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SPECIAL MEETINGS

AESA Executive Council Meetings
Castle Peak
Thursday, 8:00 - 12:00 pm

Castle Peak
Sunday, 8:00 - 12:00 pm

Council of Social Foundations of Education (CSFE) Business Meeting
Crestone
Thursday, 8:00 - 9:30 pm

Committee on Academic Standards and Accreditation (CASA)
Blanca Peak
Thursday, 8:00 - 9:30 pm

Educational Studies Editorial Board Working Luncheon
Castle Peak
Thursday 1:00 - 3:00 pm

AESA Business Meeting
Grand Ballroom
Saturday, 10:15 - 11:45 am
BOOK EXHIBIT

HOURS AND INFORMATION
Thursday: 8:30 am – 6:00 pm
Friday: 8:30 am – 6:00 pm
Saturday: 9:00 am – 10:00 am

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 and hopefully get the book you want at Saturday's Book Distribution (11:15 a.m.). Hours for the Book Exhibit Room continue to provide time both before and after sessions so conference participants have ample opportunity to attend. In addition to the publishers' tables, AESA authors' books and Critics' Choice Book Award selections will be on display, so please look for these special tables.

Check out the Author Chats and Special Sessions this year, and don't forget to build these into your conference schedule. The much-anticipated annual Book Distribution will take place Saturday at 11:15 am (grad students first!). And once again, graduate students get their first book free! All donations must be made with check or cash only.

FEATURED AUTHORS

Thursday, October 28, 8:45-10:15 am
Chat with Author Wayne Au
Wayne Au, Assistant Professor at University of Washington, Bothell will discuss how Rethinking Schools approaches multicultural, anti-racist education. Au's talk will focus on his edited book, Rethinking Multicultural Education: Teaching for Racial and Cultural Justice (Rethinking Schools, 2009), its guiding themes, and the process of putting the collection together.

Thursday, October 28, 10:15-11:45 am
Chat with Author Erskine Dottin
Erskine Dottin, Professor at Florida International University, will discuss his new book _Dispositions as Habits of Mind: Making Professional Conduct More Intelligent_ (University Press of America, 2010). The focus of the work is on enhancing reflective intelligence in a graduate social foundations of education course, and using reflective practice to enhance candidates' dispositions (that is, their habits of mind) in teacher education programs.

Dottin is a past president of both the Southeast Philosophy of Education Society, and the Council for Social Foundations of Education (formerly the Council of Learned Societies in Education).
Thursday, October 28, 1:45-3:15 pm

**Chat with Author Jill Koyama**

Jill Koyama, Assistant Professor at the State University of New York at Buffalo, will talk about her new book, Making Failure Pay: For Profit Tutoring, High Stakes Testing, and Public Schools (University of Chicago Press, 2010). This major study explores a little-discussed mandate within NCLB that allows schools to hire after-school tutoring companies, giving private organizations significant roles in public education. In 2009, Koyama received "Best Dissertation Award" by the Council on Anthropology and Education, American Anthropological Association for the research on which this book is based.

Thursday, October 28, 3:30—5:00 pm

**Chat with Author Michael Peters**

Michael Peters, Professor at the University of Illinois at Urbana-Champaign, will share insights from his book Imagination: Three Models of Imagination in the Age of the Knowledge Economy by Peter Murphy, Michael Peters & Simon Marginson (Peter Lang, 2010). In it the authors explore the collective, social, and global dimensions of human imagining and the ambivalent relationship of social institutions, including universities, schools, economies, media and culture industries, to the collective imagination.

Friday, October 29, 8:45-10:15 am

**Chat with Author Monica Noraian**

Monica Noraian, Director of the History and Social-Sciences Education Program at Illinois State University, will talk about her new book Women’s Rights, Racial Integration, and Education from 1850-1920 (Palgrave Macmillan, 2009), a biography that examines Sarah Raymond (1842-1918), the first female U.S. school superintendent, while chronicling American society during the gilded and progressive ages.

Friday, October 29, 10:15 – 11:45 am

**Chat with Author Patrick Finn**

Patrick Finn, Associate Professor Emeritus at the State University of New at Buffalo, will discuss the 2nd edition of his book Literacy with an Attitude: Educating Working Class Children in Their Own Self Interest (SUNY Press, 2010). Finn describes both old and new paradigms for working-class education such as the objective/motivation behind old paradigms heavily invested in the concepts of individual effort, individual achievement, meritocracy, and the logic of deficit, and new ones which are invested in the concepts of collective action and achievement, and dismissive of these older concepts. He is the coeditor (with Mary E. Finn) of Teacher Education with an Attitude: Preparing Teachers to Educate Working-Class Students in Their Collective Self-Interest, also published by SUNY Press.
SPECIAL SESSIONS

Thursday, October 28, 12:30-1:30 pm
Call for Editors for “Leaders in Educational Studies: Intellectual Self Portraits” (Sense)

Join Leonard Waks to learn about upcoming volumes in this book series (Sense Publishers) and about the call for editors for future volumes.

Friday, October 29, Noon-1:30 pm
On the Path to Tenure: Early Career Faculty Share Some Collective Wisdom

Join an interactive discussion with early career faculty as they share stories about the “three legged stool” of teaching, research and service at their universities and colleges. This is an informal session so come prepared to ask questions, receive and provide support around such early career issues as publishing, politics, and growth.

Participants include Sherick Hughes, University of Maryland, Carolyn Vander Schee, Northern Illinois University, Darrell Cleveland, Richard Stockton College of New Jersey, Lisa Hobson, Prairie View A&M University, and Ugena Whitlock, Kennesaw State University.

Friday, October 29, 3:30-4:45 pm
Editor’s Roundtable: Getting Your Work Published in Journals

The editor’s roundtable will allow conference attendees to meet the editors of Educational Foundations, Darrell Cleveland, Educational Studies, Rebecca Martusewicz, and Educational Theory, Chris Higgins, to discuss manuscript submission guidelines, the review process, and special issue and editorial board opportunities. This session will be especially beneficial for doctoral students and junior faculty.
BOOK DISTRIBUTION
Saturday, October 30, 11:15 am

The book distribution will take place on Saturday, November 1st beginning at 11:15 a.m. (graduate students first, then all faculty at 11:30 a.m.). The first book is free for graduate students. After this, the book distribution will be open to all. Suggested donations for this year's distribution 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 Exhibit Room.

CONFERENCE REGISTRATION HOURS
Grand Ballroom Foyer

Wednesday, Oct. 27  5:00 - 6:30 pm
Thursday, Oct. 28   8:00 am - 5:00 pm
Friday, Oct. 29     8:00 am - 5:00 pm
Saturday, Oct. 30   9:00 am - 3:00 pm

For registration concerns or questions, please email Cathryn Chappell at the following address: cchappel@ashland.edu
*The politics of inquiry. Education research and the "culture of science."*  

*Digital media and democracy.*  
Cambridge: MIT Press.

*Service-learning in theory and practice: The future of community engagement in higher education.*  

*Power, crisis, and education for liberation: Rethinking critical pedagogy.*  
New York: Palgrave Macmillan.

Deyhle, D. (2009)  
*Reflections in place: Connected lives of Navajo women.*  
Tucson: The University of Arizona Press.

Finn, P. (2009)  
*Literacy with an attitude: Educating working-class children in their own self-interest*  

Graves, K. L. (2009)  
*And they were wonderful teachers: Florida’s purge of gay and lesbian teachers.*  
Urbana: University of Illinois Press.

He, M. F. & Phillion, J. (Eds.) (2008)  
*Personal-pasionate-participatory inquiry into social justice in education.*  
Charlotte, NC: Information Age Publishing.

Jones, S. Sheffield, E. (Eds.) (2009)  
*The role of religion in the 21st century schools.*  
NY: Peter Lang.

Kahn, R. (2010)  
*Critical pedagogy, ecoliteracy, and planetary crisis: The ecopedagogy movement.*  
New York: Peter Lang.
Battleground schools.
Westport, CT: Greenwood Press.

Handbook of latinos in education: Theory, research, and practice.
New York: Routledge.

Imagination: Three models of imagination in the age of the knowledge economy.
New York: Peter Lang.

Teaching adolescents religious literacy in a post-9/11 world.
Charlotte, NC: Information Age Publishing.

The destructive path of neoliberalism: An international examination of education.
Rotterdam: Sense Publishers.

Quinn, Q. & Meiners, E. (2009)
Flaunt it! Queers organizing for public education and justice.
New York: Peter Lang.

Taubman, P. M. (2009)
Teaching by numbers:
Deconstructing the discourse of standards and accountability in education.
New York: Routledge.

Theobald, P. (2009)
Education now: How rethinking America’s past can change its future.
WEDNESDAY, October 27, 2010

WEDNESDAY 5:30 - 6:15 pm

Grand Ballroom Foyer
Welcoming Reception

Wine & Cheese served

WEDNESDAY 6:30 - 8:00 pm

W1A Grand Ballroom
Double Take: Gender, Sexuality, and the Disciplines

Cris Mayo, University of Illinois – Urbana-Champaign
Sari Knopp Biklen, Syracuse University
Frances Rain, Evergreen State College
THURSDAY, October 28, 2010

THURSDAY 8:00 am – 12:00 pm
Castle Peak
AESA Executive Council Meeting

THURSDAY 8:30 am – 10:00 am

T1A Longs Peak
Praxis in Educational Settings: Negotiating Sites, Roles, Purposes and Content

Negotiation in the Classroom:
An Analysis of the Speak Up! Speak Out! Service Learning Project
Jeannette Bellemeur, University of Texas – Austin

Teacher, Mentor, Friend, Sibling?:
Negotiating Adult/Adolescent Relationships in an Out-Of-School Program
Jennifer Jefferson, University of Texas – Austin

Teaching Through Nepantla:
Exploring a Teacher and Amiga Identity in La Clase Magica
Alma Flores, University of Texas – Austin

Harvesting Solidarity:
Farm Worker/Student Ally Relationships and the Praxis of Critical Pedagogy
Kandace Vallejo, University of Texas – Austin

The Young Scholars for Justice:
Nurturing Poderistas through Communities of Support and Resistance
Rocio Villalobos, University of Texas – Austin

Chair and Discussant: Noah De Lissovoy, University of Texas – Austin
THURSDAY, October 28, 2010

T1B Pikes Peak
Navigating the Complications of Difference between Activist Teacher Educators and Pre-Service Teachers

An Activist Mentor's Struggles around Difference with an Urban Education Cohort
G. Sue Kasun, University of Texas – Austin

Bilingual/Bicultural Pre-Service Teachers Overcoming and Resisting Difference
Antonieta Avila, University of Texas – Austin

Learning to Carry the Message of Critical Pedagogy:
Pre-Service Teachers as Messenger-Activists
Anita Bright, University of Texas – Austin

Chair and Discussant: Luis Urrieta, University of Texas – Austin

T1C Mt. Harvard
Moving Stories: Narratives in Our Lives, Classrooms, and Research

"Moving" and "Telling": Translating a Story of Trauma
Brandon Sams, University of North Carolina at Chapel Hill

Mirrors: Reflections of my Grandmother
Jessica Powell, University of North Carolina at Chapel Hill

Re-Presenting Hope: A Narrative of Life
Anna Todd, University of North Carolina at Chapel Hill

Rethinking our Cultural Narratives: Re-storying Pedagogy and Cultural Change
Scott Morrison, University of North Carolina at Chapel Hill

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

T1D Mt. Wilson
Positioning Subjects through Race, Class, and Gender

Navigating the Path to College:
The Influence of Latino Students’ Social Networks on Their Access to College
Aliah Carolan-Silva, Goshen College
Robert Reyes, Goshen College

