is a professor of Educational Foundations in the Sanford College of Education at National University and has previously served as professor at California State University, Los Angeles, the University of Illinois at Chicago, and as Distinguished Professor at Washington State University. He was a Mid School Humanities teacher in Cuba, New Mexico, an English teacher at Belen Junior High (NM), and a Youth Counselor in Albuquerque. His most recent work, "Education and Indigenous Slavery in New Mexico" appears in the 2016 issue of the American Educational History Journal, 43(1). Professor Gallegos is the author of *Literacy, Education, and Society in New Mexico, 1692-1821*; co-editor and contributor to *Performance Theories in Education: Power, Pedagogy, and the Politics of Identity*; co-editor of *Indigenous Education and Epistemologies in the Americas: A Special Issue of Educational Studies*; and co-editor of the *Handbook of Research in Social Foundations of Education*.



Isabel Nuñez is professor and chair of the Department of Educational Studies at Indiana University-Purdue University-Fort Wayne. She holds a Ph.D. in Curriculum Studies from UIC, an M.Phil. in Cultural Studies from Birmingham University, England, and a J.D. from UCLA. She was a classroom teacher in Los Angeles and Birmingham, England, and a newspaper journalist in Tokyo. Her latest book, *Worth Striking For: Why Education Policy is Every Teacher's Concern* was released in 2015 by Teachers College Press. She co-edited the 2014 TC Press volume *Diving In: Bill Ayers and the Art of Teaching into the Contradiction*, and has authored chapters in books from Peter Lang, Routledge and SAGE.

She is an associate editor for *Multicultural Perspectives*, and she edited and introduced the section "Self, Sexuality and Teaching" in *Sexualities in Education: A Reader*, published by Peter Lang in 2012.



Pamela Konkol is the Director of the Center for Policy and Social Justice at Concordia University Chicago, where she also teaches courses in social and philosophical foundations, social policy, and women's studies. She holds a PhD in Policy Studies in Urban Education and a MEd in Curriculum Studies from the University of Illinois at Chicago, and a BS in Cultural Studies and Women's Studies from Northwestern University. Prior to working as a researcher and a teacher educator, she taught high school students on Chicago's South Side and ran an independent record label. When she's not fighting the good fight for kids,

2016 Annual Conference

communities, and educators or writing books with Isabel Nunez (check out Worth Striking For: Why Education Policy is Every Teacher's Concern from Teachers College Press!), she is active in English Bull Terrier rescue.



American

George W. Noblit is the Joseph R. Neikirk Distinguished Professor of Education at the University of North Carolina at Chapel Hill. He is an award winning scholar whose work has largely focused on race, social class and educational equity. He is also a qualitative research methodologist. His most recent books include: *School desegregation: Oral histories towards understanding the effects of white domination* (Sense Publishers) and *Education, equity and economy: Crafting a new intersection* (co-edited with William Pink for Springer). He is co-editor of *The Urban Review*. He edits two book series and is the founding editor in chief of the *Oxford Research Encyclopedia of Education*- an online, continually revisable reference work). He is a past president of the Educational Studies Association.



Sherick Hughes is an Associate Professor of Education at the University of North Carolina at Chapel Hill with journal and book editing experience. As the Founder/Director of the Interpretive Research Suite and Bruce A. Carter Qualitative Lab, and Founder/Co-Director of the Graduate Certificate in Qualitative Studies, his equity work centers: (a) Critical Race Studies & Black Education, (b) Social Context of Education and (c) Qualitative/Mixed Methodology in Education. Hughes has numerous peer-reviewed publications, including two books selected for AESA Critics' Choice awards (2007, 2014). He is the lead author of the new Sage textbook, *Autoethnography: Process, Product & Possibility*, and the 2016 recipient of an AERA Distinguished Scholar Award. Currently, he serves as a member of the AESA Executive Council.



William H. Schubert received his Ph.D. in Curriculum Studies from the University of Illinois at Urbana-Champaign in 1975. During his 36 years at UIC, he held positions of Chair of the Department of Curriculum & Instruction, Director of Graduate Studies, and Coordinator of the Ph.D. Program in Curriculum Studies, received the the University Excellence in Teaching Award, the University Graduate Mentoring Award, and the Alumni Association Teaching Excellence Award. He has published 200 articles and chapters, several poems, has made over 250 presentations at scholarly and professional organizations, chaired over 60 Ph.D. dissertations and served on committees for over 100 others. Among his 17 books, *Reflections from the Heart of Educational Inquiry* (Willis & Schubert, 1991) and *Guide to Curriculum in Education* (He, Schultz, & Schubert, 2015) received AESA Critics Choice Awards. In 2004, Schubert received the AERA Lifetime Achievement Award in Curriculum Studies, and in 2005 he was designated as a University Scholar at UIC. Schubert's primary scholarly interests are curriculum history, theory, inquiry, and development in both school and non-school contexts. After retiring and become Professor Emeritus, he has focused on education that has emerged in resistance to conquest and colonialism in the United States and in diverse countries and cultures. His papers and books are being archived as a special collection at the Zach S. Henderson Library at Georgia Southern University. Additionally, Schubert is writing stories of educational experience as a window to theory and praxis.



Joseph Rayle is an associate professor in the Foundations and Social Advocacy department at SUNY Cortland. He has published and presented research in the areas of peace education, complex systems theory and education, critical civic literacy, and futurism in foundations of education. He teaches foundations of education, peace education, and race, gender, and class issues in education. He currently sits on the Board of SUNY Cortland's Center for Ethics and Peace Studies.

