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Brian M. McMillan, HutchCo Design: Program Designer

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Lucy Bailey, Oklahoma State University
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Daniella Ann Cook, The University of Tulsa in Tulsa, Oklahoma
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Dymaneke Mitchell, Louis University
Kristan A. Morrison, Radford University
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Carolyn White, Rutgers University-Newark
Lynn Zimmerman, Purdue University-Calumet

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

Mt. Columbia

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 York 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

2010 AESA Critics' Choice Book Award Recipients

Baez, B. Boyles, D. (2009)

The politics of inquiry. Education research and the "culture of science."

Albany, New York: SUNY Press.

Boler, M. (Ed.) (2008)

Digital media and democracy.

Cambridge: MIT Press.

Butin, D. (2010)

Service-learning in theory and practice:

The future of community engagement in higher education.

New York, NY: Palgrave Macmillan.

De Lissovoy, N. (2008)

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

(2nd edition). Albany, NY: SUNY Press.

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.

Mathison, S., & Ross, E. W., (Eds.) (2008)
Battleground schools.
Westport, CT: Greenwood Press.

Murillo, E.G., Villenas, S., Trinidad-Galvan, R., Sanchez, Munoz, J., Martínez, C. Machado-Casas, M. (Eds.) (2009)
Handbook of latinos in education: Theory, research, and practice.
New York: Routledge.

Murphy, P., Peters, M. A. & Marginson, S. (2010)
Imagination: Three models of imagination in the age of the knowledge economy.
New York: Peter Lang.

Nash, R. J. & Bishop, P. A. (2010)
Teaching adolescents religious literacy in a post-9/11 world.
Charlotte, NC: Information Age Publishing.

Porfilio, B. & Malott, C. (Eds.) (2008)
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.
Boulder: Paradigm Publishers.

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 Evelyn 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(ing) 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

T2B Mt. Wilson

The Production of Youth's Sexual Subjectivities

“The Kids” are “Doing It”: Philosophical Reflections on Teen Sex,
Fast Times at Ridgmont 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

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

Jaylynn 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: Jaylynn 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

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

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

Manhood Denied: The Impact of Social and Political Policy on Black Male Identity
Development and the Role of Education in Building Black Males' Self Image

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

Dellila 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

T4I Mt. Oxford

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

Theodora 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 Pittsburgh

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

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 Kathryn Daine, University of Oklahoma

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

Thanhtrung Thanhtrung, 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

T5I Mt. Oxford

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

F1H Mt. Oxford

Critical Issues in Higher Education

Listening to the Individual Voices of Dyslexic Students

Marianne Lawson, Binghamton University

Access into Higher Education for Students with Intellectual Disabilities:

An Analysis of Higher Education Opportunity Act of 2008

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

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. Covalleskie, 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

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

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 Prismaticism

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/knowning 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 Mattheaei 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

Chair: Justin G. York, University of Illinois – Urbana-Champaign

FRIDAY 1:45 – 3:15 pm

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

Elizabeth 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 Heteronormativity in Sex Education Curricula

Katherine Sieger, Syracuse University and The Queering Education Research Institute

Chair: Elizabeth 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

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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 Lavery, 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

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

Chair: Brad Porfilio, Lewis University

Discussant: Julie Gorlewski, State University of New York at New Paltz

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 Kathrynne 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

FRIDAY 5:30 – 7:00 pm

Grand Ballroom

BUTTS LECTURE**Globalization of Education**

Joel Spring, City University of New York – Queens College

Introduction by Kathleen de Marrais, University of Georgia



Joel Spring, a professor at Queens College and the Graduate Center, City University of New York, whose scholarship focuses on educational policy, the politics of education, and educational globalization. He has published over twenty books on American and global school policies, including *Political Agendas for Education: From Change We Can Believed in to Putting America First* (2010), *Globalization of Education: An Introduction* (2009), *A New Paradigm for Global School Systems: Education for a Long and Happy Life* (2007), *Wheels in the Head: Educational Philosophies of Authority, Freedom, and Culture from Confucianism to Human Rights Third Edition* (2008), *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States Sixth Edition* (2010) and *American Education Fourteenth Edition* (2010).

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

The Accreditation Process: The Catalyst for the Continued Capacity for Growth.

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 Clase 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. Covalleskie, 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

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

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 Conservatism 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

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

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

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 Swayhoeover, 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

SAT3C Mt. Oxford

**Social Contexts of Accountability:
Resistance 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

SAT3D Mt. Wilson

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

A Bourdieuan 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 Kathryn 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 Stenbridge, 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 Doorn, University of Miami

Ryan Pontier, University of Miami

Sabrina Sembiante, University of Miami

Chair: Eugene F. Provenzo, University of Miami

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

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

SATURDAY 3:30 – 5:00 pm

Grand Ballroom

AESA Presidential Address

**Peril and Promise:
AESA, “Foundations” of Education, and the Future**

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

Felicia 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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