Toughen Up, Be a Man, and Write! Surviving Academia as Understood Through the Lens of Mixed Martial Arts (MMA)
Brandon Sternod, California State University – Stanislaus
Mary Crowell, Washington State University
Collegiate Refinement: Race, Gender, and RTV Etiquette Makeovers on Campus
Karen W. Tice, University of Kentucky

Chair: Karen W. Tice, University of Kentucky

T1E Mt. Princeton

**Analyses of the Obama Administration's Educational Policy**

Obama’s American Graduation Initiative: Race, Conservative Modernization, and a Logic of Abstraction
Ryan Evely Gildersleeve, Iowa State University
Aaron Kuntz, University of Alabama – Tuscaloosa
Penny Pasque, University of Oklahoma

The Obama Education Marketplace: Media Representations of School Reform, Equality and Social Justice
Rebecca Goldstein, Montclair State University
Nataly Chesky, Montclair State University
Alexandra Perry, Bergen Community College

Education, Securitization, and Crisis in the Age of Obama
Alex Means, University of Toronto

Chair: Kenneth J. Saltman, DePaul University

T1F Blanca Peak

**Responses when Catastrophe Affects Education**

The Limits of Good Intentions:
Overcoming the Missionary Model of School Reform in Post-Katrina New Orleans
Jenny Gordon, Binghamton University

Reflections on Katrina and Haiti:
A Discourse Analysis of the Role and Responsibility of Public Administrators and the Issue of Race
Dara Nix-Stevenson, University of North Carolina at Greensboro

School Related Tragedies: Making Meaning of Catastrophe
Sandra Winn Tutwiler, Washburn University

Chair: Stacy Otto, Illinois State University
T1G Crestone

**Considering Hip Hop**

Stop, Look, Listen II: The Seduction of Deconstructing “Hardcore”
Allison Daniel Anders, University of Tennessee – Knoxville
Jason C. Mendez, University of North Carolina

Listening Across/Within Arab-American Difference:
Arab-American Hip Hop and Spoken Word as Cultural Action for Freedom
Muna J. Shami, American University

Chair and Discussant: Jennifer Esposito, Georgia State University

T1H Mt. Yale

**Professional Issues for Social Foundations Scholars**

Voices Interrupted: Disparate Views within a Common Framework
Jean Ann Foley, Northern Arizona University

Teaching Together under One Roof:
An Investigation of How Identity Politics Shape Professional and Pedagogical Negotiations of Difference
Scott B. Waltz, California State University – Monterey Bay
Patricia A. Whang, California State University – Monterey Bay
Deanne R. Perez-Granados, California State University – Monterey Bay
Miguel G. Lopez, California State University – Monterey Bay

Have Interdisciplinarity, Will Travel: An Education Historian’s Journey
Nicholas S. Mariner, University of Tennessee – Knoxville

Chair: Scott B. Waltz, California State University – Monterey Bay

T1I Mt. Oxford

**Heteronormativity, Counternarratives, and the Pedagogy of Overlap**

Extracurricular Activities as a Means of Protecting and Promoting Heteronormativity for Young Women
Pamela K. Smith, Eastern Michigan University

“Being on the Positive End of Every Negative Statistic”:
Listening Across a Critical Case Study Counternarrative
Brandy Wilson, University of South Carolina

Pedagogy of the Overlap: Puzzl(in)g Approaches and Queer Students of Color
Krishna Pattisapu, Southern Illinois University – Carbondale

Chair: Pamela K. Smith, Eastern Michigan University
THURSDAY 10:15 am – 11:45 am

T2A Blanca Peak

**Smart Kids, School Talk:**
Resisting the Authority of Deficit Discourses in an Urban School

- Complicity, Respect and Critical Theory: The Politics of Talking and Listening in Urban School Research
  Sari Knopp Biklen, Syracuse University

- “The teacher licked my pickle!”: Student Voice, Teacher Authority, and School Reform
  Nicole Nguyen, Syracuse University

- The Complexity of Listening to Teachers’ Voices When Deficit Discourses Rule the School
  Heidi Pitzer, Syracuse University

Chair: Sari Knopp Biklen, Syracuse University
Discussant: Cerri Banks, Hobart and William Smith College

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T2B Mt. Wilson

**The Production of Youth’s Sexual Subjectivities**

- “The Kids” are “Doing It”: Philosophical Reflections on Teen Sex, Fast Times at Ridgemont High, and the Politics of Representation
  Kip Kline, Lewis University

- “I Was Eighteen and Ready for Anything”: Epistolary Porn and the Voice of the Barely Legal Teen
  Joshua Garrison, University of Wisconsin – Oshkosh

- You Mean That Still Goes On? Young Women’s Experience with Sexual Harassment in High School
  Regina Rahimi, Armstrong Atlantic State University
  Delores Liston, Georgia Southern University

Chair: Kip Kline, Lewis University

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T2C Mt. Harvard

**Marginalized Bodies in the Classroom: An Interdisciplinary Exploration**

- Body as Knowledge: Embodied Teaching and Learning
  Erin Brownlee Dell, University of North Carolina at Greensboro

- Disability, Acute Pain and the Inadequacy of Social Construction
  Troy Martin, University of North Carolina at Greensboro

- Discipline and the Student Body: Listening to the Historical Discourse from Spankings to Stickers
  Cayce McCamish, University of North Carolina at Greensboro
Listening across Difference, a Butlerian Approach: The Case of Transgender Bodies
Michelle Powell, University of North Carolina at Greensboro

“Monstrous” Bodies in the Classroom: Representation and Identity
Sabrina Boyer, University of North Carolina at Greensboro

Chair: Michelle Powell, University of North Carolina at Greensboro

**T2D Mt. Yale**

**Interpreting Multiple Images/Hearing Different Voices: Finding Meaning in a Picture-Perfect World**

Colleen Patton, Georgia Southern University
Pat Faulkner, Georgia Southern University
Beth Pollock, Georgia Southern University

Chair: Daniel Chapman, Georgia Southern University

**T2E Longs Peak**

**Issues of Race and Diversity**

Oprah and Obama Made It, Why Can’t Everyone Else?: Utilizing Intersectional Pedagogy to Challenge Post-Racial Ideologies within the Higher Education Classroom
Alison Happel, Georgia State University
Jennifer Esposito, Georgia State University

Racism without Race: The Minimization of Race in Cultural Approaches to Racism in Education
Ricky Lee Allen, University of New Mexico
Virginia Necochea, University of New Mexico

Making Art, Reflecting Culture: Remaking Theory through the Arts
Virginia Worley, Oklahoma State University
Jeffrey Hawkins, Oklahoma State University

Chair: Jennifer Esposito, Georgia State University

**T2F Mt. Princeton**

**Doing and Querying Auto/ethnography**

Me Made Visible: Reflexivity, Autoethnography, and an Afterschool Arts Program
Elizabeth Williams Hughes, Binghamton University

“Just because people are quiet, doesn’t mean they aren’t mad”: An Autoethnographic Gaze at Pedagogy, Relations, Theory and an Institution
Jaylyrne Hutchinson, Ohio University
When One (Screen) Door Opens, Another One Closes: Experiences and the Contradictions of Centering Race in Ethnographic Research
Keffrelyn Brown, University of Texas – Austin

Chair: Jaylynnne Hutchinson, Ohio University

T2G Crestone
Partnerships in Education: Problems and Possibilities

Theorizing School-Community Connections
Hope G. Casto, Skidmore College

The Tyranny of Partnership: The Political Significance of Public/Private Ventures in Education and their Implications for Governing
Mark J. Garrison, D'Youville College

Community Collaboration and School Closings
Marva Hall, University of Illinois – Chicago

Chair: Kenneth J. Saltman, DePaul University

T2H Mt. Oxford
International Encounters with and Responses to Globalized Education

An Educational Studies Program with “the Whole World” as a Focus: An Icelandic Response to Globalization
Sue Books, State University of New York at New Paltz

I Would Not Be Working on the Farmland If I Had Studied Sixteen Grades: Understanding the Social Context of Illiteracy through Narratives in Rural Pakistan
Amna Latif, University of North Carolina at Greensboro

“Todos Somos Indios, ¿No?”
Re/Turning to Indigeneity as an Educational Opportunity in Rural Mexico
Luis Urrieta, University of Texas – Austin

Chair: Luis Urrieta, University of Texas – Austin
Thursday Noon-1:30 pm

T3A Longs Peak

From Elizabeth Cady Stanton to Breast Juts and Short Skirts: A Historical and Contemporary Look at Leadership Opportunities for Girls

Positioning Girls “Not as Adjectives, but Nouns”: The Elizabeth Cady Stanton Lyceum Lectures
Elle Shaaban-Magana, University of Alabama – Tuscaloosa

Unanimity through Activism in African American Sororities vs. Solidarity in the Feminist Movement
Rosalind Moore, University of Alabama – Tuscaloosa

Checking our Feminist Baggage at the Gate: Leadership and Feminism at Girls State
Mary Lee Caldwell, University of Alabama – Tuscaloosa

Eroticism Meets Leadership: The Contradictory Values in Contemporary Cheerleading
Natalie Guice Adams, University of Alabama – Tuscaloosa
Pam Bettis, Washington State University

Chair: Pam Bettis, Washington State University

T3B Pikes Peak

Broadening Curriculum, Brokering Change: ‘Cultural Confessions’ from Scholars Utilizing the Pedagogical Power of Non-traditional Educative Spaces

Ty-Ron Douglas, University of North Carolina at Greensboro
Silvia Bettez, University of North Carolina at Greensboro
Margarita Machado-Casas, University of Texas – San Antonio

Chair: Silvia Bettez, University of North Carolina at Greensboro

T3C Mt. Harvard

The Reauthoring of Savage Inequalities: Four Scholars Applying the Community Cultural Wealth Model to Our Lived Experiences in East St. Louis, Illinois

Raquel L. Farmer-Hinton, University of Wisconsin – Milwaukee
Joi D. Lewis, Mills College
Lori Patton Davis, University of Denver
Ishwanzya D. Rivers, University of Illinois – Urbana-Champaign

Chair: Raquel L. Farmer-Hinton, University of Wisconsin – Milwaukee
T3D Blanca Peak

**Ideology, Reproduction and Black Scholarship: Perceptions of the Institutional Review Board's impact on Black Scholars**

Monifa Green Beverly, University of Central Florida
Daniella Ann Cook, University of Tulsa

Chair: Daniella Ann Cook, University of Tulsa

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T3E Mt. Princeton

**Pedagogies for Social Justice: Transborder Epistemologies and Media Literacy as Sites for Transformative Pedagogies**

Representations That Utter Race and Ethnicity: Anti-Racist Pedagogies through Media Literacy
Melissa Moreno, Woodland Community College

Critical Race Talk in Teacher Education through Movie Analysis: From Stand and Deliver to Freedom Writers
Charise Pimentel, Texas State University – San Marcos

Invisible Teens, Token Minorities: Teaching Colorblind Racism through the American Teen Film
Aja Martinez, University of Arizona

Moving Between and Beyond: Transborder/Transfronterizo Feminist Epistemologies and Pedagogies Across the Americas
Ruth Trinidad Galvan, University of New Mexico

Chair: Luis Urrieta, University of Texas – Austin

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T3F Crestone

**Listening to Youth: Creating Spaces for Young People to Contribute to the Design of Programs, Institutions and Communities**

Institutionalizing Youth Voice: The Opportunities and Challenges of Incorporating Youth Voice into a City-Wide Initiative
Debra Flanders Cushing, University of Colorado – Denver
Mara Mintzer, University of Colorado – Denver

“Why would I want to be involved in a place that I feel judged?”: Youth Perspectives on Creating Integrated Support Services
Kristen M Pozzoboni, University of Colorado – Boulder

Is It Ever Too Late?: Educational Opportunities and Obstacles for Late Arrival Immigrants
Emily Wexler Love, University of Colorado – Boulder
Powerful Yet Small Moves: What Educators Can Do to Support Undocumented Students
Rita Tracy, University of Colorado – Boulder

