Connections with/In Differences:
Valuing Traditional and New Diversities for Educational Reform

American Educational Studies Association Annual Conference
October 31st - November 4th, 2012
GRAND HYATT, SEATTLE, WA

AESA American Educational Studies Association
ABOUT AESA
Mission Statement

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

THEME 2012
Connections With/In Differences:
Valuing Traditional and New Diversities for Educational Reform

Across decades of its organization, AESA members have valued diversity, in fact the initial organization reflected a desire to be distinct from and highlight forms of educational scholarship that in the late sixties had become marginalized. How interesting is this? AESA was formed as an organization based in difference. The 2012 theme desires to support what has been a tradition of difference, and while surely valuing what have become more traditional categories of scholarship accepted in academic and other domains, seeks to point to new conceptions, perhaps of categories themselves. The conceptual and empirical question becomes what counts as diversity and how does the category of difference relate.

The theme suggests the following ‘connections with/in differences’ of diversities:

- Relationships and Activisms
- Collectivities and Individuals
- They and Us
- Ethics and Justice

The starting point of these connections is the idea of difference itself: this is a challenge to a dominant western, modern order in which ‘the same’ rather than difference is the initiation—and thus the form within which anything further can take place. Given the AESA mission statement, differences include disciplinary traditions, scholarly and research methodologies and genres, as well as sites of investigation and inquiry. Differences also include those traditionally ‘critical’ such as race, class, and gender but extend beyond these also into the kinds of connections named above. AESA members know too that generating and applying knowledge help in reform but this call suggests that ‘all that we can know’ sometimes is not sufficient to engender the kinds of changes needed for broad social justice. As the last connection implies, justice may well require moral commitment. The late Richard Rorty took this general idea as his ethical basis: hope for a better world, one with less (and less and less) harm for more people. Not a bad place to start.

For further information about the association please visit www.EducationalStudies.org
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Foyer Near Portland A
Wednesday, October 31  
5:00pm - 6:30pm
Thursday, November 1  
8:00am - 5:00pm
Friday, November 2  
8:00am - 5:00pm
Saturday, November 3  
9:00am - 3:00pm
For registration concerns or questions, please email John Petrovic: jpetrovi@bamaed.ua.edu
2012 Annual Conference

COFFEE SERVED
Foyer Near Portland A

Thursday, November 1  8:00am - 9:00am &  3:00pm - 4:00pm
Friday, November 2    8:00am - 9:00am &  3:00pm - 4:00pm
Saturday, November 3  8:00am - 9:00am &  3:00pm - 4:00pm
Sunday, November 4    8:00am - 9:00am

SPECIAL MEETINGS

AESA Executive Council Meeting (Current Council Members)
Thursday, November 1, 8:00am - 12:00pm, Douglas Boardroom

AESA Executive Council Meeting (New Council Members)
Sunday, November 4, 8:00am - 12:00pm, Douglas Boardroom

Committee on Academic Standards and Accreditation (CASA) Meeting
Thursday, November 1, 3:30pm - 5:00pm, Douglas Boardroom

EcoJustice SIG Meeting
Friday, November 2, 10:15am - 11:45am, Douglas Boardroom

Educational Studies Editorial Board Working Luncheon
Friday, November 2, 12:00pm - 2:00pm, Washington Room

Council for Social Foundations of Education (CSFE) Meeting
Friday, November 2, 3:30pm - 5:00pm, Douglas Boardroom

AESA Business Meeting (All are invited.)
Saturday, November 3, 5:00pm - 6:00pm, Leonesa II and III

LECTURES AND SPECIAL SESSIONS

Program Chair's Invited Session
Thursday, November 1, 12:00pm - 1:30pm, Menzies
The New Social Foundations Standards: From Symbolic Gesture to Structural Clout
AESA is in the midst of revising the standards for the field, but it has been some time since the society as a whole addressed the question of the real structural clout of these standards, within teacher education and at the graduate level. This panel explores the challenges of moving the standards beyond the symbolic. As a springboard to our discussion, we will revisit a paper written by Erskine Dottin, Alan Jones, Douglas Simpson, and Joseph Watras, “Representing the Social Foundations of Education in NCATE: A Chronicle of Twenty-Five Years of Effort,” Educational Studies 38 no. 3 (December 2006): 241-254.

Graduate Student Session
Thursday, November 1, 12:00pm - 1:30pm, Discovery B
The Researcher's Life: Perspectives and Advice on Thriving in the World of Research
In this panel, participants will explore what it means to be a researcher. As Ladson-Billings observes (2000), “My research is a part of my life and my life is a part of my research” (p. 268). How do we as researchers thrive in our
professional and personal lives? This panel focuses on providing graduate students with strategies on preparing research agendas, understanding work-life balance, and common pitfalls to avoid.

**George Kneller Lecture**  
Thursday, November 1, 5:30pm - 7:00pm, Leonesa II and III  
*Educational Theory on the Cusp: From Pre-School to After-School*  
James M. Giarelli, Rutgers University

**Program Chair’s Invited Session**  
Thursday 8:00pm - 9:30pm, Portland A  
*EcoDemocratic Reforms Present If a Tree Falls: A Story of the Earth Liberation Front, Featuring a Discussion with Director Marshall Curry*  
The Academy Award-nominated story of the radicalization of an environmental activist, from his involvement in and later disillusionment with Earth Liberation Front sabotage, to his eventual arrest by the FBI and incarceration as a domestic terrorist. This special session includes viewing the film, a Skype session with Director Marshall Curry, and a post-viewing conversation around questions concerning educators.

**Program Chair’s Invited Session**  
Friday 10:15am - 11:45am, Menzies  
*On the (in)Hospitality of the University: Locating the Play of Differences/Diversities in Higher Education*  
In what sense are diversities valued within current normative practices in education today? As philosophers of education reflecting on our field, on what we do, Jacques Derrida’s project of deconstruction challenges us to search for “traces,” and to understand the contradictions arising from our attempts to “welcome” diversities into the university during this time of “reform.” This symposium will think with and against Derrida as a way of responding to the general question posed by this year’s conference. Derrida’s writing on “hospitality,” and the “university without condition,” where he explores the “foreigner,” “stranger,” “outsider,” xenos, is our focal point.

**Graduate Student Session**  
Friday, November 1, 1:45pm - 3:15pm, Princessa  
*Narrating Truths to Power: Counter-Storytelling, Critical Storytelling, and Testimonio as Alternatives to the Dominant Gaze in Education Research and Practice*  
This panel brings into dialogue reflections of three graduate students who use counter-storytelling, critical storytelling, and testimonio as methodological and pedagogical strategies to disrupt oppressive educational master narratives. We present a meta-narrative exploring how our own voices and liberation are bound up with those with whom we are engaged. We also invite graduate students to share their own experiences of speaking truths to power within educational research and practice.

**Graduate Student Roundtable & Reception**  
Friday, November 1, 3:30pm - 5:00pm, Princessa  
The Graduate Student Council invites all graduate students to an interactive, networking session to meet other graduate students in their field of study from across the country. This reception and roundtable will offer graduate students the opportunity to expand their professional network of colleagues, meet potential co-authors and prepare future conference proposals and/or papers.

**R. Freeman Butts Lecture**  
Friday, November 2, 5:30pm - 7:00pm, Leonesa II and III  
*Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture*  
Kevin Kumashiro, University of Illinois at Chicago
Graduate Student Session
Saturday, November 3, 8:30am - 10:00am, Menzies
*The Three Essential Ps in the Academy: Planning, Persistence, and Productivity*
This panel is dedicated to helping graduate students think about increasing their productivity in the academy with a focus on planning and persistence as key aspects of productivity. In this sense, productivity refers to writing scholarly publications, securing grants and seeking/obtaining fellowships. Panelists will provide insight on the essential practices that allow for successful scholarship. Graduate students will be able to take away best practices for their own work.

Presidential Address
Saturday, November 3, 3:30pm - 5:00pm, Leonesa II and III
*The Cultural Politics of Community and Social Movement: Thinking with Latina/Chicana Feminist Knowledges*
Sofia A. Villenas, Cornell University

BOOK EXHIBIT
Leonesa I
Thursday: 8:30am – 5:30pm
Friday: 8:30am – 5:30pm
Saturday: 10:00am – 11:00 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 all week and hopefully get the book you want at Saturday's Book Distribution (starting 12:00 pm). Hours for the Book Exhibits 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 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 12:00 p.m. (grad students first!).

FEATURED AUTHORS

Chat with Author Bryan R. Warnick
Thursday, November 1, 8:30am - 10:00am, Leonesa I
Bryan R. Warnick, Associate Professor, Ohio State University will discuss his new book *Understanding Student Rights in Schools: Speech, Religion, and Privacy in Educational Settings, Teachers College Press, 2012*, during which he will propose a way of thinking about student rights in public schools that takes seriously both student liberty, interests, and the needs of schools, and how we should think about student free speech, privacy, and religious rights in educational settings.

Chat with Author Yolanda (Jolie) Medina
Thursday, November 1, 3:30pm - 5:00pm, Leonesa I
Jolie Medina, Associate Professor at Borough of Manhattan Community College/City University of New York, will discuss her book, *Critical Aesthetic Pedagogy: Toward a Theory of Self and Social Empowerment, Peter Lang, 2012*, and discuss utilizing the arts to promote critical learning and incorporates particular types of aesthetic experiences into pedagogical practices to increase students' social empowerment and commitment to social justice.

Chat with Author David W. Kupferman
Friday, November 2, 1:45pm - 3:15pm, Leonesa I
BOOK EXHIBIT SPECIAL SESSIONS

Demonstration: Using qualitative data analysis software in your research
Thursday, November 1, 1:45pm - 3:15pm, Leonesa I
Sandra Spickard Prettyman, Associate Professor, University of Akron, will conduct a demonstration of qualitative data analysis software package NVivo by QSR and discuss the advantages of using qualitative data analysis software in a variety of qualitative studies.

Editor’s Roundtable: Getting your work published in journals
Friday, November 2, 3:30pm - 4:45pm, Leonesa I
Meet the Editors of Educational Studies, Rebecca Martusewicz & P. K. Smith, Educational Foundations, Michael E. Jennings, among other journals, 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, November 3, 12:00pm, Leonesa I  Graduate Students First
Saturday, November 3, 12:15pm, Leonesa I  All Welcome

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

2012 AESA CRITICS CHOICE BOOK AWARD RECIPIENTS


Wednesday, October 31, 2012
Princessa
The Youth Refugee Digital Storytelling Project
5:00pm - 6:00pm
Youth from The Youth Refugee Digital Storytelling Project
Liz Norville, Three Chairs for Refugees
Ty Edwards, University of Washington Bothell

The Seattle Refugee Youth Project is a community-based storytelling project designed to promote the “social inclusion” of Seattle’s refugee population into their new homeland. A variety of nonprofit, governmental, and educational organizations have supported the project’s youth development and global education goals, including:

- Center for Digital Storytelling (project lead)
- International Rescue Committee, (project lead)
- UN High Commissioner for Refugees (UNHCR),
- Coalition for Refugees from Burma,
- World Affairs Council,
- Center for Global Studies, UW
- KCTS9

Princessa Foyer
Meet and Greet Reception (wine and appetizers served)
6:00pm - 7:00pm
All are invited.

