AESA 2013
American Educational Studies Association Annual Conference
Risk and the New Spaces of Collaboration

Baltimore, Maryland  Hyatt Regency  Oct. 30-Nov. 3, 2013
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 who teach and research in the field of education utilizing one or more of the liberal arts disciplines of philosophy, history, politics, sociology, anthropology, or economics as well as comparative/international and cultural studies. The purpose of social foundations study is to bring intellectual resources derived from these areas to bear in developing interpretive, normative, and critical perspectives on education, both inside of and outside of schools.

THEME 2013
Risk and the New Spaces of Collaboration

This topic takes up the challenges of the last few years of AESA conference themes and presentations, asking us to consider new forms of connection and disconnection in face-to-face and/or technologically-mediated relationships and communities. If our intention in preparing teacher educators and intervening in educational policy is to not replicate the problems of the “barred rooms” Bernice Johnson Reagon warned against in her argument for coalition politics or to not stay on the “opposite river bank,” as Gloria Anzaldúa urges, how can we teach and learn toward these risks of connection, difference, and hospitality?

In a globalizing and increasingly digitally connected world, new opportunities of both connection and disconnection multiply, even as older forms of both continue as well. This theme asks us to engage these challenges in ways that cross boundaries and push against comforting networks of association, or at least make an effort to do so. Without risk, how do we as educators in the 21st century work to engage populations of teachers who don’t share identities with their students? How do we as educators collaborate across differences with colleagues with whom we may not share backgrounds, home languages, social class, gender, race, and sexuality? How do we situate ourselves globally and locally, in human and nonhuman networks of responsibility, even those that are challenging or remote, as we educate and learn?

Submissions might engage border crossing pedagogies, education and justice, collaborative school improvement projects, online pedagogies, global teaching and learning coalitions, and/or place-based or environmental educational initiatives, among others.

For further information about the association please visit www.EducationalStudies.org.
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Cover Image: Cris Mayo, Terry Vaughan III & Xiuying “Sophy” Cai, University of Illinois at Urbana-Champaign
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2013 Annual Conference

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CONFERENCE REGISTRATION HOURS
Atrium
Wednesday, October 30  17:00 - 18:30
Thursday, October 31  8:00 - 17:00
Friday, November 1    8:00 - 17:00
Saturday, November 2  9:00 - 15:00

For registration concerns or questions, please email John Petrovic: jpetrovi@bamaed.ua.edu
2013 Annual Conference

COFFEE SERVED
Atrium
Thursday, October 31  8:00 - 9:00 & 15:00 - 16:00
Friday, November 1    8:00 - 9:00 & 15:00 - 16:00
Saturday, November 2  8:00 - 9:00 & 15:00 - 16:00
Sunday, November 3    8:00 - 9:00

QUIET WORKSPACE
Conway
Thursday 8:00-Saturday 20:00

SPECIAL MEETINGS

AESA Executive Council Meeting (Current Council Members)
Thursday, October 31, 8:00- 12:00, Executive Boardroom

AESA Executive Council Meeting (New Council Members)
Sunday, November 3, 8:00 - 12:00, Conway

Committee on Academic Standards and Accreditation (CASA) Meeting
Thursday, October 31, 10:15-11:45, Annapolis

EcoJustice SIG Meeting
Friday, November 1, 10:15 - 11:45, Executive Boardroom

Educational Studies Editorial Board Working Luncheon
Friday, November 1, 12:00 - 15:15, Executive Boardroom

Council for Social Foundations of Education (CSFE) Meeting
Friday, November 1, 13:45-15:15, Annapolis

AESA Business Meeting (All are invited.)
Saturday, November 1, 17:00 - 18:00, Constellation CD Ballroom
Graduate student winners of the Taylor-Francis awards will be announced at the business meeting.
LECTURES AND SPECIAL SESSIONS

Graduate Student Session I
Thursday, 15:30-17:00, Baltimore

From Dissertation to Publication: Strategies for Improving Scholarly Productivity
What are the practices and strategies that can help graduate students improve and increase their scholarly productivity (e.g. writing scholarly publications, securing grants and seeking/obtaining fellowships)? As you prepare for the academy and academic job market, this panel will provide insights into ways to support building your scholarly career.
Wanda Pillow, University of Utah
Michael Jennings, University of Texas at San Antonio
Claudia Cervantes-Soon, University of North Carolina at Chapel Hill
Chair: Tuesda Roberts, Michigan State University

George Kneller Lecture
Thursday October 31st 17:30 – 19:00, Constellation A Ballroom
Megan Boler, University of Toronto

Graduate Student Roundtable & Reception
Friday, November 1, 20:00-21:30, Chesapeake A

Graduate Student Session II
Saturday 13:45-15:15, Annapolis
Politics & the Academy: Negotiating Risky Space in Teaching, Research & Service
As a graduate student, how can you develop and expand the skill set needed to negotiate the politics of the academy at multiple levels (e.g. classroom, department, college, university, national associations)? Echoing the 2013 conference theme, Risk and the New Spaces of Collaboration, this panel explores the probable challenges and potential opportunities faced when working and learning with those who may not share your race, gender, sexuality, social class, politics, background and home languages. The panelists will share lessons learned from and strategies for navigating risky spaces throughout your academic career.
Jean Patterson, Wichita State University
Silvia Bettez, University of North Carolina at Greensboro
Yolanda Medina, Borough of Manhattan Community College/City University of New York
Denise Taliaferro Baszile, Miami University
William Smith, University of Utah
George Noblit, University of North Carolina
Chair: Kristine Kengor, University of Pittsburgh

R. Freeman Butts Lecture
Friday, November 1, 17:30 - 19:00, Constellation A Ballroom
Marvin Lynn, Indiana University, South Bend

Presidential Address
Saturday, November 2, 15:30 - 17:00, Constellation CD Ballroom
Lynda Stone, Samuel M. Holton Distinguished Professor, University of North Carolina at Chapel Hill
AESA Business Meeting (All are invited)
Saturday, November 2, 17:00 - 18:00, Constellation CD Ballroom
Graduate student winners of the Taylor-Francis awards will be announced.

Program Chair's Featured Sessions
Saturday 10:15-11:45
Douglass

 Crossing Borders: The Risks We Take to Receive a Quality Education
Our panel will examine how marginalized students and their families are often left with no other option than to cross local and global boundaries in order to access a quality education. Through the illustration of three very different stories, we argue that students and their families struggle to provide children with better educational opportunities, and often are left to face barriers placed by educators and the law that intervene in their efforts. Each of our papers will discuss the similarities and differences in educational barriers and aspirations entailed in those experiences. We will also discuss the surveillances and inspections of their presence in schools. Our panel will engage the audience in dialogue around the risks, consequences, and sacrifices that families face when they cross borders in order to receive access to quality education.