Chair: Kristen M Pozzoboni, University of Colorado – Boulder

T3G Mt. Yale
Politics, Policy, and Social Justice

Resistant to Change, Open to Anarchy: The Sensibility of Destruction
Josh Diem, University of Miami

The Practice of Praxis: The Role of Teacher in Political Literacy Methods
Hk Christie, University of Minnesota – Twin Cities

Gender, Race, and Social Justice Teacher Education
Catherine Mutti-Driscoll, University of Washington

Chair: Hk Christie, University of Minnesota – Twin Cities

T3H Mt. Oxford
Implications of State Policy

Mapping Protest and Grassroots Democracy in Flagstaff: A Case Study of S.B. 1070
Gerald K. Wood, Northern Arizona University

Linguicism and Racism: Powerful Issues in Massachusetts State Policy Regarding the Education of Secondary Bilingual Learners and their Teachers
Kara Mitchell, University of Colorado – Denver

Insiders and Outsiders: The Social Construction and Implications of Profiling
Mohamed Mostafa Ibrahim, Oklahoma State University
Lucy Bailey, Oklahoma State University

Chair: Gerald K. Wood, Northern Arizona University
THURSDAY 1:00 – 3:00 pm

Castle Peak

*Educational Studies* Editorial Board Working Luncheon

THURSDAY 1:45 – 3:15 pm

T4A Longs Peak

**Neoliberalism and Corporatization**

Corporate Japan Goes to School: What Is a Potato Chip Maker Doing in Public Schools?
Kaori Takano, University of Dayton

Stanley Social Justice Academy: Understanding and Redefining Success in the Neoliberal School Context
Jesse Senechal, Virginia Commonwealth University

Chair and Discussant: Deron Boyles, Georgia State University

T4B Pikes Peak

**Reclaiming Progressive Black Masculinities in Educational Spaces: Listening to Marginalized Voices through Narrative and Autobiographical Research**

Pushing Boundaries to Embark upon Progressive Black Masculinity
Dawn Nicole Hicks Tafari, University of North Carolina at Greensboro

The Importance of Caring and Honest Teachers in Reclaiming Educational Spaces for Black Male Students
Emily Jean Moran, University of North Carolina at Greensboro

Progressive Blackness and Male Modeling: Single-Race, Single-Gender Education as a Solution to Crisis
Jason Owens, University of North Carolina at Greensboro

Travis Albritton, University of North Carolina at Greensboro
Chasing Family, Finding Self: Reintroducing Black Males Educators to American Education
Ty-Ron M.O. Douglas, University of North Carolina at Greensboro

Chair: Hilton Kelly, Davidson College

T4C Mt. Harvard

**Conceptualizing Ecojustice Education Across and Within Imperial Space**

Thinking Ecojustice Pedagogy in First-Year Composition
Kathleen Smyth, University of Utah

Neoliberal Pedagogy of Oil: Educating Iraq in the Age of Biocapitalism
Engin Atasay, University of Utah

A Place for “Nature” in Urban Environments
Delila Omerbasic, University of Utah

Monsanto as Public Pedagogue
Garrett Delavan, University of Utah

Chair: Frank Margonis, University of Utah  
Discussant: Clayton Pierce, University of Utah

T4D Mt. Wilson

**Mentoring Through Storytelling: Graduate Student Professional Development**

George Noblit, University of North Carolina at Chapel-Hill  
Susan Schramm-Pate, University of South Carolina  
Sofia Villenas, Cornell University  
Denise Taliaferro Baszile, Miami University  
Sherick Hughes, University of Maryland – College Park  
LaVada Taylor Brandon, Purdue University – Calumet

Chairs: Ezella McPherson, University of Illinois – Urbana-Champaign  
and Catherine A. O’Brien, University of Missouri

T4E Mt. Princeton

**Difficult Dialogue and Difficult Knowledge in Teacher Education: Reflections on Teaching and Learning about Diversity and Social Justice**

“What Is It that We Don’t Know?” Learning with White Teachers in Multicultural Education
Tianlong Yu, Southern Illinois University – Edwardsville

Teaching Social Justice When It Doesn’t Belong: Reflections on the Injection of Social Justice Topics into Non-foundations Courses
Laurie Puchner, Southern Illinois University – Edwardsville
Dilemmas of Ignorance: Exploring Dynamics of Difficult Knowledge in Social Justice Education
Jennifer Lynn Logue, Southern Illinois University – Edwardsville

Chair and Discussant: Cris Mayo, University of Illinois – Urbana-Champaign

T4F Crestone

Disrupting White Distancing Strategies in the Classroom

Mechanisms of Essentialism: Exploring Single-Issue Approaches and their Contextual Dependence
Lauren Shallish, Syracuse University

The Discourse of Pathology in (White)-Talking Racial Identity
Ashley Taylor, Syracuse University

On Whose Authority? Issues of Epistemic Authority and Injustice in the Social Justice Classroom
Sally J. Sayles-Hannon, Syracuse University

Chair: Sally J. Sayles-Hannon, Syracuse University

T4G Blanca Peak

Issues of Teacher Education and Practice

The Balancing Act: The intersections of the personal and professional in the lives of urban teachers
Joanna Durham-Barnes, Indiana University – Southeast

Ideals and Classroom Practice: A Case Study
Marianne Lawson, Binghamton University

Grade Orientation and Anti-Intellectualism in a Teacher Education Program
Joseph Rayle, State University of New York at Cortland

Chair: Joseph Rayle, State University of New York at Cortland

T4H Mt. Yale

Spatial Theories and Uses of School

Structured Spaces of Play in an Urban Domain: Community and Academic Rigor in a Different Kind of Classroom
G. Sue Kasun, University of Texas – Austin

Problematic Playgrounds: Spatial Controversies
Edwardo Valero, Cornell University

Chair: F. Tony Carusi, Georgia State University
Discussant: Robert J. Helfenbein, Indiana University – Purdue University Indianapolis
Pivotal Identities

**Shared(ing) Identities:**
A Dispositive Analysis of Refugee Identity Cultivation in a Small High School
Sophia Rodriguez, Loyola University Chicago

How a Recently Arrived Refugee Student Becomes a “Successful Failure”
Kevin Roxas, University of Wyoming

Pivotal Moments, Silencing, and Persistence: A Case of Four Students in Transition from an English as a Second Language Program in an Elementary School
Amy Hahn Senta, University of North Carolina at Chapel Hill

Chair: Kevin Roxas, University of Wyoming

**THURSDAY 3:30 – 5:00 pm**

T5A Longs Peak
**The Intersectionality of Difference: When Asian Meets American**

Educ(Asian): A Teacher’s Reflection on Being Asian American in the Classroom
Candace J. Chow, Cornell University

Redefining Asian American
Paul Humbert-Fisk, University of Utah

“What’s the point? I’m Black.” A Metacognitive Self-Reflexive Counterstory of How One Practitioner-Researcher Designed Her Research Project
Cheryl E. Matias-Padua, University of Colorado – Denver

Situating an Asian American Research Agenda in the Movement to Creating a More Equitable and Sustainable Multiracial Democracy
Daniel D. Liou, University of California – Los Angeles

Chair: Sofia Villenas, Cornell University

T5B Mt. Harvard
**Critical Civic Literacy: Missing Discourses of Engagement**

Critical Civic Literacy & Class: Moving Beyond Terminological Reductionism
Aaron Kuntz, University of Alabama – Tuscaloosa

Pragmatism and Making History Critical
Andrew McKnight, University of Alabama – Birmingham

Listening to the Discourse of Language as Marginalization
John Petrovic, University of Alabama – Tuscaloosa
Genes, Memes, Ideology, Democracy
Greg Seals, City University of New York at Staten Island

Chair: Andrew McKnight, University of Alabama – Birmingham

T5C Mt. Princeton
In Pursuit of the Revolutionary-Not-Yet: Considering the Freedom Dreams of Activist Educators/Scholars

Denise Taliaferro Baszile, Miami University
Theodorea Berry, Mercer University
Hilton Kelly, Davidson College
Mark Giles, Miami University
Gretchen Givens, Duquesne University
David Stovall, University of Illinois – Chicago
Darrell Cleveland, Stockton College

Chair: Denise Taliaferro Baszile, Miami University

T5D Crestone
Learning the Tricks of the Trade by Networking: One-on-One Time with Experts in Your Field

Laurence Parker, University of Utah
Cris Mayo, University of Illinois – Urbana-Champaign
Raquel Farmer-Hinton, University of Wisconsin – Milwaukee
Wanda Pillow, University of Utah
Jung-Ah Choi, Governors State University
Brad Porfilio, Lewis University
Enrique Murillo, California State University San Bernardino

Co-Chairs: Ezella McPherson, University of Illinois – Urbana-Champaign and Alana Butler, Cornell University

T5E Blanca Peak
A Medley of Critical Discourse Analyses: Becoming Somebody in and through Education

Doing and Being a McNair Scholar
Araceli Frias, Washington State University

Critical Discourse Life Writing: Intimacy and Knowing
Mary Crowell, Washington State University

What about the Boys (and Men?) A Feminist Genealogy of Popular Media Discourses and Educational Policy
Brandon M. Sternod, California State University – Stanislaus

Chair: Pam Bettis, Washington State University
Discussant: Michael Gunzenhauser, University of Pittsburg
T5F Mt. Wilson

**Influencing Education through Funding and Salaries**

*The Meanings of Money in Teachers' Work*
Dorothea Anagnostopoulos, Michigan State University
Crystal Lunsford, Michigan State University

*The Impact of Philanthropic Funding on U.S. Educational Policy: Tracking the Money in Teacher Education and School Reform*
Kathleen deMarrais, University of Georgia

*Death by EMO: New York's First Charter School, 1999-2010*
Richard Thomas Ognibene, Siena College

Chair: Kenneth J. Saltman, DePaul University

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T5G Gray's Peak

**Media Representations of Race, Class, and Gender**

*Disney and the Commodification of Sameness: Images of Teachers and Students on Disney Channel Programming*
Dennis G. Attick, Clayton State University

*To be Real: A Black Feminist Critique of Representations of Black Authenticity and the New Racism in The Princess and the Frog*
Paula Groves Price, Washington State University

“How dare they portray us like that!” Media Images of Men in Nursing
Donna Marie Sayman, Wichita State University

Chair: Julia Kathryne Daine, University of Oklahoma

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T5H Mt. Yale

**Listening to and Navigating Issues of Diversity**

*Utah’s Dual Language Immersion Boom: Is it Listening to Cultural Differences or Reinforcing Differences in Power?*
Garrett Delavan, University of Utah
Juan Freire, University of Utah

*Asian Accents: Confronting Dominant Meta-Narratives with Our Mothers’ Stories*
Irene Maya Ota, University of Utah
Thanhtung Thanhtrong, University of Utah

*Navigating Identity, and Positionality: Challenges in Conducting a Diverse Study in Rural Pakistan*
Amna Latif, University of North Carolina – Greensboro

Chair: Garrett Delavan, University of Utah
Listening to the Voices of Students along the Educational Pipeline

(Re)Centering Knowledges, Race & Identities: Oral Histories of Students and Families Underrepresented in Higher Education
Judith Flores Carmona, Hampshire College

No, No. I Never Tell My Story.
Jane Van Galen, University of Washington – Bothell

Creating Stories for Critical Understanding
Kristen Luschen, Hampshire College

Chair: Kristen Luschen, Hampshire College
THURSDAY 5:30 – 7:00 pm

Grand Ballroom

KNELLER LECTURE

Departures and Arrivals: Making Real Time for Virtual Space

Suzanne de Castell, Simon Fraser University
Introduction by Audrey Thompson, University of Utah

Suzanne de Castell is Professor of Curriculum and Instruction in the Faculty of Education at Simon Fraser University in Vancouver, British Columbia (Canada), where her teaching focuses on qualitative research methods, and on literacy, new media, and educational technologies. Her doctorate is from Senate House, University of London, and she has published extensively on educational history, philosophy and theory, literacy and new media studies and technology, gender and digital game studies. Books include Literacy, Society and Schooling (Cambridge U. Press) co-edited with Alan Luke and Kieran Egan, Language, Authority and Criticism (Falmer Press) co-edited with Alan and Carmen Luke, Radical In<ter>ventions (SUNY Press), co-edited with Mary Bryson, and Worlds in Play (Peter Lang) co-edited with Jen Jenson. She was founding President of the Canadian Games Studies Association and founding Editor of its journal. Concentrating on learning and attention in play-based and non-formal learning environments, her current research involves multimodal analyses of educational interactions, and design-based digital games theory, research and development. She recently completed, with Jen Jenson, an educational videogame on baroque music for the world-famous Toronto-based baroque orchestra, Tafelmusik, and currently holds a visiting professorship in the Faculty of Education at York University.