Princessa
Critics Choice Book Award Ceremony
7:00pm - 8:30pm
Chair: Yolanda Medina, City University of New York - Borough of Manhattan Community College

Each year, the AESA Critics Choice Book Award Committee selects a number of titles it regards as outstanding books that may be of interest to those in educational studies. These books are designated as AESA Critics’ Choice Book Award Recipients and are displayed prominently at the conference book exhibit, and they appear in the conference program and the organization’s website. The CCBA Ceremony honors all recipients and the work of the CCBA Committee. All AESA members are welcome to join us and celebrate the accomplishments of our colleagues.
Thursday, November 1, 2012
8:00am - 9:00am
Foyer Near Portland A
Coffee Served

Thursday 8:00am - 12:00pm
Douglas Boardroom
AESA Executive Council Meeting (Current Council Members)

Thursday 8:30am - 10:00am
Menzies Suite
Navigating with/in Borderlands: Narratives, Spaces of Contention, and Possibilities of Hope
Cindy O. Fierros, University of Utah
Mónica González, University of Utah
Ricky Gutierrez-Maldonado, University of Utah
Nancy Huante-Tzintzun, University of Utah
Sylvia Mendoza, University of Utah
Socorro Morales, University of Utah
Chair: Cinthya M. Saavedra, Utah State University

Portland A
The Conundrums of Teachable Moments: Confronting Race, Speech Acts and Activism
Things That Make You Go Hmmm: "Race"-ing Teachable Moments
Manjeet Birk, University of British Columbia
Turning Your Back On Your People? Racial Dilemmas When Teaching One's Own in the High School Classroom
Kalbir Heer, University of British Columbia
Pedagogy of the Peer Group: Re-thinking Decolonization Through the Lens of Whiteness
Brooke Madden, University of British Columbia
Sidewalk Schooling: Taking 'T' to the Streets
Shannon Moore, The University of British Columbia
"What Did You Just Say?": Negotiating Unpopular Opinions and Uncomfortable Positions
Rachael Sullivan, University of British Columbia
Chair & Discussant: Lisa W. Loutzenheiser, University of British Columbia

Portland B
Educational Research for Arts Foundations
Kingdom of Art, Center of Self: Teenage Bedrooms as Landscapes of Childhood
Stacy Otto, Illinois State University
Exploring Participants’ Responses through Literary Art
Maureen E. Squires, SUNY Plattsburgh
“Chorus is a White Class”: Moving Toward a Culturally Relevant Pedagogy in Music Education
Alison E. LaGarry, University of North Carolina at Chapel Hill
Beyond Interior Design or Getting Physical with Philosophies of Education
Lyudmila Bryzzheva, Adelphi University
Shilpi Sinha, Adelphi University
Chair: Elizabeth Sierra, Prince William Sound Community College
Discovery A
Pedagogies and Race: Seeking New Languages
CIRM and Rivaling: Storying Interpretation as Decolonizing Praxis
Sundy Watanabe, University of Utah
Anti-Colonial Rhythms of Tauhi va
Belinda Saltiban, University of Utah
Tactical Multicultural Education: An Imaginative Challenge for Social Justice Education
Engin Atasay, University of Utah
Chair: Frank Margonis, University of Utah

Discovery B
Interpreting, Researching, and Transforming Colonial/Imperial Legacies in Education
Decolonial Education: Meanings, Contexts, and Possibilities
Michael Baker, University of Rochester
Anti-Colonial Methodologies in Education
Dolores “Lola” Calderon, University of Utah
Teaching Contemplative Spirituality for Trans-Cultural Consciousness: Towards an Ethics of Transformation
Paul Peterhans, Seattle Preparatory School
Chair: Michael Baker, University of Rochester
Co-Discussant: Antonia Darder, Loyola Marymount University
Co-Discussant: Derek Taira, University of Wisconsin, Madison

Tolmie
Troubling “Achievement:” Historicizing the Achievement Gap through Oral History Narratives
Yoon Pak, University of Illinois at Urbana-Champaign
Jasmine Parker, University of Illinois at Urbana-Champaign
Gabriel Rodriguez, University of Illinois at Urbana-Champaign
LaTasha Nesbitt, University of Illinois at Urbana-Champaign
Suzanne Reilly, University of Illinois at Urbana-Champaign
Perry Benson, University of Illinois at Urbana-Champaign
Lori West, University of Illinois at Urbana-Champaign
Eduardo Coronel, University of Illinois at Urbana-Champaign
Charles Terry, University of Illinois at Urbana-Champaign
Yolanda Davis, University of Illinois at Urbana-Champaign
Laura English, University of Illinois at Urbana-Champaign
Erika Weiss, University of Illinois at Urbana-Champaign
Joe Cross, University of Illinois at Urbana-Champaign
Chair: Reva Joshee, University of Toronto
Discussant: Lauri Johnson, Boston College

Sealth
Justice Studies: Theory, Research and Practice
Diversity With/In Social Justice Education
Scott Morrison, University of North Carolina at Chapel Hill
Daniel Kruidenier, University of South Carolina
DIY Policy Activism: Setting up a P-Project Shop in Your Own State
Pamela J. Konkol, Concordia University
Isabel Nuñez, Concordia University Chicago

(session continued on following page)
Erca Meiners, Northeastern Illinois University
Therese Quinn, School of the Art Institute of Chicago
Chair: Walter J. Ullrich, CSU Fresno
Discussant: Toni M. Williams, University of South Carolina

Stellar
Reforming Education to Value Diversity: Using the Tools of Standardized Reform to Support Transformative Resistance
Julie A. Gorlewski, State University of New York at New Paltz
David A. Gorlewski, D’Youville College
Brad J. Porflio, Lewis University
Nicholas D. Hartlep, Illinois State University
Wayne Wah Kwai Au, University of Washington Bothell
Chair: Julie A. Gorlewski, State University of New York at New Paltz

Leoena I
Chat with Author Bryan R. Warnick
Bryan R. Warnick, Ohio State University

Thursday, 10:15am - 11:45am
Menzies
Agamben and Education: Natality, Authority, Resistance and Pedagogy
Inoperative Education: Natality and Potentiality in Arendt and Agamben
Gregory N. Bourassa, University of Utah
Con-servative Education: The Time of Study After and Before the Law
Eduardo M. Duarte, Hofstra University
Education and Vita Activa: Impotentiality and Pedagogy
Tyson E. Lewis, Montclair State University
A Historical and Theological Account of Teacher Authority
Samuel Rocha, University of North Dakota
Chair: Frank Marconis, University of Utah
Discussant: David Backer, Teachers College

Portland A
Re-Considerations of Critical Pedagogy for Teacher Education
Educating Teachers With/For A Critical Multicultural Aesthetic: Navigating the Shifting Terrain of Culture and Pedagogy
Wendy Kohli, Fairfield University
Culturally Responsive and Authentically Caring Mentoring: Possibilities for Enhancing Teacher Retention and Academic Performance
Thinsala Yonnon, Southern Illinois University
Framing Critical Pedagogy with Pre-Service Educators
Molly Trinh Wiebe, University of Texas at Austin
Daniel Heiman, University of Texas at Austin
Chair: Ryan M. Crowley, The University of Texas at Austin
Portland B
Re-Storying the Researcher Through Difference Toward the Ends of Social Justice
A Personal Postcolonial Excavation: A Call to Re-Historying the Researcher
G. Sue Kasun, University of St. Thomas
White Counter-Stories? A Digital Story Exercise in Re-Storying white Student Narratives
Aurora Chang, University of Wyoming
Warping Lenses and Moving Margins: Negotiating “Normal” with Pre-service Teacher-researchers
Anita Bright, Portland State University
The U.S.-Mexico Bordercrossing Researcher and the Politics of Pain, Identity and Imperialism in Critical Ethnography
Claudia Cervantes-Soon, University of North Carolina at Chapel Hill
Chair & Discussant: Esperanza De La Vega, Portland State University

Discovery A
We Recruit: Sexuality and Gender Queer Positive Curriculum and Teacher Knowledge and Identity
Tina Gutierrez-Schmich, University of Oregon
Jerry Lee Rosiek, University of Oregon
Alison L. Schmitke, University of Oregon
Julia Heffernan, University of Oregon
Chair: Dana M. Stachowiak, University of North Carolina at Greensboro

Discovery B
Advancing Whiteness Studies
Who are the 53%? Neoliberal Confessions and the Imperatives of Whiteness
Abraham P. DeLeon, University of Texas at San Antonio
Deracialized Currere: Texts, Canons, and the Whitening of the Foundations of Curriculum Studies
Wayne Wah Kwai Au, University of Washington Bothell
Anthony Brown, University of Texas, Austin
Chair: LaWanda M. Wallace, University of North Carolina at Greensboro
Discussant: Shirley R. Steinberg, The University of Calgary

Tolmie
Black Masculinity Studies
Black Boys are Silly: Insisting on Black Boyhood in Educational Research
Michael J. Dumas, New York University
“Suffering and Smiling”: Complicating Connections and Differences with/in Black Bermudian Masculinities
Ty Douglas, University of Missouri-Columbia
Black, Male, and Poor: The Murderous Gaze on Urban Black Male Youths
Dianne Smith, University of Missouri-Kansas City
Phyllis Esposito, University of Missouri-Kansas City
Chair: Eldrin L. Deas, University of North Carolina at Chapel Hill
Discussant: Joseph Meinhart, Oklahoma City University
Health

**Visions of Education in International Contexts**

*Slow Food, Slow School: Alternative Visions from Italy*
Richard Hartsell, University of South Carolina Upstate

*Across the Great Divide: An Exploration of Aboriginal/non-Aboriginal Relationship Building in Canadian Education Contexts*
Sadie Mary Donovan, Simon Fraser University

*Mixed Rights to Education: Questions Faced by Amerasian Education*
Kanako Ide, Soka University, Japan

Chair: Richard Hartsell, University of South Carolina Upstate

Stellar

**Bringing Together: Discourses on Professional Communities**

*The Choreography of Conversation: Moves in a Teacher Community*
Ashley Boyd, University of North Carolina at Chapel Hill

*Pushing Up Against the Limit-horizon of Educational Change*
Jocelyn A. Glazier, University of North Carolina at Chapel Hill

Ashlee Anderson, University of Tennessee

Knoxville Brittany Aronson, University of Tennessee

Sherrie Fairchild-Keyes, University of Tennessee

Scott Ellison, University of Tennessee

*An Ecologically-Centered Learning Model: Adult Learning, Intermediary Organizations, and Protocol for an Ecologically-Centered Learning Trajectory*
John Joseph Lupinacci, Eastern Michigan University

Chair & Discussant: Jan Armstrong, University of New Mexico

Thursday 12:00pm - 1:30pm

Menzies

Program Chair’s Invited Session

**The New Social Foundations Standards: From Symbolic Gesture to Structural Clout**

Natasha Levinson, Kent State University

Joseph Watras, University of Dayton

Sandra Winn Tutwiler, Washburn University

Jan Armstrong, University of New Mexico

Chair: Natasha Levinson, Kent State University
Portland A
Teaching Foundations of Education in an Age of Neo-Liberal Reform
Jessica Shiller, Towson University
Hillary Lochte, D’Youville College
Julie Carter, St. John’s University
Sonia E. Murrow, Brooklyn College
Mary Rose McCarthy, Pace University
Chair & Discussant: Mary Rose McCarthy, Pace University

Portland B
Democratic Education Reclaimed
Critical Ecoliteracy and Democratic Education in the College and Community College Humanities Classroom: Forming Learning Communities of Empathy and Engagement
Rita Turner, University of Maryland Baltimore County
Ryan Donnelly, The Community College of Baltimore County
Picking Up the Pieces: Reclaiming the Promise of Democratic Education in an Age of Catastrophe
Dennis Carlson, Miami University
From Dictatorship to Democracy: What American Educators Can Learn from Gene Sharp
Joseph Rayle, SUNY Cortland
Democratic Education: A Beautiful Daimon in a Somewhat Hideous World
Randy Hewitt, University of Central Florida
Chair: Scott Morrison, University of North Carolina at Chapel Hill

Discovery A
Whiteness Journeys
The Key to Anti-Racist Work is to Put the Knapsack Away: An Autoethnographic Journey Away From Whiteness
Cleveland Hayes, University of La Verne
Nicholas D. Hartlep, Illinois State University
White Racial Framing of Campus Space and Place
Jeremy D. Franklin, University of Utah
Chair: Billy Smith, University of Texas at Austin

Discovery B
Graduate Student Session
The Researcher’s Life: Perspectives and Advice on Thriving in the World of Research
Denise Taliaferro Baszile, Miami University
Silvia C. Bettez, University of North Carolina at Greensboro
Monifa Beverly, University of Central Florida
Nick Mariner, University of South Carolina
Yolanda Medina, City University of New York - Borough of Manhattan Community College
Chair: Sharla Benson Brown, University of South Carolina
Tolmie

**Philosophical Studies Across Disciplinary Diversity**

*The Will to Power: Analytical Applications for Curriculum Theory and Multicultural Education*
Matthew J. Dearmo, The University of Texas at Austin
Ryan M. Crowley, The University of Texas at Austin

*Another Reason Why Pluralism Requires Education for Autonomy: A Modest Proposal in Response to Crowder and Others*
Kevin Stewart Currie-Knight, University of Delaware

*Stereotype Threat as a Source of Emotioned Logic: An Explanatory Argument of Classism in Upper Middle Class College Students*
Sue Ellen Henry, Bucknell University