Caught on the Wrong Side of the Property Line: A Mother's Risks for Safety and Quality in Schools
Chanee Anderson, University of Illinois at Urbana-Champaign

Latinas/os Value Higher Education: The Educational Experiences of One Undocumented Latina
Norma Marrun, University of Illinois at Urbana-Champaign

We Have Walls: Education, Identity, and Activism of Undocumented Korean American Youths
Ga Young Chung, University of Illinois at Urbana-Champaign

Saturday 13:45-15:15
Chesapeake B

Acting Locally: Reaching Across Boundaries to Make Change in Schools
This panel will provide local examples of resistance from Baltimore City, the site of the 2013 AESA conference. Maryland has been rated at the number one public school system in the country by Education Week, but suffers from severe inequities in its system. Baltimore City, in particular, is a city with high poverty and is often the site of neoliberal policy efforts that have had little success in improving the achievement of young people. On the panel are parents, teachers and teacher educators, as well as students who are all trying to re-imagine education in Baltimore, becoming the change they would like to see. Through their work, each tries to reconstitute their roles as teachers, parents, students, and teacher educators. The aim of the panel is to begin a dialogue about how to further the work of hope in cities across the nation, as they work locally to resist the neoliberal education agenda.

Jessica Shiller, Towson University
Aimee Pohl, parent and co-founder of Creative City Public Charter School
Robin Bingham, community organizer for United Workers
Stephanie Flores Koulish, Loyola University Maryland, professor working on a successful campaign to rebuild school buildings
Robert Simmons, Loyola University Maryland, professor working with African American students
Katherine Engleman, Baltimore Algebra Project
Book Exhibit
Frederick and Columbia
Thursday: 8:30 – 17:30  Friday: 8:30 – 17:30  Saturday: 10:00 – 11:00
Make sure to check out this year's book exhibit, which features a number of new and returning publishers, as well as several special events. Although the books are not for sale, you can peruse the titles all week and hopefully get the book you want at Saturday's Book Distribution (starting 12:00 p.m.). Hours for the Book Exhibits Room continue to provide time both before and after sessions so conference participants have 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
Frederick and Columbia
Thursday, October 31, 10:00 -11:30
Chat with Author John Covaleskie
John Covaleskie, Associate Professor, University of Oklahoma
In a discussion about his book Membership and Moral Formation, IAP (2013) John Covaleskie, Associate Professor, University of Oklahoma, will argue that our culture has misunderstood the nature of shame by seeing only the negative side of shame. He argues shame also has a positive role in our moral formation, and is shaped by the memberships we share with others in our normative community, and is part of what we used to call conscience.

Thursday, October 31, 13:00 -15:30
Chat with Author Barbara Veltri
Barbara Veltri, Associate Professor, Northern Arizona University, author of, Learning on Other People's Kids: Becoming a Teach For America Teacher, Information Age Publishers. In this book chat, Dr. Veltri will answer audience questions and discuss how her subjects (fellow stakeholders in the work) offered a roadmap for writing her book. The author identifies why audience subjects' voices, necessitate development of a book, and why bringing the work into the public domain validates “insiders" and your role in the process. This session will be especially beneficial for doctoral students and junior faculty.

Friday, November 1, 8:30 -10:00
Chat with Author Jessica Heybach
Jessica Heybach will discuss the major themes explored in Dystopia and Education: Insights into Theory, Praxis, and Policy in an Age of Utopia Gone Wrong (Information Age Publishing, 2013) her co-edited book with Eric Sheffield. She will argue that the authors in this collection move beyond the traditional avenues of critique by utilizing expression of dystopia found in art, film, literature, and video games to expose the state of contemporary education.
Chat with Author Sarah Stitzlein
Sarah Stitzlein, Associate Professor at the University of Cincinnati will share findings from her book, *Teaching for Dissent: Citizenship Education and Political Activism*, Paradigm Publishers (2012). She will discuss her research into troubling practices in schools that omit or suppress the ability of youth to dissent and offer pathways for how teachers could foreground this important element of citizenship education.

Book Exhibit Special Sessions
Frederick and Columbia
Thursday, October 31, 12:00 -17:30
*Models, on being: multimedia installation*
Derek R. Ford and Sarah Pfohl (See description at Book Exhibit Thurs 11:30 a.m. session)

Thursday, October 31, 15:30 -16:15
*Publishing academic books with Routledge*
Meet Editor, Naomi Silverman of Routledge and hear about what book publishers are looking for from today’s education-focused authors. This session will be especially beneficial for doctoral students and junior faculty.

Thursday, October 31, 16:15 – 17:00
*Publishing academic book series’ with Peter Lang*
Meet Editor, Chris Myers of Peter Lang and learn about book authoring and Peter Lang’s upcoming book series. This session will be especially beneficial for doctoral students and junior faculty.

Friday, November 1, 11:30 -13:00
*Models, on being: Artist Talk about multimedia installation*
Derek R. Ford and Sarah Pfohl
Using basic materials in interaction with the body, *Models, on being* aims to theorize questions of being. Through time-based visual model and brief, original text—and the interplay between the two—Ford & Pfohl render visible the complicated relationship between ineffability and intelligibility.

Friday, November 1, 15:30 -16:15
*Editor’s Roundtable: Getting your work published in journals*
Meet the Editors of Educational Studies, Rebecca Martusewicz, Shrikrishna Singh of Routledge US Education Journals, among others 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.
2013 Annual Conference

Book Distribution
Frederick and Columbia
Saturday, 12:00    Graduate Students First
Saturday, 12:15    All Welcome

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

2013 AESA Critics Choice Book Award Recipient
CHAIR: Susan Schramm-Pate
(alphabetical order)


Meiners, Erica R., & Quinn, Therese (Eds.). *Sexualities in Education: A Reader*. New York: Peter Lang, 2012.


**Wednesday, October 30, 2013**

**Critics Choice Book Award Ceremony**  
**Constellation A**  
17:00-18:00  
Chair: Susan Schramm-Pate, University of South Carolina

**Peter Lang Publishing** is honored to sponsor the  
**2013 American Educational Studies Association Critics Choice Awards Reception**  
Congratulations to all the award winners, for their contribution of outstanding scholarship, including the following Peter Lang authors: Ali A. Abdi, Paul R. Carr, Joseph L. DeVitis, Richard Greggory Johnson III, Matthew Knoester, Bettina L. Love, Erica R. Meiners, Michele C. Murray, Robert J. Nash, Therese Quinn, and Stephen Vassallo

**Meet and Greet Reception (wine and cheese served)**  
**Pisces**  
18:00-19:00  
All are invited.
Thursday, October 31, 2013
8:00 - 9:00 & 15:00 - 16:00
Atrium
Coffee Served

8:00-20:00
Conway
Quiet Workspace

8:00 - 12:00
Executive Boardroom
AESA Executive Council Meeting (Current Council Members)