Sponsored By: Georgia State University, Southern Illinois University, University of Akron, University of Alabama, Tuscaloosa, and University of Wisconsin, Milwaukee
THURSDAY 7:15 pm

Grand Ballroom Foyer
Kneller Lecture Reception

THURSDAY 8:00 – 9:30 pm

T6A Mt. Yale
Body Cypher Love A Remix: A Hip Hop Feminist Project
Tanya Kozlowski, University of Illinois – Urbana-Champaign
Christina Armstrong, Indiana State University
Irene Zavarsky, University of Illinois – Urbana-Champaign

T6B Mt. Wilson
Is Anyone Really Listening?:
The Promise and Paradox of Listening Deeply across/within Difference
Susan R. Adams, Butler University
Katie Brooks, Butler University

T6C Mt. Oxford
Digital Storytelling: An Examination of Impact and Effectiveness in Accessing the Diverse Experiences of Youth
Emily Wexler Love, University of Colorado – Boulder
Debra Flanders Cushing, University of Colorado – Denver
Margaret Sullivan, Boulder Valley School District
Jode Brexa, Boulder Valley School District

T6D Mt. Harvard
Productive Tensions:
A Performance Ethnography of Inter/Cross-Disciplinary Research
Josh Diem, University of Miami
Allison Daniel Anders, University of Tennessee – Knoxville
Tracia Cloud, University of Tennessee – Knoxville
Amelia Davis, University of Tennessee – Knoxville
Michelle Jay, University of South Carolina
Erin Kobetz, University of Miami
Jessica Lester, University of Tennessee – Knoxville
Nick Mariner, University of Tennessee – Knoxville

T6E Blanca Peak
Committee on Academic Standards and Accreditation (CASA) Meeting

T6F Crestone
Council for Social Foundations of Education (CSFE) Meeting
FRIDAY, October 29, 2010

FRIDAY 8:30 am – 10:00 am

**F1A Pikes Peak**

**Grant-Writing in Tough Economic Times: Graduate Student Professional Development**

George Noblit, University of North Carolina at Chapel-Hill  
Cris Mayo, University of Illinois – Urbana-Champaign  
Donna Deyhle, University of Utah  
William Trent, University of Illinois – Urbana-Champaign  
John Portelli, University of Toronto

Chairs: Alana Butler, Cornell University; Lara Chatman, Miami University

**F1B Mt. Harvard**

**Together We Step from Darkness: Redesigning and Remaking Confession within Educational Places**

Rites and Wrongs: Recasting the Confessional Box  
Susan Birden, State University of New York at Buffalo

Classroom Confessional:  
Closing Pandora’s Box, Opening to the Aesthetic in Disclosure  
Virginia Worley, Oklahoma State University

Desire to Know: Qualitative Inquiry and the Problematics of Confession  
Stacy Otto, Illinois State University

Chair: Stacy Otto, Illinois State University

**F1C Mt. Princeton**

**Rethinking Social Science Curriculum: Deconstructing Normative Dominant Discourses**

Engin Atasay, University of Utah  
Brian Fries, University of Utah  
Jennyffer Morales, University of Utah  
Stanley Slater, University of Utah

Chair: Engin Atasay, University of Utah
F1D Mt. Wilson

A Matter of Perspective: Education and Democracy through a Lens of Social Theory

Social Organization and Education: Connectedness, Conformity, and Indoctrination
Keith Trahan, University of Pittsburgh

Conservative Ideology and Academic Freedom: A Comparison of Buckley, Jr. and Kirk
Curtis Good, Kent State University

Education in Service to Democratic Culture
Christine Neider, University of Pittsburgh

Chair: Nosakhere Griffin-El, University of Pittsburgh

F1E Blanca Peak

Possibilities for Resistance through Muslim Experiences and Islamic Depictions

African American Muslim Parents Speak: Negotiating, Resisting, and Abandoning Schools
Aisha El-Amin, University of Illinois – Chicago

Negotiating Identities: Muslim Children in U.S. Public Schools.
Cynthia Tindongan, Ohio University

Intolerable Intolerance: Graphic Xenophobia and Pedagogy of Resistance
Rachel Bailey Jones, Nazareth College

Chair: Cynthia Tindongan, Ohio University

F1F Castle Peak

We All Can’t be Riot Girls: Invisibility, Marginalization, and Erasure within Girls’ Studies and Third- Wave Feminism

Reaching Arcadia:
Cultural Homogenization and the Contestation of Feminist Space in Paraguay
Lou Ginocchio, University of Alabama

No More Labels, Please: Challenging the “At-Risk” Girl Ideology to Explore Educational Aspirations of Working-Class African American Girls
Jeena Owens, University of Alabama

Riding the Wave: Third Wave Feminism and Ladies from the South
Tasha Parrish, University of Alabama

Taking on Sex: Missing Topics of Discussion in Third Wave Feminism
Puneet Gill, University of Alabama

Chair: Puneet Gill, University of Alabama
F1G Mt. Yale

**Foundations of Land Education: Postcolonial, Indigenous, Anti-colonial, Mestizaje, and Decolonizing Perspectives on Earth and Water**

*Manifesting Destiny: An Investigation of Agriculture as a Vehicle of Colonization*
Kate McCoy, State University of New York at New Paltz

*The Postcolonial Ghetto: Urban Schools on Urban Land*
K. Wayne Yang, University of California – San Diego

*Land and Ways of Being: Notes on Dominion over a Flat World*
Eve Tuck, State University of New York at New Paltz

*An Invisible Narrative: Mujeres of Color across/between Worlds*
Mariana G. Martinez, University of Illinois – Urbana-Champaign

*Tobacco in the Streets: Understanding Chicago as Indigenous Land*
Megan Bang, Technological Education and Research Centers

Chair: Eve Tuck, State University of New York at New Paltz
Discussant: Wanda Pillow, University of Utah

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F1H Mt. Oxford

**Critical Issues in Higher Education**

*Listening to the Individual Voices of Dyslexic Students*
Marianne Lawson, Binghamton University

Kristen E. Love, University of Rochester

*White, Working-Class, First-Generation College Students Narrations of How Their Working-Class Backgrounds Laid the Foundation for Their Successful Experience in College*
Angela Cristen Thering, D'Youville College

Chair: Kristen E. Love, University of Rochester

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FRIDAY 10:15 am – 11:45 am

F2A Longs Peak

**Sex and the Risks of Inquiry: Sex-Related Educational Research’s Vexed Relationship with Institutional Legitimacy**

*Teen Pregnancy/Teen Mothers and Educational Research: Disembodied Relationships*
Wanda Pillow, University of Utah
Student Voice in School-based Sex Education: National Comparisons
Nancy Kendall, University of Wisconsin – Madison

Passing the Intolerance Buck: School Administrator Resistance to LGBT Training and Research through “Community Blame”
Elizabethe Payne, Syracuse University

Discussant: Cris Mayo, University of Illinois – Urbana-Champaign

F2B Mt. Harvard

David Purpel’s Legacy

David Purpel, the Mentor
Yolanda Medina, City University of New York – Borough of Manhattan Community College

Difficult Lessons: Teaching with David
Andrew McKnight, University of Alabama – Birmingham

Transformative Ideas in David Purpel’s Cultural Criticism
Sue Books, State University of New York at New Paltz

Education and the Prophetic Tradition: Hineni (Here I Am)
Lynn Zimmerman, Purdue University – Calumet

Purpel in Person: Brief Visits, Lasting Presence
Connie Krosney, Vermont College, Union Institute and University

Chair: Yolanda Medina, City University of New York – Borough of Manhattan Community College

F2C Pikes Peak

Ecological Educational Reform: Educating for Just Food Systems

Ecojustice Education and Food Security in Detroit
Johnny Lupinacci, Eastern Michigan University

Everybody Eats: Fair Food Education Rooted in Place
Lindsey Scalera, Eastern Michigan University

Commercialism in Schools and the Undermining of Life
Lisa Voelker, Eastern Michigan University

Educating against the Global Food Crisis
Neha Shah, Eastern Michigan University

Interpreting Ecologically Based Stories through Environmental Autobiography: Growing Ancestral Arts in Oral Traditions
Andrejs Kulnieks, Nipissing University

Chair: Johnny Lupinacci, Eastern Michigan University
Discussant: Jeff Edmondson, University of Oregon
F2D Mt. Wilson

The Politics of Difference: Examining the Complexities of Intra/Intergroup Relations in Indigenous and Immigrant Contexts

Building Communicative Relations Between and Among Groups: Implications for Indigenous Education Contexts
Dolores van der Wey, Simon Fraser University

Engaging Difference through Critical Literacy in English as a Second Language Contexts
Fiona Lemon, Simon Fraser University

Unpacking Assumptions of non-Native Teacher Suitability for Indigenous Youth
Sadie Donovan, Simon Fraser University

Chair and Discussant: Donna Deyhle, University of Utah

F2E Crestone

Issues of Religion and Spirituality

On Spirituality in the Academy: Lessons of Call-and-Response
Sheryl Conrad Cozart, George Mason University

Constructing Difference: Race, Gender, and Religion at a Private Christian College
Bryan Stephany, University of Pittsburgh

Chair and Discussant: John F. Covaleskie, University of Oklahoma

F2F Mt. Yale

Complications, Critique, and (Mis)Representations

Maybe Langston was Right? Complicating the Notion of the “American Dream” towards Social Justice in the Academy
Kirsten T. Edwards, Louisiana State University

A Race Ideology Critique of the Film “The Blind Side”:
How Critical Discourse Analysis can Inform us about Race in Schools Today
Sarah Leah Santillanes, University of New Mexico

An Identity at Odds: (Mis)representations of Filipinos at the Philippine Exposition, Madrid, 1887
Erin P. Hardacker, Loyola University – Chicago

Chair: Kirsten T. Edwards, Louisiana State University
F2G Mt. Princeton

Constructing Online

Blogs: Learning to Be
Lauren Angelone, Ohio State University

Courses That Deliver: Reflecting on Constructivist Critical Pedagogical Approaches to Teaching Online and On-Site Foundations Courses
Catherine L. Lalonde, D'Youville College

Networked Common Schools and Inter-Group Learning
Leonard J. Waks, Temple University

Chair: Leonard J. Waks, Temple University

F2H Mt. Oxford

The Production of Healthy Youths

Are We Listening to Youth Who Are Physically Inactive?
Rebecca Buchanan, Emory & Henry College

Ordering Youth Health: The Database as a Regulatory Technology
Carolyn Vander Schee, Northern Illinois University
Benjamin Baez, Florida International University

Why Educational Researchers and Theorists Should Take School Lunch Seriously
Marcus B. Weaver-Hightower, University of North Dakota

Chair: Andrea M. Hyde, Western Illinois University

F2I Blanca Peak

Actions that Speak Louder than Words: Listening to the Diverse Needs of Students in Public Education