*In Praise of Wandering: Tactics, Becoming, and Indirect Ways of Knowing*
Aaron Kuntz, University of Alabama

Chair: Suzanne Rice, University of Kansas

Seath

**Desiring Diversity and the Consumption of Difference: Working Through Institutional and Student Resistances**

*Dynamics of Desire: Teaching and Learning About Difference*
Jennifer Logue, Southern Illinois University Edwardsville

*“But the Kids Love It!” Teachers and Pre-teachers Justify Celebrating Christmas in Their Classes*
Linda Markowitz, Southern Illinois University Edwardsville

*“Do They Really Care If They Get an Education?”: Evolution of White Preservice Teacher Beliefs About the Value of Education in African American Families*
Laurel Puchner, Southern Illinois University Edwardsville

*Bad Faith as Racism and Diversity education*
David Ragland, Southern Illinois University Edwardsville

Chair & Discussant: Erin L. Castro, University of Utah

Stellar

**Research in Topics of Democracy**

*“Why Do I need to Know This!”: Pre-service Social Studies Teachers and Whitestream Citizenship*
Luis Urrieta, Jr., University of Texas at Austin
John Eric Ruiz Bybee, University of Texas at Austin

*Complexities of Citizships: Exploring Connections Between Histories and Relocations*
Xyanthe Neider, Washington State University

*Conceptualizing Equal Educational Opportunity in the New Latino Diaspora*
Lou Ginocchio, University of Alabama

*Teacher Voices and the Purposes of Public Schooling: A Democratic Empirical Project on the Aims of Education*
Kurt Stenham, Virginia Commonwealth University

Chair: Kurt Stenham, Virginia Commonwealth University

**Douglas Boardroom**

12:00pm - 3:15pm

**Quiet Workspace**
Thursday, 1:45pm - 3:15pm
Menzies
School Lunch: Moral Dimensions
Three Moments in the History of School Lunch in America
Suzanne Rice, University of Kansas
Free School Lunch as Moral “Food for Coeducational Thought”
Susan Laird, University of Oklahoma
Let’s Eat Together: Exploring the Potential of Human Relations Education at Lunch
Jennifer Ng, University of Kansas
Holly Morsbach Sweeney, University of Kansas
Melinda Mitchiner, University of Kansas
Postmodern Dietetic: Reclaiming the Body through the Practice of Alimentary Freedom
Matthew Lewis, University of Kansas
School Lunch Reconsidered: Visualizing the Animal-Meat Continuum
Bradley Rowe, University of Toronto
Chair: Suzanne Rice, University of Kansas

Portland A
Cultural Studies Perspectives on Media Representations
In Search of Genie Magic: Representational Discourses of the Orientalist Genie/Harem Seductress in Popular Culture
Özlem Sensoy, Simon Fraser University
Re-Framing the Popular Curriculum: Mainstream and Grassroots Media Representations of Muslim Americans
Rachel Bailey Jones, Nazareth College
An Examination of Neoliberal Equality in Waiting for Superman using Cultural Studies and Critical Communication Pedagogy
C. Kyle Rudick, Southern Illinois University Carbondale
The End of the Teen Party Movie: Reading “Project X” with Baudrillard and Žižek
Kip Kline, Lewis University
Joshua Garrison, University of Wisconsin-Oshkosh
Chair: Mary Bushnell Greiner, City University of New York - Queens College

Portland B
Identity Issues in Educational Institutions
Institutional Bullying and the Exquisite Corpse: Exploring How Educational Apparatuses Order Bodies
Michelle Powell, University of North Carolina at Greensboro
Kathleen E. Edwards, University of North Carolina at Greensboro
Implications of Performative Text on Identity Formation within an Educational Environment
Adam Attwood, Washington State University
Heidi Stanton Schnebly, Washington State University
Best of Both Worlds: Identity Negotiation of Second Generation Adolescents of Asian Indian Descent
Lavina Vivian Sequeira, Bergen Community College
“That is Not the Issue”: Race, Third Space, and Violence in 1 in 4
Diego Luna, University of Utah
Chair: Nicholas D. Hartlep, Illinois State University
Discovery A

When White Support May Not be Good Enough: Thinking Differently about Mentoring Youth of Color  
Distributing the Wealth: Mentors, Parents, and Cultural Capital  
Alison E. LaGarry, University of North Carolina at Chapel Hill  
(De)Coding Race Discussions in Mentorship Training  
Esmeralda Rodriguez, University of North Carolina at Chapel Hill  
The Irony of Mentoring: Furthering White Supremacy Through a White Salvation Approach to Alliance  
Amy Senta, University of North Carolina at Chapel Hill  
Chair: George W. Noblit, University of North Carolina at Chapel Hill  
Discussant: Michelle L. Bryan, University of South Carolina

Discovery B

Reflections on Methodological Encounters, Interruptions, Responsibilities: Journeys toward Queering, Decolonizing, and Witnessing Representations  
Donna Deyhle, University of Utah  
Dolores "Lola" Calderon, University of Utah  
Kim Hackford-Peer, University of Utah  
Chair: Wanda S. Pillow, University of Utah  
Discussant: Gretchen Givens Generett, Duquesne University

Tolmie

Contemporary Gender Research  
Tangled in the Virtual Web: Embodied Representations of “School Girls”  
Lamea "Elle" Shaaban-Magana, The University of Alabama  
Constructing Gendered Identities in Post-Apartheid South Africa through Picture Books  
Audrey M. Dentith, University of Texas San Antonio  
Contemporary Girls’ and Women’s Educations: Contra-indicating “Affirmative Feminism” and “Feminine Empowerment”  
Virginia Ann Worley, Oklahoma State University  
Not Bound by Stupid Binaries: Dismantling Gender Binaries in Education  
Dana M. Stachowiak, University of North Carolina at Greensboro  
Chair: Lamea "Elle" Shaaban-Magana, The University of Alabama

Sealth

Studies in Historical/Philosophical Foundations  
The Centrality of Experience and the Environment in Carter G. Woodson’s Philosophy of Education  
Magnus Okon Bassey, City University of New York - Queens College  
Was Jane Addams a Promiscuous Pragmatist?  
Becky Margaret Atkinson, University of Alabama  
Peeking Through a Window Left Open by the Second Red Scare: Teacher Evaluation in New York City Between 1927 and 1953  
Lizabeth Cain, Binghamton University  
Toni Morrison and the Re-imagination of History  
John Ambrosio, Ball State University  
Chair: Becky Margaret Atkinson, University of Alabama
Stellar

New Race Meanings for Education
Grippin' Jim Crow and the School-to-Prison Pipeline
Nirmala Erevelles, The University of Alabama
Working the Intersections: A Critical Race Theory of Community Engagement
Daniella Ann Cook, University of South Carolina
Yo soy Boricua, Pa'que Tu lo Sepas: Critically Engaging Students in the Examination of Puerto Rican Culture and Identity
Jason Mendez, Duke University
LJ Randolph, University of North Carolina at Wilmington
Pedagogies and Race: Seeking New Languages
Frank Margonis, University of Utah
Chair: Crystal Hill Morton, Indiana University - Purdue University Indianapolis

Douglas Boardroom
12:00pm - 3:15pm
Quiet Workspace

Leonesa I
Demonstration: Using qualitative data analysis software in your research
Sandra Spickard Prettyman, University of Akron

3:00pm - 4:00pm
Foyer Near Portland A
Coffee Served

Thursday, 3:30pm - 5:00pm
Menzies
Reading Texts, Subtexts, and Contexts: Connections With/In Different Effects of (Post)Colonial History
Postcolonial Memory, Neoliberal Desire, and Citizen Identity in Korean Social Studies Textbooks
Jeong-eun Rhee, Long Island University, Post
Becoming Postcolonial Subjects: The Philippine Readers as Technologies of the Self
Roland Sintos Coloma, University of Toronto
Un/learning America: Imperialism and Difference in Columbia's Social Studies Textbooks
Stephanie Daza, University of Texas, Arlington
Chair: Roland Sintos Coloma, University of Toronto

Portland A
Complexities of Rural Identities: Narratives of Race, Class, and Gender/Sexuality in Small-town Lives and Schools
Native Identity within a Sovereign, Rural, Southern, Tribal Community
Karla Martin, Illinois State University
Navigating the Bitterroot: Chicano/Latino Identities in Rural, Inland Northwest, American Education
Jeremy Reynoso, Washington State University
Lost in the Cornfields: A Photo-Ethnographic Account of Post-Industrial Life in the Rural Midwest
Beth Hatt, Illinois State University
“Now that we’ve outgrown redneck and faggot”: Memories, Memoirs, and a Queer Pedagogy of Anti-Urbanism
Scott Gust, Westminster College
Chair: Bridget Newell, Bucknell University
Discussant: Jane Van Galen, University of Washington Bothell
Portland B
Reading Wendell Berry as an EcoJustice Educator: Membership, Eros, and the “Hidden Wound”
Eros, Education, and Eco-ethical Consciousness: Re-Membering the “Room of Love” in Wendell Berry's Hannah Coulter
Rebecca Martusewicz, Eastern Michigan University
Healing Our Hidden Wounds: On Conversation, Memory, and Black Female Wisdom
Nicole Carter, Eastern Michigan University
Shifting Perceptions of Membership: The Power of Fiction in Recognizing, Respecting, and Representing the Gift of Belonging
John Joseph Lupinacci, Eastern Michigan University
Wendell Berry as an EcoJustice Teacher: Conserving the Rabbit Holes
Jeff Edmundson, University of Oregon
Chair: Jeff Edmundson, University of Oregon

Discovery A
The Browning of the United States: Examining Increasingly Complex Identity Politics and Inter/Intragroup Relations of Brown, Black, and Brown-Black People
The Intersectionality of Race, Ethnicity, and Gender: The Lived Experiences of Afro-Latina Women
Krishauna Hines-Gaither, University of North Carolina at Greensboro
Beauty Beyond the Big Screen: How the Image of American Beauty Affects the Social Identity of Black Women
LaWanda M. Wallace, University of North Carolina at Greensboro
Sociologically Interpreting Blacks’ and Latinas/os’ Relationships
Cherese Childers-McKee, University of North Carolina at Greensboro
Chair & Discussant: Silvia C. Bettez, University of North Carolina at Greensboro

Discovery B
Reform Critiques: Parents and Communities
Motherhood as Metaphor
Amy Shuffelton, Loyola University Chicago
Parental Involvement is Maternal Involvement: Neoliberalism, Gender, and the Division of Labor in Public School Reform
Leslee Grey, City University of New York - Queens College
An Epiphany of Privilege: The Agony of Miseducation, “Success,” and Dehumanization as My Multi-Racial Son Enters Kindergarten
Paul D. Mencke, Washington State University
Chair: Amy Shuffelton, Loyola University Chicago

Tolmie
Reclaiming the Practice of the "Radical" Teacher: Community Service Learning, Imagination, and Eros
Repositioning Love’s Moral Role in Education
Becky Smith, University of Central Florida
The End of Imagination?: Visual Culture and Trauma in the Classroom
Jessica Heybach, Northern Illinois University
Toward a Radical Theory of Service Learning
Eric Sheffield, Missouri State University
Chair & Discussant: Kerry T. Burch, Northern Illinois University
Sealth

Difference: An Index of Violence
Sabina E. Vaught, Tufts University
Freeden Oeur, Tufts University
Amber Frommherz, Tufts University
Ikenna Acholonu, Tufts University
Chair: Erica Meiners, Northeastern Illinois University

Stellar

Dangerous Counterstories in the Corporate Academy: Narrating for Understanding, Solidarity, Resistance, and Community in the Age of Neoliberalism
College Curriculum as Counter Discourse: The California Immigration Semester at Occidental College
Richard Mora, Occidental College
Mary Christianakis, Occidental College
Salvador C. Fernández, Occidental College
The Tale of the Teacher Educator and the Storyteller: Returning Stories to the Social Studies Classroom
Sarah A. Robert, University at Buffalo
Heather Killelea McEntarfer, University at Buffalo
Karima Amin, Storyteller

Dangerous White Woman
Shelley Jensen, University of Oregon
The Personal is Political: Feminist Resistance to Neoliberalism within the Academia
Alison Happel, Georgia State University
How do I Keep My Ideals and Still Teach?
E. Wayne Ross, University of British Columbia
Rich Gibson, San Diego State University
Greg Queen, High School Teacher, Warren, MI
Kevin D. Vinson, The University of the West Indies, Barbados
Chair: Emily A. Daniels, SUNY Plattsburgh
Discussant: Brad J. Porfilio, Lewis University

Douglas Boardroom
3:30pm - 5:00pm

Committee on Academic Standards and Accreditation (CASA) Private Meeting

Leonesa I

Chat with Author Yolanda (Jolie) Medina
Critical Aesthetic Pedagogy: Toward a Theory of Self and Social Empowerment, Peter Lang, 2012
Yolanda Medina, City University of New York - Borough of Manhattan Community College
George Kneller Lecture
5:30pm - 7:00pm, Leonesa II and III
James M. Giarelli, Rutgers University

Educational Theory on the Cusp: From Pre-School to After-School

Introduced by Wendy Kohli, Fairfield University

James M. Giarelli is Professor of Philosophy and Education and Chair of the Department of Educational Theory, Policy, and Administration at the Graduate School of Education, Rutgers University, New Brunswick, New Jersey. He is founder and faculty coordinator of the Graduate School of Education South African Initiative and serves as Associate Editor of Educational Theory. His primary teaching and scholarly interests are in social philosophy, ethics, educational theory, and civic and moral education where these interests converge. He has lectured and held visiting professorships in South Korea, Japan, China, and South Africa, as well as at several universities in the United States. His primary interests are in democratic and educational experiments and in the promotion of social forms marked by generous and non-deferential relations.