2016 Annual Conference

Mary Kay Delaney is a professor in the Department of Education at Meredith College. She just completed nine years as department head. She earned a PhD in Social Foundations of Education from the University of North Carolina at Chapel Hill and a Ed.M. in Teaching, Curriculum, and Learning Environments from Harvard University Graduate School of Education. Her current interests include professional teacher education; pedagogies and curriculum of teacher education and their connections to issues of access and equity for P-12 students; and the learning of teacher candidates, particularly related to candidates' conceptions of their students' thinking and potential. She has served in North Carolina on state committees and task forces related to teacher education and was a member of the U.S. Department of Education Teacher Education Committee, serving as an alternate negotiator representing 2- and 4- year independent colleges and universities in the 2012 negotiated rulemaking on teacher preparation regulations. She has taught in public and private schools, social studies and special education. She served 6-years as a principal of a PK-8th grade parochial school. She is currently co-editing a volume on critical explorations in the classroom as both pedagogy and stance in teacher education.

2016 Annual Conference
SOCIETY FOR EDUCATING WOMEN SPONSORED PANEL DISCUSSION

***Feminist Publishing Under the Gun:
A Retrospective Conversation Over IKON's Legacy to Educating Women***

Saturday, 5 November 11:30 a.m.-1:00 p.m.

Sealth

SUSAN SHERMAN, Parsons The New School For Design

DEMETIA MARTINEZ, Independent immigration activist and author

STEFANIE R. HEINRICH (respondent), The University of Oklahoma



Susan Sherman, a poet, playwright, essayist, and founding editor of *IKON* magazine, has produced thirteen off-off Broadway plays, including an adaptation from Spanish of Pepe Carril's, *Shango de Ima* (Doubleday, 1971). She has published seven collections of poetry, a memoir, *America's Child: A Woman's Journey through the Radical Sixties* (Curbstone/Northwestern University Press, 2007); and a collection of short fiction, *Nirvana on Ninth Street* (Wings Press, 2014). Her new and selected poems, *The Light that Puts an End to Dreams*, (Wings Press) was published in 2012. The recipient of several writing awards including NYFA and CAPS fellowships, she is currently working on a novel, *The Immigrant's Daughter has Come and Gone*, dedicated to *The grandmother I never knew/ And the mother I am trying to understand*. Sherman is a part-time associate professor at Parsons the New School for Design.



Demetria Martinez is an author and activist based in New Mexico. Her widely translated first novel, *Mother Tongue* (1997) is based in part upon her 1988 trial for conspiracy against the United States government in connection with allegedly smuggling Salvadoran refugees into the country. *The Block Captain's Daughter* (2013) won a 2013 American Book Award and the International Latino Book Award for best Latino focused fiction. With former Oklahoma Senator Fred Harris, Martinez co-authored *These People Want to Work: Immigration Reform* (2013). *Confessions of a Berlitz-Tape Chicana* (2006), awarded the International Latino Book Award, is a collection of autobiographical essays and includes columns that first appeared in the *National Catholic Reporter*. Martinez published two volumes of poetry, *Breathing Between the Lines* (1997), and *The Devil's Workshop* (2002), and she co-authored a bilingual children's book, *Grandpa's Magic Tortilla* (2011). Martinez taught fiction writing at the Taos Writers Conference and memoir writing at the William Joiner Center for the Study of War and Social Consequences at the University of Massachusetts, Boston. She is the founder and coordinator of "Voces de Libertad" poetry workshops at the Santa Fe Youth Detention Center as part of her work with the Coalition for Prisoners' Rights.



Stefanie R. Heinrich, is a student and scholar of queer theory, feminist thought, and religion. She has served as a member of the University of Oklahoma's Mosaic: Social Justice Symposium Executive Committee. Her current work will culminate in a Master's thesis discussing the relationship between school communities and English classrooms to raise LGBTQ friendly young people. Heinrich is also a registered member of the Cherokee Nation.

SOCIETY FOR EDUCATING WOMEN PRESIDENTIAL LECTURE

*The Duty to Report:
Political Judgment, Public Pedagogy, and the Photographic Archive
of the Italian Photojournalist Franco Zecchin*

Sunday, November 6th, 8:00-10:00 A.M.

Stellar

PAULA SALVIO, University of New Hampshire



Paula M. Salvio is a Professor of Education in the College of Liberal Arts at The University of New Hampshire. She writes and lectures on the cultural and historical foundations of education with specializations in psychoanalysis, life-writing, and the impact that marginalization, trauma and war have on women, children and youth in formal and informal educational settings. She explores transitional moments in history and society – reform, wars and revolution and their aftermaths- and how these affect the relations of education, culture and politics. Her books and numerous essays reflect her dedication to interdisciplinary inquiry. They combine research in digital and conventional archives with analyses of visual and literary sources and interviews and engage critically with

feminist and post-colonial theories of education. Her work has been supported by the Canadian Social Science and Humanities Research Council, The United States Department of Education, The New Hampshire Charitable Foundation, the Verizon Foundation and other fellowships.

Along with her numerous articles and book chapters, she is the author of *Anne Sexton: Teacher of Weird Abundance*, (SUNY Press, 2007) which was awarded a Critics Choice Award by the American Educational Studies Association. Professor Salvio co-edited (with Gail Boldt) *Love's Return: Psychoanalytic Essays on Childhood, Teaching and Learning* (Routledge, 2006). Her latest book, *The Story-Takers: Public Pedagogy and Contemporary Italy's Non-Violent Resistance Against the Mafia* is under contract with the University of Toronto Press. Her most recent book with Professors Bronwen Low and Chloe Brushwood-Rose, *Community-based Media Pedagogies: Relational Practices of Listening in the Commons*, was recently published by Routledge Press.