Hollywood Injun English and TribalCrit:
Pop Culture Representations of Native Americans and Their Impact on Education
Cheyenne Riggs, Texas State University – San Marcos

Prominence of Language Merge:
Code-Switching with Special Respect for Chicano/a English
Shana Hamid, Texas State University – San Marcos

Literacy in an Intensive English Classroom:
Marginalization of Second Language Learners
Casie Moreland, Texas State University – San Marcos

Chair: Charise Pimentel, Texas State University – San Marcos
FRIDAY Noon – 1:30 pm

F3A Longs Peak

**Critical Perspectives (Pro and Con) on Charter Schools: Tree Tops versus Grass Roots Charters**

Portfolio School Districts: Capitalizing on Disaster in New Orleans, New York, Chicago, D.C.
Kenneth J. Saltman, DePaul University

Race, Charter Schools, and "Conscious Capitalism": The Unconscionable Assault on New Orleans by Educational Entrepreneurs
Kristen Buras, Emory University

Public Charter Schools in the Fight for Social Justice: Tales from a Charter School Board Member
David Gabbard, East Carolina University

Chair: William T. Pink, Marquette University

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F3B Pikes Peak

**From the Danger of a Single Story to Complicating ‘Otherness’ —Challenging the Dominant Discourse of Social Studies Education**

Challenging (Historical) Stories of “Otherness” through the Lens of Culturally Responsive Pedagogy
Rasheeda Ahmad, Nazareth College

Reliving the “Middle Passage”: The Politics of Race, Class, Disability, and Curriculum
Nirmala Erevelles, University of Alabama – Tuscaloosa

Complicating “Otherness”: Beyond Anthropocentric Approaches to Social Studies Education
Rebecca Martusewicz, Eastern Michigan University

Why Things Are as They Are
Rich Gibson, San Diego State University

Chair: Stephen Fleury, Le Moyne College
Discussant: Kevin D. Vinson, University of the West Indies – Cave Hill

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F3C Mt. Princeton

**Conceptual Shifts in the History and Philosophy of Education**

Lost in Conflation: Reorienting the Concept of Hegemony in Educational Research
F. Tony Carusi, Georgia State University

From Pragmatism to Prismatism
Greg Seals, City University of New York at Staten Island
Chicago and Columbia Functionalism: The Naturalization of Mind and the Science of Education
Stephen Charles Tomlinson, University of Alabama – Tuscaloosa

Chair: Bruce Romanish, Washington State University – Vancouver

F3D Mt. Yale

Operating with/in Whiteness

Discourses of Dominance: A whiteness pedagogy in white civil rights leadership
George Noblit, University of North Carolina at Chapel Hill

Naming Whiteness: A Critical Ethnography Approach to Teacher Professional Development to Promote Racial Equity
Benjamin Blaisdell, East Carolina University

Secret Agent Insiders to Whiteness: Mixed Race Women Explaining, Disdaining, Denying, and Reconciling Whiteness
Silvia Cristina Bettez, University of North Carolina at Greensboro

Chair: Kathy Hytten, Southern Illinois University – Carbondale

F3E Crestone

Encountering Identity and the Other

Fear of the Other: Incorporating Parent Interview into Teacher Education
Beth Hatt, University of Southern Indiana

Identity as a Palimpsest: Multiple Knowledges and Fragmented Learnings
Leslee Grey, City University of New York – Queens College

Intersections of Identity as a Means of Resistance within Education
Casey Rose Crowley, Northern Arizona University

Chair: Beth Hatt, University of Southern Indiana

F3F Blanca Peak

Interpreting Peace in Education

How Can Peace Education Assess Morally Acceptable Competition and Unacceptable Cooperation?
Kanako Ide, Soka University

A Cultural Approach to Peace Education
Carl Stephen Templin, University of Toledo
Jing Sun, University of Toledo
The Logic, Chants, and Images of Virginia Woolf’s Educational Philosophy for Peace, Equity, and Justice
Virginia Worley, Oklahoma State University

Chair: Virginia Worley, Oklahoma State University

F3G Mt. Wilson
Revisioning Multicultural Education
Thinking Multicultural Education with Latina/Chicana Feminist Thought: Un/knowing Latino Families in Neocolonial Times with Decolonial Imaginaries
Sofia A. Villenas, Cornell University

Revisioning multiculturalisms for a global age: Bringing decolonial education into praxis
Katharine Matthaei Sprecher, University of Tennessee – Knoxville

Beyond Multiculturalism: Exploring Polyculturalism as a Theoretical Foundation for Schooling in our Diverse Society
Kurt Stemhagen, Virginia Commonwealth University

Chair: Kurt Stemhagen, Virginia Commonwealth University

F3H Mt. Harvard
Yours in The Struggle for Critical Foundations Courses: Grieving and Transforming Student Resistance
Candace M. Thompson, University of North Carolina at Wilmington
Sheri C. Hardee, Gainesville State College
Antonette Aragon, Colorado State University
Louise Jennings, Colorado State University
Edward J. Brantmeier, Colorado State University
Noorie Brantmeier, Colorado State University

Chair: Candace M. Thompson, University of North Carolina at Wilmington

F3I Mt. Oxford
Semiotics, Hermeneutics, and Talking across and within Difference
Dialoguing Gender through Semiotic Constructions of Female Identities
Antonina Lukenchuk, National-Louis University

Multicultural Pedagogy and the Hermeneutic Disposition
Justin G. York, University of Illinois – Urbana-Champaign
Adrienne Pickett, University of Illinois – Urbana-Champaign

Future Teachers of Color on Multicultural Teacher Preparation in Historically White Colleges of Education: Talking Across and Within Difference
Brenda Gayle Juarez, University of South Alabama
F4A Longs Peak

**Histories and Philosophies of Modernity and Modern Education: Modern, Postmodern, and Postcolonial Perspectives in Dialogue**

Liberalism and Three Educational Research Paradigms
Kenneth Howe, University of Colorado – Boulder

The Postmodern: Global Knowledge Systems and New Media Networks
Michael A. Peters, University of Illinois – Urbana-Champaign

Colonialism, Modernity, and Euro-centric Knowledge: Towards a Post-Occidental Self-Understanding of the Present
Michael S. Baker, University of Rochester

Chair: Michael S. Baker, University of Rochester

F4B Pikes Peak

**Claiming Place: Tribal Sovereignty, Citizenship, and Indigenous Education**

Visual images and Curricular “Truths”: Learning about Indigenous Peoples in an Era of Neoliberalism
Tracy L. Friedel, University of British Columbia

Special, Viable, and Thriving: Notes on Educational Sovereignty in the 21st Century
Eve Tuck, State University of New York at New Paltz

Mapping Epistemologies of Ignorance in Social Studies Curriculum
Dolores Calderon, University of Utah

Citizenship and Democracy: Peruvian Youth in the U.S. and Peru
Jennyffer Morales, University of Utah

Bridging Crevices of Difference through Storytelling: Implications for Indigenous Education
Dolores van de Wey, Simon Fraser University

Chair and Discussant: Donna Deyhle, University of Utah

F4C Mt. Wilson

**Resurgent Positivism, Corporatism, and the Politics of Knowledge in Educational Reform and Research**

Resurgent Positivism and the Privatization of Public Schooling
Kenneth J. Saltman, DePaul University
Access Denied: Positivism, Risk, and the Politics of Social Research
Alex Means, University of Toronto

Testing for Corporatist Order and Private Control in the No Longer Liberal State
Mark Garrison, D’Youville College

Chair: David Gorlewski, D’Youville College

F4D Mt. Princeton
No ‘Gay’ Left Behind: Exploring Multiple Points of Exclusion and Possibilities for Change in the School Lives of LGBTQ Youth

The Reduction of Stigma in Schools Program: Evaluation of the First Three Years
Melissa J. Smith, Syracuse University and The Queering Education Research Institute

Safety and Gay Day: The Limits of Safe Schools and Inclusion Discourses in Creating Affirming Environments for LGBTQ Students
Elizabethe C. Payne, Syracuse University and The Queering Education Research Institute

Policy as Protection?: An Analysis of School Policy in a District Sued for Failing to Protect a Student Harassed for His Gender and Sexual Identity
Rebecca Johnson, Syracuse University and The Queering Education Research Institute

An Exploration of Heternormativity in Sex Education Curricula
Katherine Sieger, Syracuse University and The Queering Education Research Institute

Chair: Elizabethe C. Payne, Syracuse University and The Queering Education Research Institute

F4E Mt. Harvard
Analyzing Education through Multiple Marxian Lenses

“Horace Mann, Meet Karl Marx”: Critiquing Capital and Promising Education in 1848
Joshua Garrison, University of Wisconsin – Oshkosh

Teachers of Communism and Neoliberalism
Serhiy Kovalchuk, University of Toronto

Economies of Racism: Grounding Education Policy Research in the Complex Dialectic of Race, Class, and Capital
Anthony Brown, University of Texas – Austin
Noah De Lissovoy, University of Texas – Austin

Chair: Joshua Garrison, University of Wisconsin – Oshkosh
Access Denied: Positivism, Risk, and the Politics of Social Research
Alex Means, University of Toronto

Testing for Corporatist Order and Private Control in the No Longer Liberal State
Mark Garrison, D’Youville College

Chair: David Gorlewski, D’Youville College

No ‘Gay’ Left Behind: Exploring Multiple Points of Exclusion and Possibilities for Change in the School Lives of LGBTQ Youth

The Reduction of Stigma in Schools Program: Evaluation of the First Three Years
Melissa J. Smith, Syracuse University and The Queering Education Research Institute

Safety and Gay Day: The Limits of Safe Schools and Inclusion Discourses in Creating Affirming Environments for LGBTQ Students
Elizabethe C. Payne, Syracuse University and The Queering Education Research Institute

Policy as Protection?: An Analysis of School Policy in a District Sued for Failing to Protect a Student Harassed for His Gender and Sexual Identity
Rebecca Johnson, Syracuse University and The Queering Education Research Institute

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Chair: Joshua Garrison, University of Wisconsin – Oshkosh
F4I Mt. Oxford

Listening Across Difference

“We Real Cool:” A Horticultural Approach to Developing Critical Communities of Educators
Becky Margaret Atkinson, University of Alabama – Tuscaloosa
Roland W. Mitchell, Louisiana State University

Listening across Difference and Finding Commonality: A Critical, Postcolonial Consideration of Vocational Education in Togo and the United States
Tairou Goura, Southern Illinois University – Carbondale
Deborah Seltzer-Kelly, Southern Illinois University – Carbondale

“Get to know your students!” and Getting to Know Your Students: The Role of Identity and Relationship in Teacher Education
Jennifer Mueller, University of Wisconsin – Milwaukee
Kristin Whyte, Milwaukee Public Schools and University of Wisconsin – Milwaukee

Chair: Becky Margaret Atkinson, University of Alabama – Tuscaloosa

FRIDAY 3:30 – 5:00 pm

F5A Longs Peak

Interpretation and Receptivity in Listening Across Difference

Does Listening Imply Interpretation?
Leonard J. Waks, Temple University

Understanding, Misunderstanding, and Understanding Differently
Nicholas C. Burbules, University of Illinois – Urbana-Champaign
Christopher Higgins, University of Illinois – Urbana-Champaign

The Longing to be Heard: Listening to Old People
Megan Laverty, Columbia University – Teachers College

Listening in the Tune of Difference: Dialogue and Disability
Ashley Taylor, Syracuse University

Chair: Leonard J. Waks, Temple University
Discussant: Sophie Haroutunian-Gordon, Northwestern University

F5B Mt. Wilson

Reaching for the Open: An Examination of Borderlands and Third Spaces in Three Educational Contexts

Candace M. Thompson, University of North Carolina at Wilmington
Sheri Hardee, Gainesville State College
Louise Jennings, Colorado State University
2010 AESA ANNUAL CONFERENCE