Sponsored by Fairfield University

Kneller Lecture Reception
7:00pm, Princesa and Foyer
Cash bar and light appetizers
All are invited.
Thursday, 8:00pm - 9:30pm

Portland A
Program Chair's Invited Session
EcoDemocratic Reforms Present *If a Tree Falls: A Story of the Earth Liberation Front*, Featuring a Discussion with Director Marshall Curry
Co-Chair: Rebecca Martusewicz, Eastern Michigan University
Co-Chair: Steven Wade Mackie, Northwestern Oklahoma State University

Portland B
Teaching Social Foundations Online: Paradoxes, Possibilities, Problems and Expectations
Patricia A. Carter, Georgia State University
Bernardo Gallegos, National University, Los Angeles Campus
Dianne Smith, University of Missouri-Kansas City
Sarah Militz-Frielfink, University of Illinois at Chicago
Pamela J. Konkol, Concordia University
Eleanor Blair Hilty, Western Carolina University
Chair: Sandra B. Schneider, Radford University
Discussant: Kristan Accles Morrison, Radford University

Douglas Boardroom
8:00pm - 9:30pm
Quiet Workspace
2012 Annual Conference

Friday, November 2, 2012
8:00am - 9:00am
Foyer Near Portland A
Coffee Served

Friday 8:30am - 10:00am

Menzies

Re-thinking Student Evaluation of Teachers
Learners, Not Consumers: Reconceptualizing Course Evaluations
Terri S. Wilson, Southern Illinois University Carbondale
Kathy Hytten, Southern Illinois University Carbondale
Performing Assessment: Connecting Students and Teachers with/in Course Evaluations
Aubrey Huber, Southern Illinois University Carbondale
Chris McRae, University of South Florida
Constituting Course Assessment: A Relational Perspective
Keith Nainby, California State University, Stanislaus
Chair & Discussant: Scott Gust, Westminster College

Portland A

Critical Race Leadership: Disrupting the White, Male Norm in Educational Settings
Cindy N. Huynh, University of Utah
Cinthia Sarahí Cervantes, University of Utah
Christine Vega-Villarreal, University of Utah
Yudi Lewis, University of Utah
Chair & Discussant: Enrique Aleman, University of Utah

Portland B

Re-thinking Classroom Pedagogies
Whiteness Pedagogy as Sociotherapy
Ricky Lee Allen, University of New Mexico
Cheryl E. Matias, University of Colorado Denver
An Examination of the Role of Emotions to Antiracist Pedagogy: Implications, Scholarship, and Promising Practices
Tanetha J. Grosland, Morgan State University
Caring and Armed Love in Urban Classrooms: Rehumanizing the Discourse
Emily A. Daniels, SUNY Plattsburgh
"Good" Teacher Or A Researcher in Search of a Frame
Jenny Gordon, Binghamton University
Chair: Jameson Brewer, University of Illinois at Urbana-Champaign

Discovery A

Social/Resistance Movements and their Implications for Educational Research and Theory: The Disability Rights/ Studies Movement, Hip Hop Feminism and (Un)Occupy X
Lauren Shallish, Syracuse University
Blair Ebony Smith, Syracuse University
Derek R. Ford, Syracuse University
Chair: Derek R. Ford, Syracuse University
Discovery B
Teaching and Race Narratives
"I Knew My Grandfather Was Racist" and "How Do I Stay?": White and Black Teachers Sending and Receiving Racial Messages
Kimberly Joy Howard, University of South Carolina

Fits and Starts: A White Teacher Grapples with Race
Billy Smith, The University of Texas at Austin

Ryan M. Crowley, The University of Texas at Austin

Establishing Credibility in Race Narratives
Martha Hoff, University of Rochester

Nancy Ares, University of Rochester

Colorblindness, Liberalism and Meritocracy: White Pre-service Teachers Perceptions of Equality
Cleveland Hayes, University of La Verne

Brenda G. Juarez, University of Massachusetts Amherst

Nicholas D. Hartlep, Illinois State University

Chair: Cherese Childers-McKee, University of North Carolina at Greensboro

Tolmie
Community and Business Partnerships for School Initiatives
"Healthy" School-Business Partnerships: School Health Initiatives in a Era of Neoliberal Corporatization
Carolyn Vander Schee, Northern Illinois University

Michael Gard, Southern Cross University

Public Funds, Private Profits and 21st Century Hocus Pocus: School Improvement Plans in Puerto Rico
Mariana M. Cruz, Bowdoin College

Reimagining or Re-inscribing: How School-Community Partnerships Tell the Story of Community
Tasha Parrish, The University of Alabama

Chair: Libra Boyd, University of North Carolina at Greensboro

Sealth
Politics, War and Educational Practices
In the Shadow of Totalitarianism: A Difficult Necessity for Constituting Transformative Educational Practice
Dan Reyes, Nonstop Institute

Warfare as Pedagogy
Eric Domingo Torres, University of Wisconsin-Eau Claire

On Controversy: Should a Political or Epistemic Criterion Determine the "Controversial"?
John Petrovic, The University of Alabama

Chair: Tim Conder, University of North Carolina at Chapel Hill
Discussant: Natasha Levinson, Kent State University
Stellar

Revitalization of Teaching Visions
"Teachers' Revitalizing the "Culture Commons": An Ecological Community Endeavor"
Audrey M. Dentith, University of Texas San Antonio
Chet A. Bowers, Emeritus, Portland State University
Debra A. Root, University of Texas San Antonio

"Teacher Creativity in the Era of Standardization: Aesthetics, Experience, and the Teacher Performance Assessment Consortium (TPAC)"
Mary Bushnell Greiner, City University of New York - Queens College
"Reimagining Teaching as Blurry Translating"
Shannon McManimon, University of Minnesota

"Connecting Experience to Philosophy: African American Preservice Teachers’ School Experiences Informing Future Teaching"
Brandy S. Wilson, University of South Carolina
Chair: Eleanor Blair Hilty, Western Carolina University

**Douglas Boardroom**
8:30am - 10:00am

**Quiet Workspace**

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

**Menzies**
Program Chair's Invited Session

**On the (in)Hospitality of the University: Locating the Play of Differences/Diversities in Higher Education**
"The University Without Condition? Raising the Question of the Stranger, and Testing the "Faith" in Critical Resistance"
Eduardo M. Duarte, Hofstra University

"Before Diversity: Derrida's Legacy of Faith and Responsibility"
Denise Egéa-Kuehne, Louisiana State University

"Witnessing Across Wounds"
Mary Jo Hindsdale, Westminster College

"Being the Host: Race, Humor, Derrida and the Economy of Hospitality"
Awad Ibrahim, University of Ottawa

"On the (in)Hospitality of the Question in/of the University"
Claudia W. Ruitenberg, University of British Columbia
Chair: Frank Margonis, University of Utah
Discussant: Tyson E. Lewis, Montclair State University

**Portland A**

**Social Foundations Under Constraint: Highlighting the Scholarship of College Students in a Foundations of Education Course at a Medium Security Prison**
Michael Brawn, University of Illinois at Urbana-Champaign
Johnny Page, University of Illinois at Urbana-Champaign
Orlando Mayorga, University of Illinois at Urbana-Champaign
Andra Slater, University of Illinois at Urbana-Champaign
Chair & Co-Discussant: Erin L. Castro, University of Utah
Co-Discussant: Rob Scott, University of Illinois at Urbana-Champaign
Portland B

EcocJustice Schooling, Curriculum and Pedagogy
An Alternate Vision for School Accountability: Looking Through an EcoJustice Lens
Teresa Shume, Minnesota State University Moorhead
Curriculum as Bioregional Text: Place, Sensibility, and Sustainability
Nathan S. Hensley, Auburn University
Michael Mueller, University of Alaska Anchorage
Joseph Watras, University of Dayton
Action Gardening: Unlearning for Justice through Prophetic Pragmatism
Debra Bailey Mitchell, University of Georgia
Chair: Ivan Watts, Auburn University

Discovery A

Constructing Pedagogies of Global Relevance
Theory and Best Practices of Global Learning: Negotiating “Southern Theory” and AAC&U’s “General Education for a Global Century”
Scott Gust, Westminster College
Globalized Difference and Transnational Flows of Resistance
Jennifer Logue, Southern Illinois University Edwardsville
Teaching Beyond Cosmopolitanism and into Post/Citizenships: Difference in Belonging
Cris Mayo, University of Illinois at Urbana-Champaign
Chair & Discussant: Lisa Weems, Miami University

Discovery B

Multilingual, Multicultural Diaspora in Latin America: Exploring Transnational and Global Perspectives
Howard L. Smith, University of Texas at San Antonio
Margarita Machado-Casas, University of Texas at San Antonio
Luis Urrieta, Jr., University of Texas at Austin
Farima Pour-Khorshid, University of California Santa Cruz
Ruth Trinidad Galván, University of New Mexico
Maria Teresa Guevara, University of New Mexico
Chair: Patricia Quijada, University of Texas at San Antonio
Discussant: Lucila Ek, University of Texas at San Antonio

Tolmie

An Unnecessary Dichotomy: Wedding Research on Black Educators to Teacher Education
“It is Better to Light a Candle than to Curse the Darkness:” Ethel Thompson Overby and Democratic Schooling in Richmond, Virginia, 1910-1958
Adah Ward Randolph, Ohio University
Hope and Despair: Southern Black Women Educators across Pre- and Post-Civil Rights Cohorts Theorize about Their Activism
Tondra L. Loder-Jackson, University of Alabama at Birmingham
Beyond Role Models and Human Kinds: A Critical Discussion about the African-American Male Teacher
Anthony Brown, University of Texas at Austin
Chair: Hilton Kelly, Davidson College
Discussant: Daniella Ann Cook, University of South Carolina
Sealth
When Projects of Disruption Risk Reproduction
Post-Raciality and the Different Hues of Colorblindness
Barbara Applebaum, Syracuse University
When "Fact" Conceals Privilege: Teaching the Shared-ness of Disability
Ashley Samantha Taylor, Syracuse University
Reproducing New Centers and Margins: On the Limits of Social Justice Pedagogy
Afta Boahene, Syracuse University
Chair: Barbara Applebaum, Syracuse University

Stellar
Research on Youth Experiences in Classrooms and Schools
"Making My Vibes Go Wrong": A Lesson in Listening to Students and Creating Change
Sheri C. Hardee, Gainesville State College
Possibilities for Agency Through Local Identity: A Case Study of an Elementary Writing Group
Amy Senta, University of North Carolina at Chapel Hill
Chicago Students’ Elementary Experiences in Desegregated and Segregated Schools
Dionne Danns, Indiana University
Technologies in Education: Third Grade Literacy Practices in Fragmented Educational Spaces
DeeDee Mower, University of Utah
Chair: Terah Talei Venzant Chambers, Texas A&M University