Thursday 8:30-10:00
Charles
Information Communication Technologies and the Push for Online PK-20 Education:
Questions Regarding Equity, Access, and the Reproduction or Transgression of
Domination
Interrogating Assumptions and Envisioning Possibilities: A Hermeneutic Analysis of Pedagogy
and Practice
Pamela J. Konkol, Concordia University Chicago and Sarah Militz-Frielink, University of
Illinois at Chicago
Situated Knowledge and the Significance of Place: A Critical Consideration of Technologically
Mediated Spaces for Teaching and Learning
Eleanor Blair Hilty, Western Carolina University
Confronting Issues of Race and Inequality in a New Age: Exploring Instructor Perceptions of
Teaching About Social Justice Online
Cristina Starks and Bradley Poos, University of Missouri at Kansas City
Re-Living Dangerous Memories: On-line Journaling to Interrogate Spaces of "Otherness" in a
Multicultural Course
Loyce Caruthers and Dianne Smith, University of Missouri at Kansas City
Retaking Intellectual Space: Transgressing Budget Cutbacks by Moving to Cyberspace
Pamela Smith, Eastern Michigan University
Chair: Sandra Schneider, Radford University
Discussant: Dianne Smith, University of Missouri at Kansas City
Thursday 8:30-10:00
Calvert

Alternative Perspectives on School Reform

*Literacy Education for Democratic Empowerment*
Cara M. Mulcahy, Central Connecticut State University

*Aesthetic Pedagogy and the Emerging Moral Imagination of At-Risk Children*
Barbara A. Clark, Central Connecticut State University

*Creating Eco-Social Culturally Responsive Educators With Community*
James Joss French, Central Connecticut State University

*Reclaiming and Revitalizing Empowered, Community-Based Education*
Kurt Love, Central Connecticut State University

Chair: D. G. Mulcahy, Central Connecticut State University
Discussant: Ronnie Casella, SUNY Cortland

Pratt

Rhizomes Under Walls: Moving Beyond the Given in Teacher Identity, the Ideal Child and in Peace Education

* Becoming-Teachers: Negotiating Practice in the First Year of Teaching*
Katie Strom, Quality Teaching for English Learners (QTEL) Initiative, WestEd

* The Affective Child - Mapping the Deterritorializing Possibilities of Life*
Marta-Pires, Montclair State University

* Deterritorializing Peace Education Through Being-Based Pedagogy*
Zeena Zakharia and Robert Lake, Georgia Southern University

Chair: Robert Lake, Georgia Southern University
Discussant: Tricia Kress, University of Massachusetts Boston

Lombard

Neoliberalism and Its Educational Discontents

* Schools under Siege: U.S. Public School Reform in Neoliberal Times of War*
Nicole Nguyen, Syracuse University

* The Great Escape: Exploring the Message of Escape to Inner-City Students*
LaToya Russell, Georgia State University

* Occupy Policy: CReATE's Work to Reframe Education Reform*
Isabel Nuñez & Simeon Stumme & Pamela Konkol, Concordia University Chicago

* Community Organizing in the Age of Neoliberal Governance: Analyzing an Inner-city Science Education Program*
Shana Riddick, University of Illinois at Urbana-Champaign

Chair & Discussant: Mark Garrison, D'Youville College
Thursday 8:30-10:00
Camden
Educational Policy and the Risks of Inequity
“Race”-ing to the Top: How Equity Conscious Are Our Nation’s Educational Policies?
Anjalé D. Welton, University of Illinois at Urbana-Champaign; Christopher Thomas, University of San Francisco; Montrischa Williams, University of Illinois at Urbana-Champaign
Professional Ethics in the Normalizing, Data-Driven, Post-NCLB Moment: Addressing the Moral Vacuum
Joshua C. Childs & Michael Gunzenhauser, University of Pittsburgh
Nadine Hylton, Warner School of Education
Chair: Erin Castro, University of Utah

Douglass
(Un)Earthing Radical Political Ecologies: Education Against Eco-domination and Human Supremacy
White Supremacy and Ecological Damage: Arguing for Ecojustice, Place-Based Education, and the Decentralization of Schools
Gardner Seawright, University of Utah
Preserving Radical Knowledge and Revolutionary Possibility
Robert Unzueta, University of Utah
'I Was Told There'd Be Cake': A Decolonial Perspective of Latina Mothers Disrupting Formal Definitions of Parental Involvement in a Community-Based Garden
Juan Jose Garcia, University of Utah
Observations From a Garden: Latina Mothers Curando the Material Body in the Making of Place
Silvia Solis, University of Utah
Rethinking the Common(s): Education Against Ecodomination and Enclosure
Graham B. Slater, University of Utah
Chair: Graham B. Slater, University of Utah
Discussant: Richard Kahn, Antioch University Los Angeles

Chesapeake A
Freire or Foucault?: Exploring Opportunities for Agency with the edTPA
Amee Adkins, Illinois State University
Mary Bushnell Greiner, CUNY Queens College
Kathleen Knight-Abowitz, Miami University
Joel Spring, CUNY Queens College
Barbara Stengel, Vanderbilt University
Jane Van Galen, University of Washington-Bothell
Thursday 8:30-10:00
Chesapeake B
"Nothing About Us Without Us" Doesn't Recognize Borders: New Approaches to Disability Theorizing in Education
The Social Model of Disability and Qualitative Methods: Tensions, Opportunities and Critical Analyses
Lauren Shallish, Syracuse University
The New Sociology of Childhood and Disability: A Transformative Framework
Katherine Vroman, Syracuse University
Democratic Education as a Space for Cognitive Diversity
Ashley Taylor, Syracuse University
Chair & Discussant: Nirmala Erevelles, University of Alabama

Baltimore
Schools, Communities, and LGBT Educational Innovations
Social Studies Teachers' Opinions and Experiences with LGBT Inclusive Curricula
Leia Cain, University of South Carolina
Queering Cultural Capital: Extending Yosso's Examination of Cultural Capital to LGBTQ Communities
Summer Pennell, University of North Carolina at Chapel Hill
"What if the Community Finds Out": School Administrator Resistance to LGBT Training and Research
Elizabethe Payne and Melissa Smith, Queering Education Research Research Institute (QuERI)
Intersectionality, Alliance Building and LGBTQ Faculty, Staff, and Students in Higher Education
Allison Anders, University of South Carolina; James M. DeVita, University of North Carolina Wilmington
Chair & Discussant: Lori MacIntosh, University of British Columbia

Thursday 10:00-11:30
Frederick and Columbia
Chat with Author John Covaleskie: Membership and Moral Formation (2013)

Thursday 10:15-11:45
Charles
Los Atravesados: Uncovering the Stories of Undocumented Students
Creating the Immigrant “Other”: A Critical Discourse Analysis of the Immigration Debate, 2000-2010
Jerry Diaz, University of Illinois at Urbana-Champaign
Informing Immigration and Educational Policies Through Coming Out Stories
Norma A. Marrun, University of Illinois at Urbana-Champaign
Reflexiones Uncertain Futures: (Un)documented Youth in the Midwest
Judith Estrada, University of Illinois at Urbana-Champaign
Becoming Change Agents for the 1.5 Generation: Strategies for Student Affairs Professionals
Berenice Sánchez, University of Illinois at Urbana-Champaign
Undocumented Students and the Graduate School Pipeline
Rufina Cortez, University of Illinois at Urbana-Champaign
Thursday 10:15-11:45