Chair: Louise Jennings, Colorado State University

F5C Mt. Oxford

**Feminisms and the Self**

Quaring Lawrence-Garner: Advocating for a Chicana Feminist Pedagogy
Tanya Kozlowski, University of Illinois – Urbana-Champaign

Tight Spaces: Black Women and Self Preservation
Shawn Arango Ricks, University of North Carolina at Greensboro

Women of Color Feminism: Theory and Methodology
Jennifer Youn Mi Chung, University of Illinois – Urbana-Champaign

Chair: Tanya Kozlowski, University of Illinois – Urbana-Champaign

F5D Blanca Peak

**Isolation, Alienation and Aspiration:**
**Equalizing Privilege across Communities of Learners**

Whose Universal Design Is It Anyways?
Creating Empowering Technologies That Move Beyond Privilege
Andrew B. Bennett, Syracuse University
Jerry L. Robinson, Syracuse University

Engaging the Student: Implementing Culturally Relevant Curriculum
A. Wendy Nastasi, Syracuse University

Rural Pegs in Suburban Holes: Hitting Harder Is Not the Answer
Richard J. Martin, Syracuse University

Chair: Richard J. Martin, Syracuse University

F5E Pikes Peak

**Employing Theoretical Constructs to Understand and Transform the Social World: The Emancipatory Road to Reconstituting Critical Pedagogy for Life in the 21st Century**

Radical Hermeneutics, Adolescence, and 21st Century Critical Pedagogy
Kip Kline, Lewis University

Developing Curricular Standpoint:
“Strong Objectivity” and the Politics of School Knowledge
Wayne Au, California State University – Fullerton

Rethinking Space in a Neoliberal World:
Anarchist Theory, Education and Possibilities of Resistance
Abraham DeLeon, University of Texas – San Antonio
F5F Mt. Princeton

**Representing Queer across Identities**

*Visibility Still Matters: Re-Assessing LGBTQ Inclusion in Professional Preparation Programs*

Pamela J. Konkol, University of Illinois – Chicago
Isabel Nunez, Concordia University Chicago
Therese Quinn, School of the Art Institute of Chicago

*Using Popular Culture Texts in the Classroom to Interrogate Issues of Gender Transgression Related Bullying*

Alison Happel, Georgia State University
Jennifer Esposito, Georgia State University

*If This Is Tuesday, I Must Be Queer: Blurring Boundaries among Queer Theory, LGBT Studies, and Teacher Education*

Reta Ugena Whitlock, Kennesaw State University

Chair: Reta Ugena Whitlock, Kennesaw State University

F5G Mt. Yale

**Mapping the Bio/Auto-graphic in History and Higher Education**

*Bio/Cartographic Activism: A Theoretical Frame to Examine the Oppressive Structures Surrounding the Family and Medical Leave-Taking Practices of LGBTQ Faculty in Higher Education*

Sean W. Agriss, Washington State University

*Autobiography in the online classroom: Concerns and considerations*

Julia Kathryne Daine, University of Oklahoma

*My Digital Story, or: Breaking with the Past by Teaching History*

Martin Kalb, Northern Arizona University

Chair: Martin Kalb, Northern Arizona University
F5H Mt. Harvard

Research on Black Educators: What Do We Know, How Do We Know It and Where Do We Go From Here

Still Trying To Talk to the Powers That Be: Revisioning the Role, Needs and Potential of Black Educators in 21st Century Schooling
Daniella Cook, University of Tulsa

“Just Something Gone, But Nothing Missing”: Black Teachers Theorizing and the Problem(s) of the 20th and 21st Centuries
Hilton Kelly, Davidson College

Teacher Education, African American Women, and Critical Race Feminism
Theodorea Berry, Mercer University

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

F5I Crestone

When Keeping it Real Goes Wrong and When Not Keeping it Real Wrongs You: Academic Satire on the Black Narrative about the Graduate School Experience

Nosakhere Griffin-EL, University of Pittsburgh
Chantee Earl McBride, University of Pittsburgh
Charles Smalls, University of Pittsburgh

Chair: Renee Knox, University of Pittsburgh
Discussant: Judith Toure, Carlow University

F5J Castle Peak

Locating, Critiquing and Pushing Past the Positivist Neoliberal Subject

Using the Universal Declaration of Human Rights with Education Students as a Tool to Analyze Neoliberal Structural Inequalities
Julie Hall, D’Youville College

Barring the Doors against the Masses: Higher Education in the Context of Neoliberal Economics
Felecia M. Briscoe, University of Texas – San Antonio
Miguel G. de Oliver,

Pushing Towards a Critical Educational Psychology
Stephen Vassallo, American University

Chair: Kenneth J. Saltman, DePaul University
Globalization of Education

Joel Spring, City University of New York – Queens College
Introduction by Kathleen de Marrais, University of Georgia


Joel Spring has been given numerous educational awards including the Society of Professors of Education Mary Anne Raywid Award for Distinguished Scholarship in the Field of Education; the University of Wisconsin Alumni Achievement Award, Gerald H. Read Distinguished Lecturer, Center for Intercultural and Intercultural Education, and the Presidential Lectureship, University of Vermont; He frequently gives invited lectures which in 2010 will include the Mitstifer Lectureship at the annual meeting of the University Council for Education Administration, the keynote for the 30th Bilingual/ESL Conference, and an invited lecture tour of China including the University of Hong Kong, Szechuan Normal University, Tsinghua University, Beijing Normal University, and the Central University of Nationalities. Joel 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 lived for many summers on an island off the coast of Sitka, Alaska. His novel, *Alaskan Visions*, reflects these Alaskan experiences.

Sponsored By: Georgia State University, Southern Illinois University, University of Akron, University of Alabama, Tuscaloosa, and University of Wisconsin, Milwaukee
FRIDAY 7:15 pm

Grand Ballroom Foyer
Butts Lecture Reception

FRIDAY 8:00 – 9:30 pm

F6A Mt. Oxford
Evolution of Digital Story-Telling Assignments in the Progressive Educational Studies Classroom
Barbara Lea Regenspan, Colgate University

F6B Mt. Wilson
Experiencing NCATE: An Autobiographical Conversation

Experiencing NCATE on the BOE: The Site Visit
Jan Armstrong, University of New Mexico

Contention to Collegiality:
Seeking the Middle Ground in the NCATE Accreditation Process
Sandra Winn Tutwiler, Washburn University

Erskine Dottin, Florida International University

Examiner, Examined, and Critic:
Social Foundations as the Foundation for Accreditation Leadership
Kathleen deMarrais, University of Georgia

Chair: Erskine Dottin, Florida International University
F6C Pikes Peak
The Meeting of Naming: A Critical Performance of “Special” Education Meetings
Jessica Nina Lester, University of Tennessee – Knoxville
Rachael Gabriel, University of Tennessee – Knoxville

F6D Mt. Princeton
Scholars at Work: Establishing a Community of Practice in Graduate School
Marva Hall, University of Illinois – Chicago
Jennifer Olson, University of Illinois – Chicago
Marlon Cummings, University of Illinois – Chicago
Deana Lewis, University of Illinois – Chicago
Chezare Warren, University of Illinois – Chicago
Shaka Rawls, University of Illinois – Chicago
Candice Dawson, University of Illinois – Chicago

F6E Mt. Yale
Interview as Discourse
Les T. Johnson, University of Wisconsin – Milwaukee
SATURDAY, October 30, 2010

SATURDAY 8:00 am – 10:00 am

SAT1A Mt. Princeton
**Toward Eco-Democratic Reforms in Education: A Conversation with Gregory Cajete**

Foundations for Sustainable Indigenous Environmental Education and Community Re-Vitalization
Gregory Cajete, University of New Mexico

Chair: Steven Wade Mackie, Northwestern Oklahoma State University
Discussant: Rebecca Martusewicz, Eastern Michigan University

SAT1B Mt. Oxford
**Multimodal Narration and Identity Work**

Drawing Metaphors to Story the Self
Kim Hackford-Peer, University of Utah

Telling our Stories as Teachers
Jane Van Galen, University of Washington – Bothell

La Clasa Magica Technology Community: Crossing Divides
Margarita Machado-Casas, University of Texas – San Antonio

Re-Examining History Curriculum through an Oral History Project
DeeDee Mower, University of Utah

Chair: Jane Van Galen, University of Washington – Bothell

SAT1C Mt. Yale
**New Directions with/in the Classroom**

Educating the Whole Child: Using Mind-Body Techniques in the Classroom
Andrea M. Hyde, Western Illinois University

Democracy in Education: Teachers’ Classroom Management Style and Attitudes toward Social Justice
Stephen Vassallo, American University
Sarah Irvine Belson, American University
Multiculturalizing Lesson Plan Project: Preparing Secondary Pre-service and In-Service Teachers to Implement Diversity, Social Justice, and Cultural Relevancy into Their Instruction
Dymaneke Mitchell, National-Louis University

Chair: Andrea M. Hyde, Western Illinois University

SAT1D Blanca Peak

Perspectives on Immigration and Education

Being Nice as a Way of Marginalization?: Hidden Curriculum That Immigrant Students Learned
Jung-ah Choi, Governors State University

Migrant Children’s Schooling Experiences in Urban China: How Policies Create Cultural Boundaries
Nan Li

Immigration and Education: Exploring Chinese American Women’s Experience and Identity
Qing Li, Syracuse University

The Impact of Educational Policies on Immigrant Education
Tracy A. McLeod, University of Miami

Chair: Tracy A. McLeod, University of Miami

SAT1E Mt. Wilson

Critiquing School Comprehensive School Reform and the Difficulties of Consensus

The Predictable Failure of Systemic School Reform
John F. Covaleskie, University of Oklahoma

Knuckling Under? School Superintendents and Accountability Based Educational Reform
Abra Feuerstein, Bucknell University

Reform for Sale: A Critical Analysis of Comprehensive School Reform
Jean A. Patterson, Wichita State University
J.K. Campbell, Wichita State University
Dawn Johnson, Wichita State University
Gina Marx, Wichita State University
Mark Whitener, Wichita State University

Envisioning ethos and the challenge of conceptual consensus
Pamela J. Konkol, University of Illinois – Chicago

Chair: Abra Feuerstein, Bucknell University
SAT1F Mt. Harvard

**Aesthetics, the Arts, and Performance in Education**

**Building Democratic School Communities through Arts as Integrated Inquiry**
Elizabeth F. Hallmark, University of Rochester

**The Story Factor: The Lived Experiences of Actors in a Performance Ethnography**
Rachael Gabriel, University of Tennessee – Knoxville
Jessica Nina Lester, University of Tennessee – Knoxville

**Aesthetic Suppression in Education: Seeking Understanding through Dmitri Shostakovich**
Becky L. Noel Smith, University of Central Florida

**Engaging Abu Ghraib: The Civic Aesthetics of Tragedy**
Jessica Heybach, Aurora University and Northern Illinois University

Chair: Jessica Heybach, Aurora University and Northern Illinois University

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SAT1G Pikes Peak

**Constructing Race Identity in Education**

**A Theory of Knowledge for the Education of African American Children**
Adrienne Goss, Georgia State University

**Resisting to(wards) Reinventing: Creating Pedagogy in Women of Color scholarly spaces**
Kirsten T. Edwards, Louisiana State University

**Racializing Ability: Smartness as a Socio-Cultural Construct in Schools**
Beth Hatt, University of Southern Indiana

**In Search of an Authentic African American and/or Black Identity?: Perspectives of First Generation U.S. Born Africans Attending a Predominantly White Institution**
Patrick S. De Walt, University of South Florida