Douglas Boardroom
10:15am - 11:45am
EcoJustice SIG Meeting

Friday 12:00pm - 1:30pm
Menzies
Program Chair’s Invited Session
Generational Leaders Making Connections With/In Differences: Traditional and New Diversities for Educational Studies and Reform
Kathleen deMarrais, University of Georgia
Steve Tozer, University of Illinois at Chicago
Dennis Carlson, Miami University
Susan Douglas Franzosa, Fairfield University
Hilton Kelly, Davidson College
Luis Urrieta, Jr., University of Texas at Austin
Chair: Lynda Stone, University of North Carolina at Chapel Hill
Portland A

Embodyment and Rules of Engagement: Queering Student/Teacher Encounters
Deconstructing “Liberated” Subjects: Quiet Students and Trans Students in Film
Michelle Powell, University of North Carolina at Greensboro
Uttering Breached Relations: Intimacy and Education in A Single Man
Troy Martin, University of North Carolina at Greensboro
The Virtual Body in the Online Classroom: Critical Pedagogy and Student/Teacher Engagement Online
Stephanie Carrino, University of North Carolina at Greensboro
Chair: Michelle Powell, University of North Carolina at Greensboro
Discussant: Cris Mayo, University of Illinois at Urbana-Champaign

Portland B

Science Studies for Foundations
A Search for Symmetry
Lynn Purvis-Yund, University of Pittsburgh
Why Marine Science Matters to Everyone, Everywhere: How a Marine Science Curricula Can Reveal and Protect the Eroticism of the Ocean
Rachel Anne Luther, University of Georgia
Learning About AquAdvantage® Salmon from an ANT: Actor Network Theory and Education in the Postgenomic Era
Clayton Pierce, University of Utah
Chair & Discussant: Michael Baker, University of Rochester

Discovery A

(Dis)Connection in the Classroom: Critical Communication Pedagogies and the Constitution of Alienation
Alienation to Community: From Separation to Passion to Compassion
Melinda Yeomans, Southern Illinois University, Carbondale
Politeness as Self-Alienation: An Automethodological (Re)imaging of Politeness for Critical-Democratic Ends
C. Kyle Rudick, Southern Illinois University Carbondale
The Student–Teacher Relationship: A Constitutive Communication Perspective
Keith Nainby, California State University, Stanislaus
Alienation and the Violation of the Ontological Vocation of Being Human
Jared M. Bishop, Southern Illinois University, Carbondale
Chair: Molly Wyant Cummins, Southern Illinois University Carbondale
Discussant: Sandy Pensoneau-Conway, Southern Illinois University Carbondale

Discovery B

Studies of Minority Community Involvement
Re-imaging Education Through Community and Family
Irene Monica Sanchez, University of Washington
David W. Barillas-Chon, University of Washington
The School as the Soul of the Community: Examining the Meaning of Neighborhood Schools for African Americans
Donyell L. Roseboro, University of North Carolina at Wilmington
Candace Marie Thompson, University of North Carolina at Wilmington
Middle Class is Not Enough: A Case Study of Suburban, Middle Class Black Parents Organizing for Educational Opportunity
Daniella Ann Cook, University of South Carolina
Chair: Krishauna Hines-Gaither, University of North Carolina at Greensboro
Discussant: Toni M. Williams, University of South Carolina
Tolmie
Gender, Sexuality and Feminist Studies
Being and Becoming: A Study of Gender and Sexuality Identities in University Life
Joseph C. Wegwert, Northern Arizona University
Southern Comfort and Lime, on the Rocks: Discussions of Gender, Sexuality, and Place in the Deep South
Dana M. Stachowiak, The University of North Carolina at Greensboro
A Hip-Hop Feminist Epistemology: Knowing With/In Complex Spaces
Dawn Nicole Hicks Tafari, The University of North Carolina at Greensboro
Chicana and Mexicana Feminists’ Lessons on Epistemology and Pedagogy
Ruth Trinidad Galván, University of New Mexico
Chair: Ruth Trinidad Galván, University of New Mexico

Sealth
Neoliberal Education Initiatives: Considerations and Critiques
High School 21st Century Learning Initiatives as a Manifestation of Neoliberalism
Jean A. Patterson, Wichita State University
Teachable Moments: Framing a Research Agenda for the Study of Student Experiences with Selective Enrollment Public High School Admissions
Kate Phillippo, Loyola University Chicago
Beth Wright, Loyola University Chicago
Neoliberal Subjectivity, Self-Regulated Learning, and 21st Competencies: Critical Considerations
Stephen Vassallo, American University
Chair & Discussant: Josh Diem, University of Miami

Stellar
Current Advances in Research Methodologies
Working with Youth: Integrating Youth Studies Perspectives into Educational Research
Jennifer Jefferson, Texas State University
Autoethnographic Writing into the Implications of Silence in Dialogic Classes
Xiuying Cai, University of Illinois at Urbana-Champaign
Chair: Jeannette Alarcon, University of Texas
Discussant: Aurora Chang, University of Wyoming

Douglas Boardroom
12:00pm - 1:30pm
Quiet Workspace

Washington Room
12:00pm - 2:00pm
Educational Studies Editorial Board Private Working Luncheon
Friday 1:45pm - 3:15pm
Princessa
Graduate Student Session
Narrating Truths to Power: Counter-Storytelling, Critical Storytelling, and Testimonio as Alternatives to the Dominant Gaze in Education Research and Practice
Counter-storytelling as a Methodological Approach to Explore Issues of Invisibility and Activism in Education
Juan A. Rios Vega, University of North Carolina at Greensboro
Critical Storytelling as a Tool of Critical Pedagogy: Connecting Experiences and Context
Kathleen E. Edwards, University of North Carolina at Greensboro
Testimonios of Latin@'s Negotiating the Borderlands of Education: Authentic Truths Spoken as Witnesses to Oppression
Jean Rockford Aguilar-Valdez, University of North Carolina at Greensboro
Chair & Discussant: Silvia C. Bettez, University of North Carolina at Greensboro

Portland A
Reflecting on Critical Pedagogy in Colombia’s English Classrooms: A Process of Self Transformation and Collegial Dialogue
Paula Andrea Echeverri, Universidad de Antioquia
Natalia Arias, Universidad de Antioquia
Deisa Gomez, Universidad de Antioquia
Sebastian Perez, Universidad de Antioquia
Chair & Discussant: Kathy Hytten, Southern Illinois University at Carbondale

Portland B
Studies of Refugee and Minority Youth and Families
Belonging, Resilience, and Liminal Space: Muslim Youth in the Post-9/11 Era
Cynthia Tindongan, Ohio University
Am I Working With Us Or For Them?: A School Translator Reconstructs Her Role Working with Latino Families in Literacy Contexts
Charna D’Ardenne, University of North Carolina at Chapel Hill
Working Against a Single Story: Burundians with Refugee Status and Resettlement in Appalachia
Jessica Nina Lester, The University of Tennessee, Knoxville
Allison Daniel Anders, University of South Carolina
Representing Refugee Youth in Qualitative Research: Questions of Ethics, Language and Authenticity
Liv Solveig Thorstensson Davila, University of Illinois at Urbana-Champaign
Chair: Josh Diem, University of Miami

Discovery A
The "Imperial Attitude" and Educational Relationships
Removing the (Un)deserving: Navajos, White Settlers and the Colonial Legacy
Donna Deyhle, University of Utah
The Imperial Attitude and the Need for a Pedagogy of Interruption
Frank Marginis, University of Utah
Chair & Discussant: Eduardo M. Duarte, Hofstra University
Discovery B

Beyond Reflexivity and Advocacy: Exploring the Ontological Turn in Educational Research

Promise, Possibility, & Prophecy: Looking for Methodological Resources in Charles S. Peirce’s Pragmatic Semiotics and Cornel West’s Prophetic Pragmatism
Jerry Lee Rosiek, University of Oregon

Knowing in Being: Material Feminist Productions of Ontoepistemology
Lisa A. Mazzei, University of Oregon

The Materiality of Fieldwork: Feminist Becomings Toward a Double(d) Intersectionality
Sara M. Childers, University of Alabama

Transformative Potential: Agent Ontology, Indigenous Philosophy, and Social Research Methodology
Leilani Sabzalian, University of Oregon

Scott Pratt, University of Oregon
Chair: Lisa A. Mazzei, University of Oregon
Discussant: Becky Margaret Atkinson, University of Alabama

Tolmie

Shifting Gender, Identities and Power

Becoming Something Other: Women, Movement, and Knowledge
Claudia Matus, Pontificia Universidad Catolica de Chile

Connecting Me with Them: An Autoethnography of a Newfound Intersectional Gender Identity
Jaylynee N. Hutchinson, Ohio University
Chair & Discussant: Kristal Moore Clemons, Tallahassee Community College

Sealth

Studies of Critique from Critical Theories

Everyday Life in the Age of Facebook: Reconsidering Raoul Vaneigem as a Critical Educational Theorist
E. Wayne Ross, University of British Columbia

Kevin D. Vinson, The University of the West Indies, Barbados

Stephen C. Fleury, Le Moyne College

Urban Teachers and the Dual Discourses of Blame: Deficit and Neoliberal Discourses
Heidi Katherine Pitzer, Syracuse University
Chair: William T. Pink, Marquette University
Discussant: Antonia Darder, Loyola Marymount University

Stellar

Embodying Differences and the Difference of Bodies in New Technologies in Education

Heather Greenhalgh-Spencer, University of Illinois at Urbana-Champaign

Cris Mayo, University of Illinois at Urbana-Champaign

Dini Metro-Roland, Western Michigan University

Paul Farber, Western Michigan University

Ashley Samantha Taylor, Syracuse University

Mark Keitges, University of Illinois at Urbana-Champaign
Chair & Discussant: Lisa Weems, Miami University
Douglas Boardroom
Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies
Sandra Winn Tutwiler, Washburn University
Pamela J. Konkol, Concordia University
Amy E. Swain, University of North Carolina at Chapel Hill
David Gabbard, East Carolina University
Andrea Hyde, Western Illinois University - Quad Cities
Kathleen deMarrias, University of Georgia
Huey-li Li, University of Akron
Yolanda Medina, City University of New York - Borough of Manhattan Community College
Joseph Rayle, SUNY Cortland
Chair: Sandra Winn Tutwiler, Washburn University

Leonesa I
Chat with Author David W. Kupferman
David W. Kupferman, College of the Marshall Islands

3:00pm - 4:00pm
Foyer Near Portland A
Coffee Served

Friday 3:30pm - 5:00pm
Princessa
Graduate Student Session
Graduate Student Council Roundtable & Reception
Chair: Danielle Parker, University of North Carolina at Chapel Hill

Portland A
Living the Mark, Avoiding Taint: The Continued Stigma of LGBTQ in School Spaces
It’s a Balancing Act: The “Good” Teacher and the "Ally” Identity Claim
Melissa Smith, Queering Education Research Institute (QuERI)
Agency in Image: LGBTQ/A Students’ Visual Representations of Identity and Experience in School
Kristin Goble, Queering Education Research Institute (QuERI)
The Big Freak Out: Educator Fear in Response to the Presence of Transgender Elementary School Students
Elizabethe Payne, Queering Education Research Institute (QuERI)
Chair: Elizabethe Payne, Queering Education Research Institute (QuERI)
Discussant: Cris Mayo, University of Illinois at Urbana-Champaign
Portland B

Faith-Based Studies Across Educational Contexts
Testimony and Witness: Examining the Possibilities of Faith-Based Community Partnerships with Public Schools
Tim Conder, University of North Carolina at Chapel Hill
The Racialized Experience of Students of Color in a Small, Faith-Based University: Micro-Aggressions and Resistance
Simeon Stumme, Concordia University Chicago
The Problem of Religion and Schooling in the Era of Laissez-faire
Stephen Charles Tomlinson, University of Alabama
Chair & Discussant: John Covaleskie, University of Oklahoma

Discovery A

Teaching in the Foundations: The Challenge of Disrupting Privilege
Centering Resistance to De-Center Privilege
Amanda Phillips, Southern Illinois University Carbondale
“It is what it is.”: Denaturalizing Injustice
Jared M. Bishop, Southern Illinois University Carbondale
Negotiating Complicity in Teaching about Privilege
Robyn Stout Sheridan, Southern Illinois University Carbondale
Conceptualizing Race as a Transnational Communicative Production
Aubrey Huber, Southern Illinois University Carbondale
Chair: Terri S. Wilson, Southern Illinois University Carbondale
Discussant: Kathy Hytten, Southern Illinois University Carbondale