Calvert

Educational Philosophies Past/Present
Natality and its Implications for Lifelong Education
Adrienne Johnson, University of Illinois at Urbana-Champaign
Theorizing the Past While Living in the Present: A Methodological Response to Concerns of Presentism
Lizabeth Cain, Binghamton University
An Exploration of Individual Engagement and Group Togetherness in an Undergraduate Classroom: A View Through the Lens of Sartrean Existential Philosophy as Pedagogical Method
Sheryl Lieb, The University of North Carolina at Greensboro
Chair: Nassim Noroozi, McGill University
Discussant: Helen Kress, D'Youville College

Pratt

Gender and Education: Crossing Boundaries
Becoming Feminist: The Return of the Subject?
Patti Lather, Ohio State University
The Materiality of (Feminist) Fieldwork
Sara Childers, University of Alabama
Re-contextualizing Gender and Education within a Feminist Transnational Framework
Lisa Weems, Miami University of Ohio
Re-tracing Feminisms “f-word” Status
Wanda S. Pillow, University of Utah
Chair: Patti Lather, Ohio State University
Discussant: Janet Miller, Teacher’s College, Columbia University

Lombard

Teach for America: Perspectives and Realities Not Fed to the Media
Bringing Teach For America into the Forefront of Teacher Education: Philanthropy Meets Spin
Kathleen deMarrais, University of Georgia; Jamie Lewis, Georgia Gwinnett University; Julianne Wenner, University of Georgia
Informing Teach For America’s Network: Problematizing Seek and Hide Strategies
Barbara T. Veltri, Northern Arizona University
Reckless Assignment: How Teach For America Infiltrates Local School Districts and Places its Corps Members
T. Jameson Brewer, University of Illinois at Urbana-Champaign
On Teach For America’s Research: Truth Stretching, Debatable, and/or Propaganda
Philip Kovacs, University of Alabama Huntsville
Chair: T. Jameson Brewer, University of Illinois at Urbana-Champaign
Discussant: Julie Carter, St. John’s University
2013 Annual Conference

Thursday 10:15-11:45
Camden
Blurring the Line Between Researcher|Researched: Co-authoring Knowledges
Confianza and Presence: Undocumented Testimonios to Level the Researcher/Participant
Hierarchy and Open Up Spaces of Love and Solidarity
Jean R. Aguilar-Valdés, St. Olaf College
Passing the Reins, Taking the Reins, Sharing the Reins: Flattening Hierarchies One Relationship at a Time
Anita L. Bright and Kathryn Alexander, Portland State University
Pedagogical and Scholarly Riesgos (Risks) of a Chicana Feminist Educator and Her Undocumented Chicana Student
Aurora Chang, University of Wyoming; Nancy Gutierrez, Beloit College
Chair: Maryam Saroughi, George Mason University
Discussant: Hye Young Shin, George Mason University

Douglass
Parental Involvement, Parental Challenges
Deconstructing Policy Discourses on "Parent Trigger" Laws: Shaping a New Common Sense of Empowerment and Reform
Susan Auerbach, California State University, Northridge
Parental Triggler Laws and Power of Framing in Educational Politics
Abe Feuerstein, Bucknell University
Struggling in Solidarity, Contributing Capital or Partitioning Privilege? An Analysis of Parent Responses to a Cross-Community School Merger in Chicago Public Schools
Beth Wright, Kate Phillippo, Tyler Yarbrough, Loyola University Chicago
Can We Talk? Using Community Based Participatory Action Research to Build a School Engagement Process Using Parent/Cafes to Foster a Culturally Relevant Ethos in One Public School system
Denise Yull, Binghamton University
Chair & Discussant: Emily A. Daniels, SUNY Plattsburgh

Chesapeake A
Difficulties In and With Identities
Access and Opportunity, Yet Little Equity: Racial Battle Fatigue in a “Post-Racial” Era
Jeremy Franklin, University of Utah
Queering Culturally Relevant Pedagogy: This is Not About Making Queers relevant
Ricky Gutierrez Maldonado, University of Utah
A Critical Educator's Testimonio Against the Current Post-Racial Fallacy
Virginia Necochea, University of New Mexico
Educating Against the Cultural Politics and Complicities of Containment
Cathryn Teasley, University of A Coruña, Spain
Chair: Sue Ellen Henry, Bucknell University
Discussant: Alana Butler, Cornell University
Thursday 10:15-11:45
Chesapeake B
Tension, Discomfort and a Pedagogy of Unknowing
Education and the Two Inhumans of the Postmodern Condition
Derek Ford, Syracuse University
Critical Hope and Negative Capability: The Beneficial Tension of Paradox and Unknowing
Dave Wolken, Syracuse University
The Building of Expressions of Anger
Mary Cannito-Coville, Syracuse University
Listening and Learning from Anger
Barbara Applebaum, Syracuse University
Chair: Barbara Applebaum, Syracuse University

Baltimore
Lessons Un/learned: Variously Minoritized Faculty in the Pursuit of Academic Careers
Transnational Critical Subjectivity, Teaching, Integrity and Ethics
Sharon Subreenduth, Bowling Green State University
Failures of Critical and Feminist Pedagogies: My Journey to a Critical Zen-alytic Approach as an Immigrant Asian Woman Pedagogue
Jeong-eun Rhee, Long Island University, Post
Un/learning the Hidden Curriculum of Academy
Binaya Subedi, Ohio State University
Academic Sadomasochism: A Perverse Principle of the Professoriate
Roland Sintos Coloma, OISE
Chair & Discussant: Nicholas D. Hartlep, Illinois State University

Thursday 12:00-17:30
Frederick and Columbia
Derek R. Ford and Sarah Pfohl: Models, on Being (multimedia installation)

Thursday 12:00-13:30
Charles
Bullies, Lingys and Teen Moms: Troubling School Cultures by Listening and Learning from Youth Experiences in School.
Learning with and from students: Supporting youth participation in school culture change through a sustained college-community partnership
Kristen Luschen, Hampshire College
Reassessing the Bullying Prevention Framework through the Lens of Middle School Youth: An Ethnographic Case Study on School Climate.
Andrea Deluliis & Kristen Luschen, Hampshire College
Spanglish in School: Youth Identities around Language
Erica Salazar-Greenstein, Hampshire College
Her Education: Supporting Young Women as Agents of their own Education
Maiwenn Roult, Hampshire College
Chair: Kristen Luschen, Hampshire College
Discussant: Judith Flores Carmona, New Mexico State University
Thursday 12:00-13:30
Calvert
Diverse Families and Relationships to School and Struggle
Donde Hay Confianza, Hay Todo: Latina Mothers’ Perspectives on Confianza in the New Latino Diaspora
Esmeralda Rodriguez, University of North Carolina at Chapel Hill
Governable Mothers and Masculine Markets: Virtual Schooling and 'At-home' Schooling Mothers
Sandra Schneider, Radford University
Latino Mothers’ Perspectives of Family Literacy Workshops: How Latino Students and Families are Positioned by Schools and How Families Position Themselves in School Literacy Contexts
Charna D’Ardenne, University of North Carolina Chapel Hill
Chair: Yolanda (Jolie) Medina, Borough of Manhattan Community College, CUNY
Discussant: Joseph Watras, University of Dayton