Chair: Patrick S. De Walt, University of South Florida

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SAT1H Crestone

**Biography and Ideology**

**Listening to the Creature: Walker Percy and NCLB**
Richard Hartsell, University of South Carolina Upstate

**Eliza Lewis, 1928-1933: Becoming a Working Woman in Appalachian**
Jamie Beth Lewis, Georgia Gwinnett College

**There Are Lessons to Be Learned from Ivan Illich: Thinking outside the Box**
Richard John Reynolds, Eastern Connecticut State University
Ideological Rebellion as an Instance of the Educative Moment
Todd P. Loftin, University of Oklahoma

Chair: Todd P. Loftin, University of Oklahoma

SAT1I Longs Peak

**Senses of Community across Educational Contexts**

Mathematical Ph. D. Students' Growth-in-Relationships: The Relational Context That Supports Persistence of African American
Diane Lynn Gusa, State University of New York – Albany

Social Action in an Inner-City Charter High School: Toward a “Youth Organizing” Model of School-Based Community Engagement
Darwyn Fehrman, University of Wisconsin – Milwaukee

Leadership Learning Communities in Urban Schools: Issues and Tensions
Raji Swaminathan, University of Wisconsin – Milwaukee

Why Community Matters?: The Roles an Ethnic Community Plays in School Adaptation and Academic Achievement of Minority Students
Guangyu Tan, State University of New York at Fredonia

Chair: Raji Swaminathan, University of Wisconsin – Milwaukee

SAT1J Castle Peak

**Interrogating Representation and Locating Resistance with/in Schools**

“A Spectacular Secret”: Examining the Cultural Memory of Racial Violence in K-12 Official School Textbooks
Anthony L. Brown, University of Texas – Austin
Keffrelyn D. Brown, University of Texas – Austin

“A Perverse Kind of Sense”: Urban Spaces, Ghetto Places and the Discourse of School Shootings
Abraham P. DeLeon, University of Texas – San Antonio

Whose Mirror Anyway? Western Girls and Beauty: Representations, Impact and Resistance
Lamea Shaaban-Magana, University of Alabama – Tuscaloosa

Consensus in the Classroom, Dissent in the Street: Democratic Education in an Era of Tea Parties and Protests
Sarah Marie Stitzlein, University of New Hampshire

Chair: Sarah Marie Stitzlein, University of New Hampshire
SATURDAY 10:15 – 11:45 am

Grand Ballroom
AESA Business Meeting

SATURDAY Noon – 1:30 pm

SAT2A Longs Peak
Rethinking Conservativism in Social Foundations of Education

From Vanguard to Rearguard Action?: Social Foundations of Education as Preservation
Natasha Levinson, Kent State University

Conserving Progressivism in Times of Right Wing Radicalism
Cris Mayo, University of Illinois – Urbana Champaign

Reframing Conservatism
Kathy Hytten, Southern Illinois University – Carbondale

Chair: Erin L. Castro, University of Illinois – Urbana-Champaign
Discussant: Lisa Weems, Miami University

SAT2B Castle Peak
Examining Tensions between Structure and Culture in Education

Impact of Whiteness as Property and Interest Convergence on "Diversity" Policy Implementation
Christin DePouw, University of Wisconsin – Eau Claire

Checked at the Door: Hmong Student Orientations toward School Communities
Albert J. Lee, University of California – Los Angeles

A Meeting of Cultures: A Step towards Culturally Congruent Teaching
Helen Crompton, University of North Carolina at Chapel Hill

Chair: Helen Crompton, University of North Carolina at Chapel Hill

SAT2C Mt. Wilson
The Hustle: A Qualitative Theory in Progress

Hustlin' to Make It Happen: Invoking Habitus in the Qualitative Field
Amy Swain, University of North Carolina at Chapel Hill

Can’t Knock the Hustle: Problematizing Qualitative Research in Marginalized Communities
Billye Rhodes, University of North Carolina at Chapel Hill
Danielle Parker Robinson, University of North Carolina at Chapel Hill
Co-Hustling in the Field: A Look Back into a Qualitative Study at an Elementary School
Amy Hahn Senta, University of North Carolina at Chapel Hill

"I've Got The Power!": Qualitative Research for Empowerment
Corliss Brown, University of North Carolina at Chapel Hill

The Power of Participation: The Complications of Research with a Community
Karla Martin, University of North Carolina at Chapel Hill

Chair and Discussant: Kristal Moore Clemons, Florida State University

SAT2D Mt. Princeton
When Difference is Invisible:
Social Location, Methodological Reflexivity and the Dangers of Rapport

Building Rapport: White Talk, Racism, and the Complicity of Silence
Rebecca Johnson, Syracuse University

"We Chinese":
An "Insider" Qualitative Researcher's Ambiguous (Un)Bonding with Her Participants
Ping Xu, Syracuse University

Strategic Use of Self-Disclosure in Qualitative Interviews
Yuan Zhang, Syracuse University

Invisible Identity Markers and the Complacency in Establishing Rapport
Yasmin Ortiga, Syracuse University

Chair and Discussant: Sari Knopp Biklen, Syracuse University

SAT2E Mt. Oxford
Engendering Conversation across Professions:
To Rethink Legal, Architectural, and Secondary Education

Professional Miseducation: A Prolegomenon
Susan Laird, University of Oklahoma

Educating Women for the Profession of Law
Virginia Henson, University of Oklahoma

Educating Women for the Profession of Environmental Design
Jennifer Shurley, University of Oklahoma
Thomas J. Cline, Jr., University of Oklahoma

Educating Women to Profess: Teaching the Affinity of “Live Creatures”
Kristen Holzer, University of Oklahoma

Chair: Suzanne Rice, University of Kansas
2010 AESA ANNUAL CONFERENCE

SAT2F Mt. Harvard

**Teachers and Teacher Education**

*Teachers as “Redemptive Agents”: From Reflective Practice to “Target Practice”*
Becky Margaret Atkinson, University of Alabama – Tuscaloosa

*Us and Them: Exploring the Nexus of Teacher and Student in Urban Schools*
Tim Mahoney, Millersville University

*Teacher Education Classrooms and Piano Recitals: The Creep of Cultural Deficit Ideology, and the Opportunities to Interrupt It*
Rachel Martin, Stockton College of New Jersey

Chair: Becky Margaret Atkinson, University of Alabama – Tuscaloosa

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SAT2G Blanca Peak

**Articulations of Social Foundations of Education**

*Doing Social Foundations of Education*
Erskine Sylvester Dottin, Florida International University

"We're NCATE and we're here to help!": *Instrumental Rationality, NCATE, and the Corporatization of Teacher Education*
Jean Ann Foley, Northern Arizona University
Joe C. Wegwert, Northern Arizona University

*Social Foundations of Education in the Elementary Classroom: Four Teachers Explain Their Practices*
Jacquelyn R. Benchik-Osborne, Concordia University Chicago

Chair: Erskine Sylvester Dottin, Florida International University

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SAT2H Crestone

**History and Policy**

*A History of Head Start in Mississippi: The Intersection of Federal and Grassroots Educational Policy during the Freedom Movement, 1964-1965*
Jon Hale, Muskingum University

“We Pulled it Off and No one Got Killed”: *An Oral History of Educational Leaders during the Integration of Mississippi Public Schools*
Natalie Guice Adams, University of Alabama – Tuscaloosa

Chair and Discussant: Amee Adkins, Illinois State University
SAT2I Pikes Peak
Implications of Moral Philosophy and Belief Formation for Education

Learning to Laugh at Ourselves: Humor, Self-Transcendence, and the Cultivation of Moral Virtues
Mordechai Gordon, Quinnipiac University

Horton Hears a Hoot: Dr. Seuss on the Epistemological Advantages of Listening to Others
Greg Seals, City University of New York at Staten Island

Bandura's Theory of Moral Disengagement: Implications for Teacher Education
Amy McAninch, Rockhurst University

Chair: Mordechai Gordon, Quinnipiac University

SATURDAY 1:45 – 3:15 pm

SAT3A Mt. Harvard
Persistent Educational Inequality: A Case Study of ‘The Two Connecticuts’

Creating a Community for Change: Restructuring School Districts to Decrease Educational Inequality
Dorothy Higgins, Fairfield University

Unmasking the Contradictions of School Choice in a Democracy: What's Happening in Connecticut?
Virginia Avetisian, Fairfield University

NIMBY? YES! In My Own Back Yard: A Case Study of Inequality Close to Home
Ryan Jones, Fairfield University

Yes Virginia, Connecticut Does Have Poor People and Cities: The Tarnished Underside of Connecticut’s “Gold Coast”
Laura Whitacre, Fairfield University

It Can Be Done: Good Schools are Possible in Bridgeport
Kelly Ferguson, Fairfield University

Chair and Discussant: Wendy Kohli, Fairfield University

SAT3B Mt. Yale
Learning from the In-Between: Complicating Movement & Encounter in Education

Not Home? Not School?: The Borderland Experiences of Filipino Immigrant Youth in Japan
Tomoko Tokunaga, University of Maryland
Re-Defining Home and School Spaces: 
Parents’ Negotiation of Borders with Teachers 
Raquel González, University of Maryland

Representations of Immigrant Life: Movement & Encounter in Children’s Literature 
Lisa Swayhoover, University of Maryland

Religion in a Crucible: 
Examining Dialogical Engagement After a Change in Religious Identity 
Mark Brimhall-Vargas, University of Maryland

Reframing Privilege, Navigating Difference: 
The Political Solidarity of High School Students 
Beth Douthirt-Cohen, University of Maryland

Chair: Kara Mitchell, University of Colorado – Denver

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SAT3C Mt. Oxford

**Social Contexts of Accountability:** 
Resistence and Innovation in School Districts under Pressure

Innovation in the Accountability Era: A Case Study of a High School 
Marzia Cozzolino, University of Pittsburgh 
Jillian A. Bichsel, Quaker Valley School District

The Importance of Relational Ethics for Resisting Normalization 
Michael G. Gunzenhauser, University of Pittsburgh

Exploring the Impact of Teacher Isolation on the Development of Internal Accountability 
Veronica Kozar, University of Pittsburgh

School Board Oversight: 
Patterns of Delegation and Deference in Administrative Responsibility 
Joseph J. Dietrich, University of Pittsburgh

Chair: Michael G. Gunzenhauser, University of Pittsburgh 
Discussant: Pam Bettis, Washington State University

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SAT3D Mt. Wilson

**In the Eye of the Beholder:** 
Analysis of an Arts-Infused School Reform Initiative

A Bourdieuian Analysis of an Urban Arts-Based Educational Reform Effort 
Susan A. Wollen, Illinois State University 
Stacy Otto, Illinois State University

Children on Display: Schools as Museums 
Tami R. Dean, Illinois State University 
Stacy Otto, Illinois State University
Mother Knows Best: Are Arts-Infused School Reform Initiatives Good Enough?
Colleen Herald, Illinois State University
Stacy Otto, Illinois State University

Chair: Stacy Otto, Illinois State University

SAT3E Pikes Peak

**Building a Multicultural Service Learning Community for Teachers**
Hueyli Li, University of Akron
Lena Darwich, University of Akron
Sandra Spickard Prettyman, University of Akron
Thersa Hallam, University of Akron

Chair: Sandra Spickard Prettyman, University of Akron

SAT3F Mt. Princeton

**Representations of Queer Life in High School**
You Mean Jughead’s Not the Gay One?
Scott Gust, Westminster College

Glee-fully Glum: Queering the Television Show Glee
Shantel Martinez, University of Illinois, Urbana-Champaign

Cover Stories and Public Politics-Mediated Cases of Queer and Racialized Life in High School
Lisa Weems, Miami University

Blogosphere as Mentor:
Finding, Creating, and Resisting Representations of Queer Youth in Cyberspace
Kim Hackford-Peer, University of Utah

Discussant: Cris Mayo, University of Illinois at Urbana-Champaign

SAT3G Blanca Peak

**Expanding the Academy:**
Professional and Faculty Women in Higher Education

Expanding Membership in Club Academy: A Virtual Learning Community
Julia Kathynre Daine, University of Oklahoma