Discovery B

Sideways Thinking: Collaborative Arts and Technologies in Education
Electronic Individualism: Collaboration in the Age of PowerPoint
Trevor Warburton, University of Utah
Audrey Thompson, University of Utah
Juggling Acts: What It Means to “Collaborate” in Community-Based Ethnodramas
Nancy Ares, Rochester University
Under the Skin of Competency: Vulnerability and the Arts in Social Justice Education
Audrey Thompson, University of Utah
Eugene Tachinni, University of Utah
The Art of Defiance
Denise Taliaferro Baszile, Miami University
Chair: Denise Taliaferro Baszile, Miami University
2012 Annual Conference

Tolmie
Treading through the “Whitestream”: Testimonios, Triumphs, and Challenges in the Trans/formed Academy
Critical Race Theory Counterstory as Narrated Pedagogy: A Chicana’s Lesson about Color-blind Racism, Assimilation, and the American Dream
Aja Y. Martinez, SUNY Binghamton
Negotiating White Teacher Subjectivity in the College Composition Classroom
Casje Moreland, Arizona State University
“I’m not Mexican, I’m Spanish": Latin@ Hegemonic Whitening as an Ideological Stance
Sarah Leah Santillanes, University of New Mexico
Critically Conscious White Student Subjectivity: A Student’s Pathway Toward Third Space Identification
Justin G. Whitney, University of Utah
Chair: Luis Urrieta, Jr., University of Texas Austin

Sealth
International Perspectives on Contemporary Educational Issues
A Critical Analysis of African Career and Technical Education in Global Context
Taiyou Goura, Southern Illinois University - Carbondale
School Market Entry: Observations of Corporate Instructors in Japan
Kaori Takano, Fort Lewis College
A Tale of Two Schools: A Global-Local Framing of School Choice Policy and Practice
Chin-ju Mao, National Taiwan Normal University
Struggling Between Moving Forward or Holding On: Facing Disconnected Policy and Practice in Transforming Chinese Education Toward Essential-Quality-Oriented
Tingting Qi, The University of Tennessee, Knoxville
Chair: J. Joe Bishop, Eastern Michigan University

Stellar
The Problem of the Species Line: Critical Education from the Animal Standpoint
Character Education in the School Lunchroom: Or, “What did you do when you learned the truth about eating animals?”
Suzanne Rice, Kansas University
Farm-to-School Programs, R. W. Emerson, and Education Down on the Farm
Bradley Rowe, University of Toronto
Educating Ecological Citizens: Veganism, Animal Rights, and Locavorism in the Classroom
Scott Morrison, University of North Carolina at Chapel Hill
Where are the Nonhumans? Critical Social Theory, Veganism and the Animal Standpoint
Abraham DeLeon, University of Texas at San Antonio
Chair: Richard Kahn, Antioch University Los Angeles

Douglas Boardroom
3:30pm - 5:00pm
Council for Social Foundations of Education (CSFE) Meeting

Leonessa I
Editor’s Roundtable: Getting your work published in journals
Rebecca Martusewicz & P. K. Smith, Editors of Educational Studies
Michael E. Jennings, Editor of Educational Foundations
R. Freeman Butts Lecture
5:30pm - 7:00pm, Leonesa II and III
Kevin Kumashiro, University of Illinois at Chicago

Bad Teacher!: How Blaming Teachers Distorts the Bigger Picture

Introduced by Dennis Carlson, Miami University

Kevin Kumashiro is professor of Asian American Studies at the University of Illinois at Chicago, where he was formerly chair of the Department of Educational Policy Studies and interim co-director of the Institute for Research on Race and Public Policy. He is the primary investigator and project director of the UIC AANAPISI Initiative, funded by $4 million in grants from the U.S. Department of Education’s Asian American and Native American Pacific Islander Serving Institutions Program. He has taught in schools and colleges across the United States and abroad, and has consulted for school districts, universities, and state and federal agencies. He has authored or edited nine books, including Troubling Education (Routledge, 2002), which received the 2003 Gustavus Myers Outstanding Book Award; Against Common Sense: Teaching and Learning toward Social Justice, Revised Edition (Routledge, 2009); and most recently, Bad Teacher: How Blaming Teachers Distorts the Bigger Picture (Teachers College Press, 2012). He is the founding director of the Center for Anti-Oppressive Education, and the president-elect of the National Association for Multicultural Education.

Sponsored by University of North Carolina at Chapel Hill and University of Texas at San Antonio

Butts Lecture Reception
7:00pm, Princessa and Foyer
Cash bar and light appetizers
All are invited.
Friday 8:00pm - 9:30pm
Portland A
Alternative Session
Follow the Leader: Hip-Hop Aesthetics and New Directions in College Student Leadership Development
Joycelyn Annette Wilson, Virginia Tech
Emery Petchauer, Lincoln University

Portland B
Alternative Session
A Screening of Four Détournements
Multiplicity of Purpose and Constructing Beyond Critique
Amy Senta, University of North Carolina at Chapel Hill
Disrupting Popular Perceptions of Teaching Through Détournement
Ashley Boyd, University of North Carolina at Chapel Hill
The Beautiful and Awful truths of Mathematics
Stephanie Wright, University of North Carolina at Chapel Hill
Ebony Marionettes: Identity Construction and Performance in Film
Eldrin L. Deas, University of North Carolina at Chapel Hill
Deconstructing Homophily through Détournement: The Role of Representation in the “International Teaching Assistant Problem”
Warren Christian, University of North Carolina at Chapel Hill
Chair: Jason Mendez, Duke University

Douglas Boardroom
8:00pm - 9:30pm
Quiet Workspace
Saturday, November 3, 2012
8:00am - 9:00am
Foyer Near Portland A
Coffee Served

Saturday 8:30am - 10:00am
Menzies
Graduate Student Session
The Three Essential Ps in the Academy: Planning, Persistence, and Productivity
Gretchen Givens Generett, Duquesne University
Kenneth J. Saltman, DePaul University
Cris Mayo, University of Illinois at Urbana-Champaign
Terah Talei Venzant Chambers, Texas A&M University
Juan F. Carrillo, University of North Carolina at Chapel Hill
Chair: Tiffany Williams, University of Tulsa

Portland A
Living on/in/with Borders: Empaques, Quinceañera, Curriculum, Bodies, Work and Youth
Refusal in the Empaques: Immigrant Workers Harvesting Fruit and Dignity
Maria Isabel Morales, Washington State University
Teaching Arizona from a Chicana Feminist American Experience
Lynn Becera, Washington State University
Borders, Bodies and Theories
Nicole Ferry, Washington State University
The Quinceañera in the Age of Girl Power
Leida Meza, Washington State University
A “Necessary Evil”?: Cartel Power and Youth Needs in the U.S./Mexico Border Crisis
Caitlyn Scales, Washington State University
Chair: Pamela Jean Bettis, Washington State University
Discussant: Kathy Hytten, Southern Illinois University Carbondale

Portland B
Non-Traditional Student Experiences
Non-Traditional College Students, a Contemporary Remix
Kelli Renae-Cole Hatfield, Eastern Michigan University
Performing Allegiance: Learning Citizenship in Junior Reserve Officer Training Corps
Liv Solveig Thorstensson Davila, University of Illinois at Urbana-Champaign
ESL Service Courses as a Gate Keeper for International Graduate Students: Institutional Constraints and Challenges
Young-Kyung Min, University of Washington at Bothell
Community Building in Graduate Classrooms: Graduate Students’ Thoughts and Experiences
Silvia C. Bettez, University of North Carolina at Greensboro
Chair: Jean Rockford Aguilar-Valdez, University of North Carolina at Greensboro
Discovery A

**Sparking the Utopian Impulse through Education: Imagining Across Theoretical Traditions**

*Towards a Future Nowhere: Sparking the Utopian Impulse*

Abraham P. DeLeon, University of Texas at San Antonio

*The Radical Possibilities of Artistic Mathematics*

Mark Wolfmeyer, Muhlenberg College

*The Ethics of Utopian Educational Theory: Contradiction and Possibility in the Neoliberal Wasteland*

Graham B. Slater, University of Utah

*Challenging “Realities” with the Utopian Impulse: The Power of Imagination, Excursions, and the Local*

John Joseph Lupinacci, Eastern Michigan University

Chair & Discussant: E. Wayne Ross, University of British Columbia

Discovery B

**Schooling and the Institutionalization of Individuality: Identity and Self-making as Collective Agency**

Emmet Campos, University of Texas at Austin

Chris Milk Bonilla, University of Texas Pan American

Ganiva Reyes, University of Texas at Austin

Chair & Discussant: Luis Urrieta, Jr., University of Texas at Austin

Tolmie

**Topics in Current School Reform**

*The Jeopardized Public Goal of Educating for Citizenship in Education Management Organization Charter Schools*

Sarah Sitzlein, University of Cincinnati

*The Importance of News Framing in the Debate Over Charter School Reform*

Abra Feuerstein, Bucknell University

*Falsification, Annual Targets, and Errant Leadership: What Really Happened in Atlanta*

Eric Freeman, Wichita State University

*Another "Good High School"*

Mary Rose McCarthy, Pace University

Carol Conklin-Spillane, Sleepy Hollow High School, Tarrytown, NY

Chair: Felecia M. Briscoe, University of Texas at San Antonio

**Douglas Boardroom**

8:30am - 3:15pm

**Quiet Workspace**
Saturday 10:15am - 11:45am

Menzies
Dismantling Ruby Payne: A Framework for Critiquing the Culture of Poverty
Troubling Ruby Payne’s Framework on Poverty: A Principal’s Perspective
Michael Johnson, George Washington High School, Denver Public Schools
Challenging Ruby Payne’s Discourse on Poverty: Advancing Critical Conversations
Nana Osei-Kofi, Iowa State University
The Power of the Logic: Moving Our Teachers Beyond the “Culture of Poverty” Narrative
Michael L. Boucher, Jr., Indiana University—Bloomington
Robert J. Helfenbein, Indiana University—IUPUI
Eavesdropping on Teacher Thinking about Ruby Payne’s Framework: What Can We Learn
Mary Kay Delaney, Meredith College
Chair & Discussant: Daniella Ann Cook, University of South Carolina

Portland A
Teaching about Educational Privatization and Market-Based Reforms: A Panel Discussion
Mark Stern, Colgate University
Amy Brown, University of Pennsylvania
Kristan Accles Morrison, Radford University
Chair & Discussant: Sandra B. Schneider, Radford University

Portland B
Empowering the Imagination: The Use of Art Toward Critical Consciousness
Critical Aesthetic Pedagogy: Toward a Theory of Self and Social Empowerment
Yolanda Medina, City University of New York - Borough of Manhattan Community College
Using the Beat to Teach the Street: Critical Literacy and Hip Hop
Lisa Scott, Tauro College
Engaging "Difficult Knowledge": War, Torture, and Protest Art
Jessica Heybach, Northern Illinois University
Chair & Discussant: Eric Sheffield, Missouri State University

Discovery A
Alternative Session
Conceptualizing Deep Controversies: Reflections from the Journal of Educational Controversy
Lorraine Kasprisin, Western Washington University
Chris Schaefer, Western Washington University

Discovery B
Curious Cases of Desire, Experience and Policy: Representation and Social Justice in Sexuality Studies and Sex Education
Wanda S. Pillow, University of Utah
Barbara F. Kessel, University of Utah
Kathleen Elliott, University of Wisconsin-Madison
Cindy N. Huynh, University of Utah
Nancy Kendall, University of Wisconsin-Madison
Chair & Discussant: Cris Mayo, University of Illinois at Urbana-Champaign
Tolmie
Leaving our Home Places: An Analysis of Three Family Case Studies of Migration
“No Irish lived here”: A Case Study of the Rowan Family's Transatlantic Migration to Vincentown, NJ
Kathleen deMarrais, University of Georgia
Exploring Within Region Migration of an Appalachian Woman: Riding the Rails with Eliza
Jamie Lewis, Georgia Gwinnett University
Urban Education: Learning to Negotiate City-Ways for Survival
Sandra Winn Tutwiler, Washburn University
Chair: Kathleen deMarrais, University of Georgia

Sealth
Alternative Session
Learning and Re/Searching Together in the Qualitative Classroom
Sandra Spickard Prettyman, The University of Akron
Jennifer L. Milam, The University of Akron
Carrie Fister, The University of Akron
Susan Pope, The University of Akron
Laura Richardson, The University of Akron
Chair: Sandra Spickard Prettyman, The University of Akron