Pratt
Education, Nature, and Human-Animal Relations
Rewilding Education at the End of Nature
A. G. Rud, Washington State University
Sympathy, Animals, and Educational Ethics
Jim Garrison, Virginia Tech
Willful Ignorance and Animal Welfare
Suzanne Rice, University of Kansas
Chair & Discussant: Richard Kahn, Antioch University Los Angeles

Lombard
Taking [on] the Exams: Teacher Educators Respond to the Teacher Performance Assessments
A Slowly Tightening Noose: Teacher Educators at Two SUNY Schools Try to Resist Strangulation by edTPA
Leigh M. O’Brien, SUNY Geneseo; Sue Novinger Robb, SUNY Brockport
Interpreting, Incorporating and Interrupting Nationalized Teaching Standards: Social Foundations Meets the edTPA
Julie Carter, St. John’s University
Objectifying Teaching: A Critical Review of edTPA and Danielson in the Context of High-stakes Teacher Evaluation
Christine Clayton, Pace University
The Social Network of edTPA
Mark Wolfmeyer, Muhlenberg College
Chair: Julie Carter, St. John’s University
Discussant: Lucille L. T. Eckrich, Illinois State University
Thursday 12:00-13:30
Camden
Social Justice across Educational Sites
Teaching for Social Justice: Adjunct Faculty Teaching in a Graduate Program for Practicing Teachers
Amy Hoyle, Cabrini College
Bridging Difference through Faculty-Student Collaboration
Evan Widders & Benjamin Brooks, West Virginia University
Social Justice and Ethics in New Community Formations: African American Advocates for Change in a New Generation
Gretchen Givens Generett, Duquesne University
Michael Gunzenhauser, University of Pittsburgh
Toward a Theory of Racial Opportunity Cost for High-Achieving Students of Color
Terah Venzant Chambers, Texas A&M University
Chair & Discussant: Joseph Rayle, SUNY Cortland

Douglass
Breaking the Intellectual, Social, Philosophical, and Organizational Barriers to Collaboration
Setting the Right Precedent: H. Councill Trenholm and a Strategy for Change
Carol F. Karpinski, Fairleigh Dickinson University
Dorothy Height: Transforming Barriers into Bridges
Muriel S. Grimmett, Rutgers University
The Case for Litigation
Louis Ray, Fairleigh Dickinson University
Chair & Discussant: Janet Allen, Independent Scholar

Chesapeake A
Diverse Literacies, Storytelling, and Social Change
Moving Other People's Stories: Contradictions and (Im)Possibilities
Jessica Powell, University of North Carolina-Chapel Hill
Readin' Sistah's: Understanding Black Girls' Literacies
Carleen Carey, Michigan State University
Listening to and Telling Stories: An Examination of the Pedagogy of Storytelling in a Community-based Educational Reform Effort
Linnea Beckett, University of California, Santa Cruz
Chair: Juan A. Rios Vega, University of North Carolina at Greensboro
Discussant: Nassim Noroozi, McGill University
Thursday 12:00-13:30
Chesapeake B
Technology and Teaching Foundations
Starting from ‘Scratch’: Trajectory, Tragedy, and Triumph in Teacher Education
Ashley Boyd, Eldrin Deas, George Noblit, University of North Carolina at Chapel Hill
Digital Bridges
Jane Van Galen, University of Washington Bothell
Learning to be Latina/o: Detourning Articulations of Latina/o identity
Jason Mendez, Duke University
Globalized Students while Unglobalized Families: Limiting Family Participation in Education
Margarita Machado-Casas, University of Texas at San Antonio
Chair: George W. Noblit, University of North Carolina at Chapel Hill

Baltimore
Alternative Session
Exploring the Genderqueer Terrain: Rendering (em)Bodied Experiences through the Expression of Voices, Words, and Photographs
Dana Stachowiak, University of North Carolina at Greensboro

Annapolis
A Text Students Will Read: HBO's The Wire
"You Need Soft Eyes": Using The Wire in a University Classroom to See Education Big (and Small)
Elizabeth Hughes, Binghamton University
"Yo, You wouldn't of Stood Tall?: Teaching Black Male Student Identity in the Absence of Innocence Using The Wire as Urban Scripture
Heather Cherie Moore, Purdue University
Teaching Police Ethics Using The Wire
David Bzdak, Onondaga Community College
Knowledge is Power: The Wire and the Politics of Education Policy
Mark Stern, Colgate University
"It's good to have a class that's like, Hello! This is what's going on": Counter-storied Cultural Capital in The Wire Classroom
Travis Vande Berg & Jeanne Cameron, Tompkins Cortland Community College
Chair: Jeanne Cameron, Tompkins Cortland Community College
Discussant: Shirley R. Steinberg, University of Calgary

Thursday 13:00-15:30
Frederick and Columbia
Chat with Author Barbara Veltri
Learning on Other People's Kids: Becoming a Teach For America Teacher
Thursday 13:45-15:15
Calvert
Animals and Parks: No Child Left Inside, No Human Only Human
Befriending Animals as an Educational Life-practice
Susan Laird, University of Oklahoma
Parks as Classroom: Beyond the Four Walls
Miranda Paulk, University of Tennessee; Brian Sohn, University of Tennessee, Knoxville
Learning in Relation to the Living World
Rita Turner, University of Maryland Baltimore County
EcoJustice and Anarchism: Pedagogies of Solidarity
Johnny Lupinacci, Washington State University
Chair: Bradley Rowe, University of South Florida
Discussant: Bradley Rowe, University of South Florida

Pratt
Digitizing Foundations, Gaming Education
Making Fun into Work: How Students’ Online Literacy Activities are Portrayed to K-12 Teachers
Drew Berkowitz, Montclair State University
Exploring Gender, Race, and Dis/ability in Online Educational Spaces
Heather Greenhalgh-Spencer, University of Illinois at Urbana-Champaign
Digital Gemutlichkeit: Creating Community in an Online Foundations Course
Peter Hessling, North Carolina State University
Facilitating Interprofessional and Geographically-Dispersed Colleagueship in an Online Social Foundations Course
Colleen MacKinnon, University of Vermont
Chair & Discussant: Mary Bushnell Greiner, Queens College, CUNY