Building Bridges to the Academy: Community College Professionals
Catherine Kinyon, University of Oklahoma

Building Bridges to the Academy: Residence Life Professionals
Johnnie-Margaret McConnell, University of Oklahoma

Chair: Johnnie-Margaret McConnell, University of Oklahoma
SAT3H Longs Peak

**JROTC, Upward Bound, and The StreetWays Project**

**Maneuvered Opportunities:**
Experiencing Inner City Junior Reserve Officer Training Corps (JROTC)
Heather L. Horsley, University of Illinois – Chicago

**Teaching through the Storm:**
Socialization and Social Capital in a New Orleans Upward Bound Program
Adeyemi Stembridge, Columbia University – Teachers College
Ebony Duncan, Vanderbilt University
Thanh Ly-Turnbull, Southern Connecticut State University

**Photography and Oral History as a Means of Chronicling the Homeless in Miami:**
The StreetWays Project
Eugene F. Provenzo, University of Miami
Edward Ameen, University of Miami
Alain Bengochea, University of Miami
Kristen Doon, University of Miami
Ryan Pontier, University of Miami
Sabrina Sembiante, University of Miami

Chair: Eugene F. Provenzo, University of Miami

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SAT3I Castle Peak

**Lost and Found (?)**:
Reflections on the Ontological Significance of Being-in-the-Academy

Julia G. Brooks, University of Pittsburgh
Keith W. Trahan, University of Pittsburgh
Lute White, University of Pittsburgh
Alicia Brown, University of Pittsburgh
Francois Guilleux, University of Pittsburgh

Chair: Julia G. Brooks, University of Pittsburgh

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SAT3J Crestone

**Narratives of Institutional Segregation and Parental Activism**

**Plato’s Republic:** Intellectual Ancestor of the American Comprehensive High School
Suzanne Rice, University of Kansas

**Taking Charge:** Black and Hispanic Parental Involvement in Urban Education
Binta Maimuna Colley, University of Vermont

**Chasing a Mirage:** Narratives of Teachers in South Africa and U.S.A.
Shirley M. Sommers, Nazareth College

Chair: Suzanne Rice, University of Kansas
Grand Ballroom

AESA Presidential Address

Peril and Promise:

Deron Boyles, Georgia State University
Introduction by Kathleen Knight-Abowitz – Miami University

Deron Boyles is Professor of Philosophy of Education in the Department of Educational Policy Studies at Georgia State University. His research interests include school commercialism, epistemology, pragmatism and the philosophy of John Dewey, and critical pedagogy. His work has been published in such journals as *Philosophy of Education, Social Epistemology, Journal of Thought*, *Philosophical Studies in Education*, *Educational Foundations, Journal of Curriculum Theory, History of Education Quarterly, Educational Studies*, and *Educational Theory*. His first book, *American Education and Corporations: The Free Market Goes to School* won the Critics' Choice Award from AESA in 2000. He is editor of two books, *Schools or Markets?: Commercialism, Privatization, and School-Business Partnerships* (2005), and *The Corporate Assault on Youth: Commercialism, Exploitation, and the End of Innocence* (2008). He is co-author, with Benjamin Baez, of *The Politics of Inquiry: Education Research and the “Culture of Science,”* which was awarded the CHOICE Outstanding Academic Title for 2009 and the AESA Critics’ Choice Award for 2010. He is the recipient of the 2007 Outstanding Faculty Teaching Award from the College of Education at Georgia State and the 2010 James and Helen Merritt Award for Distinguished Service to Philosophy of Education from Northern Illinois University. Boyles received his Ph.D. from Vanderbilt University in 1991, is a Fellow in the Philosophy of Education Society and the John Dewey Society, and is the Head Coach of the Georgia State Rowing Club.
SATURDAY 5:00 – 5:30 pm

Grand Ballroom Foyer
Cash Bar

SATURDAY 5:30 – 7:00 pm

SAT4A Pikes Peak
“We’re Suppose to Be Enlightened” - Voices of Inclusion and Exclusion in a ‘Progressive’ College Town: A Dramatic Presentation

Sofia A Villenas, Cornell University
Alana Butler, Cornell University
Alison Remillard, Cornell University
Jisun Yoo, Columbia University
Candace Chow, Cornell University
Mariana Cruz, Cornell University
Sophia Angeles, Cornell University

SAT4B Mt. Harvard
Organizing for Advocacy and Activism: Teacher Empowerment through the Creation of Community

Daniella Cook, University of Tulsa
Philip Kovacs, University of Alabama – Huntsville
Jesse Senechal, Virginia Commonwealth University
Jessica Shiller, Advocates for Children and Youth (Baltimore, MD)
Kurt Stemhagen, Virginia Commonwealth University

SAT4C Mt. Princeton
Queering Scholarly Authority and Playing with Identity through Pedagogical Adventures

Kathleen Smyth, University of Utah
Andrea Garavito, University of Utah
Peter Lelis, University of Utah
Ricky Gutierrez Maldonado, University of Utah
Bonnie Owens, University of Utah
Rachel Jardine, University of Utah
SAT4D Mt. Wilson

Discourses of Educational Opportunity, (Dis)Advantage and Success in The Ronald E. McNair Post-baccalaureate Achievement Program

Scott William Gust, Westminster College
Natalie Guice Adams, University of Alabama – Tuscaloosa
Felecia Briscoe, University of Texas – San Antonio
Mary Jo Hinsdale, Westminster College & University of Utah
Sharon Lee White, University of South Carolina – Columbia
Karla Martin, University of North Carolina at Chapel Hill
L. Danielle Parker Robinson, University of North Carolina at Chapel Hill
Peggy Placier, University of Missouri
Rhetta Seymour, Southern Illinois University – Carbondale

SUNDAY, October 31, 2010

Sunday 8:00 am – Noon

Castle Peak
AESA Executive Council Meeting

SUNDAY 8:30 – 10:00 am

SUN1A Mt. Yale
Dialogue across Difference:
Exploring Spaces for Democratic Engagement

Structured Dialogues as Deliberative Practice
Michele S. Moses, University of Colorado – Boulder

The Relevance of Participant Status, Race, and Gender in Community Dialogues
Kristen Davidson, University of Colorado – Boulder

Dissent within Consensus-Driven Deliberative Dialogues
Sarah Stitzlein, University of New Hampshire

Contesting Dialogue: Schools as Counterpublic Environments
Terri S. Wilson, Southern Illinois University – Carbondale

Opportunities Missed: Democratic Dialogue and Remedial Intervention Strategies
Erin L. Castro, University of Illinois – Urbana-Champaign

Chair and Discussant: Kathleen Knight Abowitz, Miami University
SUN1B Mt. Harvard

Japanese Interventions in Educational Theory

Kakehashi or Bridging the Divide: Unlikely Pedagogical Practice and Culturally Responsive Reforms for Japanese-Brazilian Children in a Rural Public Elementary School in Japan
Ellen P. Motohashi, University of Pittsburgh and Rikkyo University

Teachers’ Lived Experiences of Soka Education: A Peek into Eastern Pedagogy
Julie Takako Nagashima, University of Pittsburgh

Cosmopolitan Education and Value Creation
Gonzalo Ariel Obelleiro, Columbia University – Teachers College

Chair: Stacy Otto, Illinois State University

SUN1C Mt. Columbia

Dialogue and Trust

Dialogue as a Site of Transformative Possibility
Shilpi Sinha, Adelphi University

Learning to Trust our Teachers
Barbara J. Thayer-Bacon, University of Tennessee – Knoxville
Scott Ellison, University of Tennessee – Knoxville

A Curriculum of Care, Concern and Connection
Goldie Thompson

Chair: Barbara J. Thayer-Bacon, University of Tennessee – Knoxville

SUN1D Mt. Wilson

Considering Eco-Justice and Ecophilia

Eco-justice and Urban Agriculture: Civic Engagement without Schooling
Julie Carter, St. John’s University

Metamorphosizing from Ecophobia into Ecophilia: Confronting Blindspots and Learning to See
Steven Wade Mackie, Northwestern Oklahoma State University

Chair and Discussant: Rebecca Martusewicz, Eastern Michigan University
SUN1E Mt. Oxford

**Critical Studies in Adolescent Education: Reframing the Discourse**

- Framing Adolescents, Their Schools and Cultures: Contested Worldviews
  Linda Irwin-DeVitis, Old Dominion University

- Character Education for Adolescents: A Pedagogy of Control
  Tianlong Yu, Southern Illinois University – Edwardsville

- Critical Civic Literacy in Schools:
  Adolescents Seeking to Understand and Improve The(ir) World
  Kenneth Teitelbaum, Southern Illinois University – Carbondale

Chair & Discussant: Joe DeVitis, Old Dominion University

**SUNDAY 10:15 – 11:45 am**

SUN2A Mt. Harvard

**Silenced Voices Heard:**
Indigenous Education Awareness in a College of Education

Christine K. Lemley, Northern Arizona University
Gretchen McAllister, Northern Arizona University
Tiffany Lee, Northern Arizona University
Inez Nez, Northern Arizona University

SUN2B Mt. Princeton

**Theoretical Considerations of Teaching and Teachers**

- The Negative of Teaching: Tarrying with Nietzsche’s Schopenhauer as Educator
  Christoph Lanzen, Johannes Gutenberg Universität

- What Teachers Say Really Matters and What is Missing in Professional Development
  Tammy L. Anderson, University of Tennessee

- Persistent Inequity:
  Circumstances, Consequences, and the Obligations of Classical Liberalism
  Andrew N. McKnight, University of Alabama – Birmingham

Chair: Andrew N. McKnight, University of Alabama – Birmingham
SUN2C Mt. Wilson

**Mentor or Menace?: The Practice and Ethics of Faculty/Student Co-Authoring**

Stacy Otto, Illinois State University  
Jenny Gordon, Binghamton University  
Matthew Fuller, Illinois State University  
Tami Dean, Illinois State University  

Chair: Jenny Gordon, Binghamton University

SUN2D Mt. Columbia

**Re)Considering Technology**

*Is There a Moral Compass for the Modern Technological Society? Searching For Signs with Help from Critical Theories of Ellul, Feenberg, and Kellner*

Douglas McKnight, University of Alabama

*Virtual Learning: A Solution to the All-Black Male School Debate and the Challenge of Black Male K-12 Outcomes*

Tony Laing, University of Illinois – Urbana-Champaign

Chair and Discussant: Douglas McKnight, University of Alabama

SUN2E Mt. Yale

**Interrogating Levels of Access and Educational Opportunities for Students at the Margins, with Race at the Center**

*Outside In: Challenging the Inside Out Policies that Constrain “At-Risk” Youth*

Bethy Leonardi, University of Colorado – Boulder

*The DREAM of an Education: Higher Education Opportunities for Undocumented Youth*

Ruth López, University of Colorado – Boulder

*Affirmative Action: Dismantling or Sustaining Civil Rights in a “Post-Racial” America*

Christina Paguyo, Michele S. Moses, University of Colorado – Boulder

*Assessing a New Approach to Class-Based Affirmative Action*

Matthew N. Gaertner, University of Colorado – Boulder

Chair: Michele S. Moses, University of Colorado – Boulder
SUN2F Mt. Oxford

Beyond the Boundaries of the Teacher Ed Classroom: Foundations in the Service of Students, Teachers, Schools, and Communities

Why Do I Need to Know This?—or, Teachers as Change Agents via Educational Foundations’ Content
Debra L. Clark, Kent State University

Why Should Only Physicians Swear to Do No Harm?
Joseph Rayle, State University of New York at Cortland

Educating the Public We Need: Foundations as a General Education Elective
Patricia H. Hinchey, Penn State

The Dialogical Methods of Public Engagement
Hk Christie, University of Minnesota – Twin Cities

Chair: Linda Irwin-Devitis, Old Dominion University
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