Stellar
Philosophical Theory and Research in Mathematics and Science
Irruption of Difference in the Mathematics Classroom: Becoming-Democratic, Democratization, and Mathematical Inquiey
Kat Rands, Elon University
Teaching Uncertainty: Wittgenstein's Mathematics in the Classroom
Holly Brewster, Teachers College, Columbia University
On the Rhetoric of Education Research: "Science" as Ideograph
Jason Edward Johnson, George Washington University
Chair: Kurt Stemhagen, Virginia Commonwealth University

Douglas Boardroom
8:30am - 3:15pm
Quiet Workspace

Saturday 12:00pm - 1:45pm
Menzies
Classic and Contemporary Readings in Education Feminism
Barbara Applebaum, Syracuse University
Susan Laird, University of Oklahoma
Huey-li Li, University of Akron
Cris Mayo, University of Illinois at Urbana-Champaign
Lynda Stone, University of North Carolina at Chapel Hill
Audrey Thompson, University of Utah
Barbara J. Thayer-Bacon, University of Tennessee
Chair: Katharine Sprecher, University of Tennessee
Portland A

Contemplative Practices in Educational Contexts: Do They Enhance Connections across Difference?
Mindfully Democratic Schools: In Philosophy and Practice
Jim La Prad, Western Illinois University
Andrea Hyde, Western Illinois University - Quad Cities
The Yoga of Critical Discourse: Philosophy, Adjustments & Home Practice
Andrea Hyde, Western Illinois University - Quad Cities
Inclining the Mind Toward Love
Mary Jo Hinsdale, Westminster College
How Political Can Contemplative Practice Be? Responsibility and Resistance in Integrative Education
Michael Gunzenhauser, University of Pittsburgh
Chair: Scott Gust, Westminster College

Portland B

Sexuality, Sexual Preference and Sex Education
Let Me In! Equal Rights and the Mainstream Gay and Lesbian Movement
Nicole Ferry, Washington State University
Intersexuality: Philosophical Foundations and Political Significance
Amy Shuffelton, Loyola University Chicago
John Covaleskie, University of Oklahoma
After the Abstinence-only vs. Comprehensive Sex Education Decision: A Case Study of Policy and Textbooks in Indiana
Melissa Esh, Purdue University
Mark Malaby, McPherson College
Chair & Discussant: Holly Brewster, Teachers College, Columbia University

Discovery A

Capitals and Identities: Thinking Differently about Research on Mentoring Youth of Color
The "Capital" They Bring With Them? White Mentors Valuing and Recognizing Students of Color Community Capital
Danielle Parker, University of North Carolina at Chapel Hill
Images of Mentoring: Mentoring Relationships Viewed Through the Lens of Mathematical Identity
Stephanie Wright, University of North Carolina at Chapel Hill
The Colonizer/Colonized in North Carolina: Whitestream Schools, Values, and "Helping" Latin@s in the New Latin@ Diaspora
Juan F. Carrillo, University of North Carolina at Chapel Hill
Chair: George W. Noblit, University of North Carolina at Chapel Hill
Discussant: Daniella Ann Cook, University of South Carolina
Discovery B

Preps, Privilege and Place: Putting “Geography and Education” into Practice
Misfits and the Imagined American High School: A Spatial Analysis of Student Identities and Schooling
Christina Convertino, Kent State University
“Where you stay at?”: Considering Contemporary Black Student Achievement in the American Deep South and the Nexus of Race and Place in Educational Outcomes and Opportunities
Brenda G. Juarez, University of Massachusetts, Amherst
Visual Narratives of Spatialized Educational Inequalities: Moving Towards a Critical Geography in Education
Patricia Krueger-Henney, University of Massachusetts, Boston
The Campus as Stage: A Qualitative Study of the Hypervisibility and Invisibility of African American Female Identity in the Built Campus Environment
Stephanie Krusemark, University of Denver
D. Alexandra Thomas, Columbia University
The Cock-Block Wall, Hoochie Coochie Bleachers and Other Imaginary Spaces at Grape Valley High School
Eddie Valero, Cornell University
Chair: Sofia A. Villenas, Cornell University

Tolmie

Alternative Pedagogical Spaces for Chicana/o Latina/o Students
Rufina Cortez, University of Illinois at Urbana-Champaign
Judith Estrada, University of Illinois
Norma Marrun, University of Illinois
Chair: Corliss Brown, University of North Carolina at Chapel Hill

Sealth

Studies of Youth Exclusion in Schools
An Examination of Barriers to African-American Enrollment in Honors and Advanced Placement Courses
Linda Silvernail, University of South Carolina
Rhonda Jeffries, University of South Carolina
When the Uniform Won't Fit: An Exploration of Identity Construction in a Population of Non-Conforming Youth
Alice Harnischfeger, Keuka College
Over the Edge: The Tipping Points for Youth Leaving School Before High School Completion
Beth Flatt, Illinois State University
Katherine Robbins-Hunt, University of Southern Indiana
Paul Parkison, University of Southern Indiana
The Culture of Exclusion: How the Collision of Fear and Education Disadvantage Minority Youth
Amy E. Swain, University of North Carolina at Chapel Hill
Chair: Terah Talei Venzant Chambers, Texas A&M University

Stellar

Online Course Transformation in Social Foundations: The Value of Collaboration in Maintaining Pedagogical Integrity
Deirdre Cobb-Roberts, University of South Florida
Barbara Shircliffe, University of South Florida
Shelley Stewart, University of South Florida
Allison Papke, University of South Florida
Chair: Joseph Rayle, SUNY Cortland
Douglas Boardroom
8:30am - 3:15pm
Quiet Workspace

Saturday 1:45pm - 3:15pm
Menzies

Reimagining Youth and the Social World: International Hip-Hop as a Site for Resistance and Transformation
Kip Kline, Lewis University

International Youth Resistance After Hip-Hop Culture: Fighting Identity Truncation with the Self-Aesthetic Relation
Mike Viola, UCLA

Hip – Hop, Critical Pedagogy, and Participatory Action Research in the Philippines
Darius Prier, Duquesne University

Mobilizing Critical Hip-Hop Community Networks of Resistance for Urban Youth
Brad J. Porfilio, Lewis University

Reimagining Solidarity and Resistance through Indigenous Hip-Hop
Julie A. Gorlewski, SUNY New Paltz

Chair: Emily A. Daniels, SUNY Plattsburg
Co-Discussant: E. Wayne Ross, University of British Columbia
Co-Discussant: Abraham P. DeLeon, University of Texas at San Antonio

Portland A

Perspectives of Aesthetics and Education: Examining Issues of Gender
Catherine Kinyon, Oklahoma City Community College

Re-Envisioning Art Appreciation Curriculum through Aesthetic Disgust
Thomas Cline, University of Oklahoma

Deep Gender and the Problem of Architectural Education
Kendra Davis, University of Oklahoma

Gender as Aesthetic Experience of Educational Spirits
Robin Thornton, University of Oklahoma

Misogyny-vs-Female Empowerment: A Look at Gangsta and Sista Rap and Their Educative Effects on American Culture
Chair & Discussant: Stacy Otto, Illinois State University

Portland B

International Perspectives, Theories and Programs
Liberation or Oppression? Western TESOL Pedagogies in China
ShaoFei Lu, University of Rochester

Thinking Globally about Local Issues: Postcolonial Theory, Identity Politics, and Study Abroad Programs
Luis Urrieta, Jr., University of Texas at Austin

Does Marshallese Studies Exist? Towards the Uncomfortable Institutionalization of Difference
Beth Hatt, Illinois State University

Chair: Nancy Ares, University of Rochester
Discovery A

T’aala’i Didleed (We Become One): Toward a Collective and Ceremonial Praxis of Indigenous Decolonizing Scholarship

Reflexiones: Engaging Bicultural Children’s Televisual Media Through an Indigenous Praxis
Judith Estrada, University of Illinois at Urbana-Champaign

T’áá anni dóó nañitiin náánádleeh (The Truth Becomes a Teaching): Toward a Feminine Praxis of Beauty in Diné Research
Charlotte Davidson, University of Illinois at Urbana-Champaign

The Researcher as the Research Method: Dialect of Western and Indigenous Ways of Knowing
Gerardo Diaz, University of Illinois at Urbana-Champaign

Engaging Historical and Ancestral Peoples as a Praxis for Healthy Experiential Outcome in Higher Educational Environments
Jamie Singson, University of Illinois at Urbana-Champaign
Chair: Rufina Cortez, University of Illinois at Urbana-Champaign
Discussant: Antonia Darder, Loyola Marymount University

Discovery B

Conceptual Extensions in Feminist Theorizing
“Dangerous Memories”: The Feminist Roots of a Contemporary “Public Pedagogy”
Audrey M. Dentith, University of Texas San Antonio

Jeanne F. Brady, St. Joseph’s University

A Feminist Offensive to The Neoliberal Witch Hunt on Teachers and Teaching
Sarah A. Robert, University at Buffalo

Heidi Katherine Pitzer, Syracuse University

Lois Weiner, New Jersey City University

Don’t Fear the Cyborg: Toward Embracing Feminist Posthumanism in Teacher Education and Educational Technology Research
Shannon Christine Gleason, Washington State University
Chair: Kerrita K. Mayfield, University of Massachusetts Amherst

Tolmie

Research in New Performative Practices and Pedagogies
"I Came to Fight": Discursive Practices of Mixed Martial Arts
Bruce Lee Hazelwood, Washington State University

The “Improvised Fiesta”: Alburin and Cartooning Toward Rural Oaxacan Pedagogies
Stephen Sadlier, University of Washington

Connecting Performance and Critical Pedagogy: Directing as Critical Performative Pedagogy
Chris McRae, University of South Florida

Aubrey Huber, Southern Illinois University Carbondale

Critical GamSING Pedagogy: What Video Games Have to Teach About Valuing, Including, and Fostering Difference
Na’im Shahid Eggleston, University of California, Los Angeles
Chair: Brandon Sternod, Lewis-Clark State College
Sealth
Constructing Diverse Race Conversations
Critical Conversations about Race in Education: Doctoral Student and Faculty Reflections
Lisa E. Wills, University of South Carolina
Ashlee Amanda Lewis, University of South Carolina
Brandy S. Wilson, University of South Carolina
Michelle L. Bryan, University of South Carolina
Living (Non) Privilege: Race, Class, and Educational “Success” with/in Latino and White Differences
Paul D. Mencke, Washington State University
Enzo Gonzales, Hillsborough Community College
Talking Diversity: Discursive Constructions of Diversity by Black Students and Diversity Administrators at Two Predominantly White Universities
Alana C. Butler, Cornell University
Hip Hop in Migration
Donyell L. Roseboro, University of North Carolina at Wilmington
Chair: Eldrin L. Deas, University of North Carolina at Chapel Hill

Stellar
Cultivating Socially Just Principals: Critically Examining Educational Leadership Preparation, Policy, and Practice
High School Principals' Definitions of Social Justice and its Impact on Their Leadership Practices
Iris Jun, University of Illinois
Transformative Dialogue: The Principal's Role in Raising Issues of Race and Social Class
Jason Swanson, University of Illinois
Transformative School Leaders in Subtractive Times: Expanding on Transformative Leadership with Latina/o Critical Race Theory
Joseph Wiemelt, University of Illinois
A Critical Examination of the Discourses Guiding the Preparation of School Leaders for Diverse Populations
Sarah Diem, University of Missouri, Columbia
Bradley Carpenter, University of Louisville
Challenging and Broadening the Definition of School Leadership for Social Justice
Anjalé Welton, University of Illinois at Urbana-Champaign
Chair & Discussant: Anjalé Welton, University of Illinois at Urbana-Champaign

Douglas Boardroom
8:30am - 3:15pm

Quiet Workspace
3:00pm - 4:00pm
Foyer Near Portland A
Coffee Served
AESA Presidential Address
3:30pm - 5:00pm, Leonesa II and III
Sofia A. Villenas, Cornell University

The Cultural Politics of Community and Social Movement: Thinking with Latina/Chicana Feminist Knowledges

Introduction by Wanda S. Pillow, University of Utah

Sofía Villenas is associate professor in the Department of Anthropology and on sabbatical from the directorship of the Latino Studies Program at Cornell University. She was born and raised in Los Angeles, a daughter of the Ecuadorian diaspora. Her teaching experiences as an adult educator and as a Spanish bilingual school teacher in Los Angeles inspired her to pursue a doctoral degree in the Social Foundations of Education from the University of North Carolina at Chapel Hill. Sofía’s interests encompass the areas of anthropology of education, critical race studies, multicultural teacher education, Latina/o education and Latina/Chicana feminist thought. She is moved to think with Latina/Chicana and Women of Color feminist thought as a way to perceive transformative modes of teaching, learning and social movement. Her current ethnographic research examines the ways in which intentional communities of civic learning and praxis may move educators, youths and parents to civic action for educational change and racial justice. She also continues her interest in Latina diaspora mothers’ testimonios on parenting and schooling. Sofía has published in journals such as Harvard Educational Review, Anthropology and Education Quarterly, the International Journal of Qualitative Studies in Education and Equity and Excellence in Education. Her co-edited books include Race is . . . Race isn’t: Critical Race Theory and Qualitative Studies in Education, Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology and the Handbook of Latinos and Education: Theory, Research and Practice. She serves as a research fellow for the Dorothy Cotton Institute in Ithaca, New York. Sofía is inspired by her children, her partner Troy, and by the many community members in Ithaca who are involved in social movement building for educational, economic and food justice.