Lombard
The Continuing Significance of Race in Educational Policy and Leadership
White Teachers Confronting White Teachers about Race: School Leaders Refereeing Whiteness
Anjalé D. Welton, Jonathan L. Hamilton, & Joseph T. Wiemelt, University of Illinois at Urbana-Champaign
Turnaround, School Choice, and the Hidden Discourses of Race in Leadership Preparation
Sarah Diem, University of Missouri-Columbia; Bradley W. Carpenter, University of Louisville
Sine Die for the Status Quo: Latinas/os Engaged to Reimagine and Co-Create Leadership, Public Education, and Community Cultural Wealth
Patricia D. López & Emmanuel García, University of Texas at Austin
Educational Developments in an Urban Context: "Bermuda is Another World"
Jahni M. A. Smith, University of Southern California; Ty-Ron M. O. Douglas, University of Missouri-Columbia
Chair & Discussant: Sarah Diem, University of Missouri-Columbia
Thursday 13:45-15:15
Camden
Charter Trouble
Access or Excess?: Charter Schools, Disabilities, and the Normative Limits of Choice
Mark Stern, Colgate University
The Logics and Limits of the "No Excuses" School Model: The Case of KIPP
Scott Ellison, University of Tennessee Knoxville
Troubling Sanctuary: Excavating the Moral and Educational Limbo of the Charter School Movement
Gerald Wood, Northern Arizona University
Chair: Eldrin L. Deas, University of North Carolina at Chapel Hill
Discussant: Mark Garrison, D'Youville College

Douglass
Diverse Histories, Diverse Connections
“We All Came Together on the Football Field”: Re-examining the Role of Sports in School Desegregation
Natalie Adams, University of Alabama
This Body, This Class: A Black Female's Negotiation of Teacher Identity in a Racialized Classroom
Dominique Hill, University of Illinois at Urbana-Champaign
Chair & Discussant: Greg Seals, College of Staten Island

Chesapeake A
New Spaces for Narrative and Relation
The Intersection of Wabanaki Cultures, Visual Arts, and Creative Writing
Kelly Hrenko, University of Maine
A Multiplicity of Narrative Voices Within the Collaborative Spaces of Media
Jasmine Ulmer, University of Florida
Speaking Together: Processes Around Collective Writing and Filmmaking on Schooling's Silencing
Amy Senta, University of North Carolina at Chapel Hill
Teaching Comics in K-12 and Higher Education Classrooms
Nicholas Mariner, University of South Carolina
Chair & Discussant: Mary Ellen Edwards, University of Toledo

Chesapeake B
Book Panel Session (Authors' Talks):
Democracy Always in the Making: Historical and Current Philosophical Issues for Education
Kathleen Knight-Abowitz, Miami University
Jim Garrison, Virginia Tech
Jaylynne Hutchinson, Ohio University
Frank Margonis, University of Utah
Chair & Author: Barbara Thayer-Bacon, University of Tennessee
Thursday 13:45-15:15
Baltimore
Making Transparent Epistemological, Ethical Challenges in Multilingual Research from Raced, Critical and Post-colonial Perspectives
“It’s a Calm World”: Control, Citizenship…and Video Cameras
Francis Bangou, University of Ottawa
Ethical Challenges of Power Asymmetry between Researcher and Researched in Occupied Palestine
Ilham Nassar, George Mason University
Reflections of a Teacher Educator over an 18 year Period: Criticality, Connection and Collaboration
Gertrude Tinker Sachs, Georgia State University
Womanist Ways of Knowing: The Contested Terrain of “Research Literacy” in a Ph.D. Course
Shelley Wong & Sylvia Y. Sanchez, George Mason University
Chair: Rachel Grant, College of Staten Island- CUNY
Respondent: Nicole J. Harris-Sealey, George Mason University

Thursday 13:45-15:15
Annapolis
Communing at the Conference: Ritual, Memory, Catharsis, and Renewal
The Prospect of Critical Co-Constructed Narratives for Battling EmpathyFatigue at the Color Line and Beyond
Sherick Hughes, University North Carolina at Chapel Hill
Friendship as Foundation: The Value of Community for Educators under Fire
Isabel Nuñez, Concordia University Chicago
Here be Monsters! Negotiating the Treacherous Waters of Academe with a Little Help from My Friends
Pamela Konkol, Concordia University Chicago
Facilitation, Solidarity, and Connection: Supporting Foundations Colleagues in Teacher Preparation Programs
Joseph Rayle, SUNY Cortland
Chair & Discussant: Amy Swain, University of North Carolina at Chapel Hill

Thursday 15:30-16:15
Frederick and Columbia
Publishing academic books with Routledge
Editor, Naomi Silverman of Routledge

Thursday 16:15 – 17:00
Frederick and Columbia
Publishing academic book series with Peter Lang
Editor, Chris Myers of Peter Lang
Thursday 15:30-17:00

Charles

The Arts and Educational Connections
"Embodying Change": Youth, Dance and Performance Arts
Sheeva Sabati, University of California, Santa Cruz

Art and Identity/Teaching Foundations: Investigating an Art/Education Collaboration
Sue Ellen Henry, Bucknell University

Literary Art, Public Philosophy, and Education in John Dewey's Great Community
Leonard Waks, Temple University

Small Openings: Theater of the Oppressed Making Invisible Intersectionality Visible
Beth Powers-Costello, University of South Carolina

Chair & Discussant: Mary Bushnell Greiner, Queens College, CUNY

Calvert

Understanding the Myths of Educational Reforms: Responding to the Political and Corporate Takeover of Education

The Myths and Counter-Myths of Educational Reform: Thirty Years Since A Nation at Risk
Arthur Costigan, Queens College, CUNY

Teachers’ Perspective on Heroes and Villains in the Teaching Profession
Greg Seals, College of Staten Island, CUNY

Confronting the Myth of Teacher Neutrality and Objectivity in an Age of Standardization
Jessica A. Heybach, Aurora University

Parental Involvement in Education: Who Really Wants It, and Why?
Leslee Grey, CUNY Queens College

Chair: Leslee Grey, CUNY Queens College

Pratt

Educational Activism as Core Practice

Grounded School Choice in Uganda: Community Building from the Bottom to the Top
Vanessa Lancaster, Eastern Michigan University

J. Bishop, Eastern Michigan University

Teaching as/for Activism
Kathy Hytten, University of North Carolina-Greensboro

Activist Pedagogy, Risk, and Collaboration
Christina Limpert, Syracuse University

Chair: J. Bishop, Eastern Michigan University
Discussant: Nassim Noroozi, McGill University
Thursday 15:30-17:00

**Lombard**

**Rethinking Education and the Veil: Using Du Bois against Educational Structures of Global White Supremacy**

“How Did You get to be Racialized?” The Veil and the Ivory Tower

Diego Luna, University of Utah

“To be ready at any moment to give up what you are for what you might become”: Towards a DuBoisian Analysis of Schooling under a Neoliberal Era

Anita Juarez, University of Utah

*Du Bois on White Schooling: Unveiling an Active Pedagogy of Deliberate Ignorance*

Gardner Seawright, University of Utah

*Schoolings’ Relationship to White Supremacy for Colonized Bodies in the U.S. Nation State: Now and Then*

Robert Unzueta, University of Utah

Discussion: Frank Margonis, University of Utah

Chair: Diego Luna, University of Utah

**Camden**

**Community Involved Learning**

*Using Theory to Create New Connections between University and Field Experiences for Pre-Service Teachers*

Austin Pickup, University of Alabama

*Getting Involved: Political Socialization and Civic Education in American Higher Education*

Jessica Mason, University of Pittsburgh

*The Zinn Education Project and the Making of a Teachers Network to Teach A People's History*

Sonia Murrow, Brooklyn College

*We See a Lighthouse on the Horizon: A Qualitative Inquiry into Project-Based Learning*

Jim La Prad, Western Illinois University

Andrea M. Hyde, Western Illinois University

Chair: Teresa G. Wojcik, Villanova University

**Douglass**

**Spaces of Possibility, Spaces of Disconnection**

*Negotiating Alternative "Place" in School: An Exploration of One Middle School's Imposed, Constructed, and Possible Spaces*

Alice Harnischfeger, University of Rochester

*Challenging PK-12 Leadership Identities: Metaphors of Leadership and Spatialized Practice*

Emily Crawford, University of Missouri-Columbia

*Islands Unto Themselves: How Merit Pay Schemes Undermine Teacher Collaboration*

T. Jameson Brewer, Paul S. Myers, & Michael Zhang, University of Illinois at Urbana-Champaign

Chair: Yolanda Medina, Borough of Manhattan Community College/CUNY
Thursday 15:30-17:00
Chesapeake A
**Queer Crossings: Critical Intersectionality and the Politics of Difference**
*Risk, Bridges, and Connections Between and Within Identity*
Cris Mayo, University of Illinois at Urbana-Champaign
*When the Words Get in the Way: Crossing Boundaries of Sexuality, Gender, Race and Religion in the Transnational Classroom*
Lisa Weems, Miami University of Ohio
*LGBT Equality in the Context of Racism, Sexism, and Ableism: A Challenge for the White, Male, LGBT-identified Teacher*
Scott Gust, Westminster College
Chair & Discussant: Jennifer Logue, Southern Illinois University at Edwardsville

Chesapeake B
**Confronting Human Supremacy in Collaborative Efforts toward Social and Ecological Justice**
Rebecca Martusewicz, Eastern Michigan University
John Lupinacci, Washington State University
Scott Morrison, Elon University
Bradley Rowe, University of South Florida
Richard Kahn, Antioch, Los Angeles
Abraham P. DeLeon, University of Texas at San Antonio
Chair: Martusewicz, Eastern Michigan University
Discussant: A. G. Rud, Washington State University

Baltimore
**Graduate Student Session I**
**From Dissertation to Publication: Strategies for Improving Scholarly Productivity**
What are the practices and strategies that can help graduate students improve and increase their scholarly productivity (e.g. writing scholarly publications, securing grants and seeking/obtaining fellowships)? As you prepare for the academy and academic job market, this panel will provide insights into ways to support building your scholarly career.

Wanda Pillow, University of Utah
Michael Jennings, University of Texas at San Antonio
Claudia Cervantes-Soon, University of North Carolina at Chapel Hill
2013 Annual Conference

George Kneller Lecture
Thursday, October 31,
17:30 – 19:00, Constellation A Ballroom
Megan Boler, University of Toronto

The Long and Mediated Revolution: Rethinking Civic Engagement

Megan M. Boler is Professor, OISE at University of Toronto and Associate Faculty of Knowledge Media Design Program, Women’s and Gender Studies, and Cinema Studies at UT. Her recent books include Digital Media and Democracy: Tactics in Hard Times (MIT Press, 2008) and DIY Citizenship: Critical Making and Social Media (ed. with Matt Ratto, January 2014, MIT Press) and Discerning Critical Hope in Educational Studies (with eds. Bozalek et al, Routledge 2014). She is the recipient of two major research grants from the Social Sciences and Humanities Research Council: “Rethinking Media, Citizenship and Democracy: Digital Dissent after 9/11” (2005-08); and her current 3-year project “Social Media in the Hands of Young Citizens,” which focuses on how Occupy Movement women activists’ digital media practices redefine participatory democracy. Her web-based productions include a study guide to accompany the documentary The Corporation (dirs. Achbar and Abbott 2003), and the multimedia website Critical Media Literacy in Times of War.

Kneller Lecture Reception
19:00-20:00, Atrium
Cash bar and light appetizers
All are invited.
Friday, November 1, 2013
8:00 - 9:00 & 15:00 - 16:00
Atrium
Coffee Served
8:30 - 20:00
Conway
Quiet Workspace

Friday 8:30-10:00
Frederick and Columbia
Chat with Author Jessica Heybach
_Dystopia and Education: Insights into Theory, Praxis, and Policy in an Age of Utopia Gone Wrong_ (2013)

Friday 8:30-10:00
Charles
_Latina/o Interventions/Innovations in Education_
_Feeling Like the Third Wheel: Using Counter-storytelling to Analyze the Experiences of Latino Boys in High School and Their Community Cultural Wealth_
Juan Rios Vega, University of North Carolina at Greensboro
_We Too are Visible: Survivors of the American Educational Apartheid_
Cleveland Hayes, University of La Verne
_Pathways to Teaching: Latina/o Transfer Students Educational Experiences in a Teacher Education Program_
Andrea Martinez, University of Utah
Chair: Jason Mendez, Duke University
Discussant: Alice Harnischfeger, University of Rochester

Calvert
_Theorizing Social Justice in Education_
_Socialism of the 21st century and the Indigenous Suma Qamaña (Aymara) or Sumaj Kawsay (Quechua) as Frameworks to Understand Education_
Raúl Olmo Fregoso Bailón, University of Texas at Austin; Sheila Shannon, University of Colorado Denver
_Change Agents? Pre-service teachers' Critical Consciousness_
Kelli Woodrow & Victoria Caruana, Regis University
_The Trouble of Making the Road by Walking: A Dialectical Understanding of Temporality for Critical Praxis_
Jared T. Bishop, Southern Illinois University at Carbondale
_Social Justice in the Classroom: Connecting the Curriculum and Standards to Discussions of Equity and Access_
Tiffany Harris & Anjalé D. Welton, University of Illinois at Urbana-Champaign; Rachel Moyer, Urbana High School
Chair & Discussant: Rosario Carrillo, University of Arizona
Friday 8:30-10:00
Pratt

Coloring Outside the Lines: Bodies, Politics & the Margins
Queer Eye for the Black Guy: The Politics of Black Masculinity
Dwight Jinright, University of Alabama

From Subject to Object: Institutional Violence and the Black Girl Body
Lamea “Elle” Shaaban-Magaña, University of Alabama

The Construction of Disability, Blackness, and Whiteness: Living on the Margins of Dominant Society
Jennifer M. Barnett, University of Alabama
Chair & Discussant: Becky Atkinson, University of Alabama