AESA Business Meeting
5:00pm - 6:00pm, Leonesa II and III
All are invited.

Off Site Party
8:00pm - 2:00am
1927 Events
Address: 1927 3rd Ave.
10 minute walk from the hotel
All are invited.

Music, Cash Bar, Special AESA-themed Cocktails, Pacific Rim Fusion Food, Dancing

Sponsored by University of Washington Bothell and Westminster College
Sunday, November 4, 2012
8:00am - 9:00am
Foyer Near Portland A
Coffee Served

Sunday 8:00am - 12:00pm
Douglas Boardroom
AESA Executive Council Meeting (New Council Members)

Sunday 8:30am - 10:00am
Menzies
Refiguring Immigrants and Education: A Philosophical and Historical Perspective
In Pursuit of the “Golden Fleece of Knowledge”: An Exploration of the Historical Relationship between African Students and Higher Education in the United States
Olanipekun Oladotun Laosebikan, Chicago State University
Immigrant Desires, Educational Incursions: Mexican Immigrants, Political Dissent, and Urban Schools in Early 20th Century Chicago
Mario Rios Perez, Syracuse University
Politics of Race and Class in Immigrant Political Mobilization and Coalition Construction
Hiba Haroon, Syracuse University
Chair: Khuram Hussain, Hobart and William Smith Colleges

Portland A
Present Issues for Teachers
Teachers’ Challenge in Two Dissimilar Professional Learning Communities during the National Board for Professional Teaching Standards
Haesung Im, Arizona State University
Subject to Accountability: Target Practice and Teachers’ Subjectivities
Becky Margaret Atkinson, University of Alabama
What Are You Trying to Do? Teacher Evaluation as Seen Through Activity Theory
Lizabeth Cain, Binghamton University
Chair & Discussant: Anjalé Welton, University of Illinois at Urbana-Champaign

Portland B
College and University Studies: The Experiences Non-Traditional and International Students
From Combat to College: Student Veterans in Academic “Contact Zones”
Ellen Moore, University of California, Berkeley
The Challenges of University-School Collaboration: Epistemological Divides in the Education of ELLs
Sherry Marx, Utah State University
Cinthya M. Saavedra, Utah State University
Understanding International Graduate Students’ Experiences with Race, Racial Identity, and Racialization in the United States
Ashlee Amanda Lewis, University of South Carolina
Surviving in a Strange Land: The Diasporic Narratives of African International Students on U.S. Campuses
Tchinsala Yonmon, Southern Illinois University
Chair: Sherry Marx, Utah State University
Discovery A

Occupy and Education: Political Resistance and Pedagogic Revolution
Tyson E. Lewis, Montclair State University
Gregory N. Bourassa, University of Utah
Joseph Todd, Montclair State University
Chair: Tyson E. Lewis, Montclair State University
Discussant: Abraham DeLeon, University of Texas at San Antonio

Discovery B

Got Rights? Human Rights and the Vulnerabilities of School Children
The UN Convention on the Rights of the Child: It's Not “A Small World After All”
J. Hall, D'Youville College

Domestic Minor Sex Trafficking: Breaking the Code of Silence in Schools and Communities
Ilanna Lane, Medaille College
Virginia Batchelor, Medaille College

The American Dreams of Karen Refugee Youth and the Social Realities of Resettlement and Schooling: From Mandalay to Nickel City
Craig Centrie, Medaille College
Chair & Discussant: J. Hall, D'Youville College

Health

College Access Studies
Defending Dual Credit Quality: Implications for Access and Opportunity
Jason Taylor, University of Illinois at Urbana-Champaign

Educational Neglect: Recognizing Its Impacts on Postsecondary Access for Minority Impoverished Adults
Brent Edward Sykes, The University of Oklahoma

Becoming “College and Career Ready”: The Policy Discourse
Richard D. Lakes, Georgia State University
Chair & Discussant: Elizabeth Sierra, Prince William Sound Community College

Stellar

Pre-service Into Practice
Seeing and Believing: Examining Partnerships and Inquiry in the Preparation of Beginning Teachers for Urban Schools
Tim Mahoney, Millersville University

Igniting Advocacy in the Age of NCATE: A Study of Teachers and Their Teachers
Isabel Nuñez, Concordia University Chicago
Peter Renn, Concordia University Chicago

Prospective Teachers Becoming Transformative Intellectuals
Amy Gratch Hoyle, Cabrini College

Content Knowledge Deficits of Teachers: A Myth and a Means to Efficient Human Capital Development
Mark Wolfmeyer, City University of New York - Graduate Center
Chair: Chezare A. Warren, University of Pennsylvania
Sunday 10:15am - 11:45am

Menzies
Alternative Session

In Search of Our Alma Mater Studiorum: Reclaiming Motherhood in the Academy
Beth Hatt, Illinois State University
Ian Kolano, University of North Carolina at Charlotte
Monifa Beverly, University of Central Florida
Pamela Hoff, Illinois State University
Pamela Jean Bettis, Washington State University
Amy E. Swain, University of North Carolina at Chapel Hill
Sydney Brown, Gardner Webb University
Liv Solveig Thorstenson Davila, University of Illinois at Urbana-Champaign
Venus Evans-Winters, Illinois State University
Chair: Heather Coffey, University of North Carolina at Charlotte

Portland A
Avoiding Paleolithic-ism: Valuing the Traditional While Honoring the New Diversities in Approaches to Preservice and Inservice Teacher Education
Exploring the Mode of Representations and Interpretations of Differences in Diversity Education
Jenna Min Shim, University of Wyoming
Examining of the Intersections and Implications of Poverty, Schooling, and Teacher Education
Cheryl Stewart, University of Wyoming
“Like any Other Student”: The Problem with Treating Minority Sexual and Gender Identity Students the “Same”
Reagan J. Kaufman, University of Wyoming
The Interruptions Workshop Series for Teachers, School Counselors, School Psychologists and Administrators
Kerrita K. Mayfield, University of Massachusetts Amherst
Chair & Discussant: Edward Janak, University of Wyoming

Portland B
Issues of Technology Uses for Educational Reform
Supporting Public Democracy: The Case for Free and Open Source Software (F/OSS)
J. Joe Bishop, Eastern Michigan University
Cheating as a Leading Indicator: What Cheating in On-line Courses Suggests about Educational Reform
Richard Hartsell, University of South Carolina Upstate
Lori Tanner, University of South Carolina Upstate
Susan Harden, University of North Carolina at Charlotte
Pairing Educational Technology and Critical Pedagogy
Jonathon Douglas Henderson, University of Oregon
Chair: J. Joe Bishop, Eastern Michigan University
Discovery A

Revolutionary Praxis of Love and Possibility: Reflections of 5 Critical Educators Practicing Antonia Darder’s Work

Chicana/Latina Doctoral Students: (Re)Claiming their Place in the Academy
Rufina Cortez, University of Illinois at Urbana-Champaign

Immigration Representation and the Racialized "Other"
Gerardo Diaz, University of Illinois at Urbana-Champaign

What My Students Taught Me about Multicultural Education
Jennifer Chung, Ohio University

"Who Do You Roll With?": Racism, Marginality, and the Pedagogy of Courage
Kevin Lam, Muskingum University

Latina/o (Re)presentations in Children’s Televisual Media: A Critical Bicultural Pedagogy Approach
Judith Estrada, University of Illinois at Urbana-Champaign

Chair: Judith Estrada, University of Illinois at Urbana-Champaign

Discovery B

A New Common School Movement
Kenneth J. Saltman, DePaul University
Noah De Lissovoy, University of Texas
Alexander J. Means, University of Toronto

Chair & Discussant: Clayton Pierce, University of Utah

Tolmie

Crafting Critical Stories: Toward Pedagogies and Methodologies of Collaboration, Inclusion & Voice

Here I Stand: College Students’ Critical Education Narratives
Barbara F. Kessel, University of Utah

Kim Hackford-Peer, University of Utah

“I Knew When You Said Your Name in Spanish!”: On Being a White Puerto Rican Teacher in the Classroom
Ellen Correa, University of Massachusetts Amherst

Testimonial Pedagogy: A Pedagogy of Presence and Inclusion
Judith Flores Carmona, New Mexico State University

Can a Story Stand Alone? The Challenges of Using Oral History to Foster Critical Conversations
Natalie Adams, The University of Alabama

James Adams, Mississippi State University

Chair & Discussant: Kristen Luschen, Hampshire College

Sealth

Working Through School Conflicts

“Why Are They Doing This To Us?” The Meaning of the New Racial Segregation in U.S. Public Schools
Jerry Lee Rosiek, University of Oregon

“That Racism Thing”: A Critical Race Discourse Analysis of a Conflict Over the Proposed Closure of a Black High School
Felicia M. Briscoe, University of Texas at San Antonio

Muhammad Khalifa, Michigan State University

Silenced Voices: Community and Student Experience in Turnaround Schools
Jennifer D. Olson, University of Illinois at Chicago

Shaka Rawls, University of Illinois at Chicago

How to Start a Revolution One School at a Time: The Coalition of Essential Schools and Rural Educational Reform
Jim La Prad, Western Illinois University

Chair: Chezare A. Warren, University of Pennsylvania
In Memoriam

A new feature in the program this year recognizes contributions from distinguished deceased members. To the families, colleagues, and students of Joe Kincheloe and David Purpel, we express our sorrow at their absence from our continuing efforts of social justice.

Joe Lyons Kincheloe, Jr. (12/14/1950 - 12/19/2008)
Professor and Canada Research Chair at the Faculty of Education,
McGill University in Montreal, Quebec, Canada

Joe L. Kincheloe is recognized for his contributions in critical pedagogy and qualitative research. He was edgy and changed the intellectual conversations of postformal thinking, research bricolage, critical constructivism, critical multiculturalism, and cultural studies, much of his work with his wife, Shirley R. Steinberg. In addition to his scholarship, Joe taught countless classes and supervised well over 60 doctoral students, most of whom are now well-established scholars and professors all over the world. He was concurrently writing his 60th book when he died, and edited over eight different book series with Steinberg. Trained in the foundations of education, he was informed by historiography and philosophy. He was the senior and founding editor of The International Journal of Critical Pedagogy and the blogmaster to the several thousand registered readers and bloggers of The Paulo and Nita Freire International Project for Critical Pedagogy. Joe was passionate. He had many radical loves: his family, rock n’ roll, his students, writing, The Tennessee Vols, The Atlanta Braves and telling stories about his beloved Appalachian home.

David Purpel (6/5/1932 - 4/19/2010)
Professor Emeritus in the Department of Educational Leadership and Cultural Foundations,
University of North Carolina at Greensboro

David Purpel received his Ed.D. from Harvard University where he later directed the Teacher Education program. He came to UNC Greensboro in the early 1970s where for several years he chaired the Department of Educational Leadership and Cultural Foundations. During this time he helped create the doctoral program in Educational Studies with a Concentration in Cultural Studies. In his books and articles he was a key contributor to the curriculum reconceptualist movement of the 1970s and 80s. His writing was an important catalyst in understanding the moral and spiritual dimensions of education. He was a powerful voice in challenging educators to see themselves as within the prophetic tradition that called for education to be an instrument for social justice. He had a profound influence over generations of doctoral students who were moved and challenged by him. He was widely known and recognized both in the U.S. and in other countries.
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