Lombard

Diverse Narratives and Contending Values in Chinese Education
The One vs. Many: Investigating the Narratives of "Value" in China's Curriculum Reform
Liang Cheng, East China Normal University

Influences, Reminders and Constraints: How First-Year Teachers Made Meaning of Student Teaching in China
Hillary Parkhouse, University of North Carolina at Chapel Hill

Young Bridges for Cross-boundary Dialogues: A Case Study of the Government - sponsored Exchange Program in Shanghai and Tokyo
Mila Zhu & Jingjing Ma, Texas Christian University
Chair: Xiuying “Sophy” Cai, University of Illinois at Urbana-Champaign
Discussant: Wangari Gichiru, Central Connecticut State University

Camden

Race, Space, and Structure
African Centered Education in Action: The Transformation of Marcus Garvey Leadership Charter School in Oklahoma City
Kmt G. Shockley, Morgan State University

Democratizing Suffering and Misery: Considering Gaps in Contemporary Black Education and the Confluence of Race, Place, and Health in the Cotton City of the American Deep South
Brenda Juarez, University of Massachusetts Amherst

Towards a Critical Race Implicit Theory: Conceptualizing the Impact of Structure on Individual Attitudes about Learning
Daniella Ann Cook, University of South Carolina at Columbia; Katherine M. Caves, University of Zurich

Geographical Place, School Space and Racial Identity Development for Black Children
Denise Yull, Binghamton University
Chair: Teresa Rishel, Kent State University
Discussant: Lynne Hamer, University of Toledo
Friday 8:30-10:00
Douglass

**Spirituality and Resistances**
*Racing Tradition: Catholic Schooling and the Maintenance of Boundaries*
Brian Gilbert, DePaul University

*Spiritual Activism in the Classroom: Reimagining Multicultural Education*
Sylvia Mendoza & Cindy O. Fierros, University of Utah

*I am the Stone that the Builder Refused... Critical Spirituality and Not Being the "Problem"*
Brian Collier, Miami University (Oxford)

"Your Righteous Mind": Using African American Spirituality to Resist Racism in the Academy
Kyra Collier, Miami University

Chair & Discussant: Jonathan Lightfoot, Hofstra University

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**Chesapeake A**

**Unity in Difference**

*In Pursuit of Unity: Democratic Myth and Education*
Bryan Metcalfe, OISE, University of Toronto

*Constructing Youths’ Citizenship through the Degrees of Belonging*
Jasmina Josic, Independent Researcher

*Resisting Racelessness in Online Social Justice Pedagogy*
Alana Butler, Cornell University

"I don't care what you're feeling right now": Race, Class, Pity, and Identification in One New Orleans Charter School
Jenny Gordon, Binghamton University

Chair & Discussant: Emily A. Daniels, SUNY Plattsburgh

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**Chesapeake B**

**Cultural Portrayals of Marginalized Lives: Crossing Borders in Media, Education, and Society**

*Intersections: Queerness, Nation, and Poverty within a Disability Studies and a Feminist Disability Studies Framework*
Brent Elder, Syracuse University

*The Portrayal of Deaf People in Film and Television and its Potential Effect on the Successful Transition of Deaf Adolescents into Adult Life*
Steven Singer, Syracuse University

*What It Really Means to be “Special” in Special Education*
Michelle Damiani, Syracuse University

Discussant: Julia White, University of Rochester
Friday 8:30-10:00
Baltimore
Challenging Whiteness
"This is Your Familia": Whiteness and Identity in a Bilingual Preservice Teacher Education Program
Eric Bybee, University of Texas at Austin

Intended Consequences: Challenging White Teachers’ Habitus and Its Influence in Urban Schools Implementing an Arts-Based Educational Reform
Susan Woollen & Stacy Otto, Illinois State University

Towards a Pedagogy of Anzaldúa’s Conocimiento: De-centering and Disrupting Whiteness
Erin Brownlee Dell, University of North Carolina, Greensboro
Chair & Discussant: Ryan Crowley, The University of Texas at Austin

Friday 10:15-11:45
Charles
Encountering Risk, imagining Possibility: Navigating Identity Differences and Connections in Educational Contact Zones
Bypassing Resistance: Creating a Social Justice Curriculum that Anticipates Brain-based Threat Reactions
Mark Brimhall Vargas, University of Maryland, College Park
“This is what is right, this is what you deserve:” How Relatively Privileged High School Students Imagine, Understand, and Enact Solidarity Across Difference
Beth Douthirt Cohen, University of Maryland, College Park
Narrating los Intersticios: How Undocumented College Students Construct Their Lives at a Mid-Atlantic University
Ranetta Hardin, University of Maryland, College Park
Chair: Beth Douthirt Cohen, University of Maryland, College Park
Discussant: Mark Brimhall Vargas, University of Maryland, College Park

Calvert
Situated Knowledge and the Significance of Place: Popular Culture Representations of Southerners, Dominicans and Blacks
Moonshiners, Duck Dynasty and Honey Boo Boo: The Significance of Place in Popular Culture
Eleanor Hilty, Western Carolina University
Washington Heights: Popular Culture and Dominicans in New York City
Yolanda Medina, Borough of Manhattan Community College/CUNY
The Birth of a Nation to Madea: Black Culture, Representation and Cultural Hegemony
Lisa S. Scott, Touro College, New York, NY
Karen Juanita Carrillo, Afropresencia.Com
Chair: Bill Reynolds, Georgia Southern University
Discussant: Shirley Steinberg, University of Calgary
Friday 10:15-11:45
Pratt
Teaching "From Below": The Challenges and Possibilities of Critical Perspectives in Teacher Education
“Centers, Peripheries, & Neo-Liberalism”: Teacher Training and School/Community Advocacy in an Age of Empire
Richard Benson, Spelman College
Humanizing Multicultural Education
Jennifer Chung, Drake University
Puttin’ in Work: Teaching Critical Pedagogy in Whitestream Teacher Education
Kevin Lam, Drake University
“Education Means Revolt”: Towards a DuBoisian Pedagogy of Resistance in the Face of Neoliberal Educational Reform
Kamau Rashid, National Louis University
Chair: Kevin Lam, Drake University
Discussant: Luis Urrieta, University of Texas at Austin

Lombard
BuzzKill: Critical Theories and Happiness
Pamela Bettis, Washington State University
Natalie Adams, University of Alabama
Paula Groves Price, Washington State University
Paul Mencke, Texas State at San Marcos
Mary Ward, Washington State University
Maria Isabel Morales, Washington State University
Nicole Ferry, Washington State University
Araceli Frias, Westminster College

Camden
DREAMers in Schools
“Un paso adelante”: The Experiences of Undocumented Immigrant College Graduates Applying for DACA and their Life Aspirations
Jose Garcia, University of Texas at Austin
Undocumented Students in Policy and Discourse
Ryan Evely Gildersleeve, University of Denver
A DREAM Deferred: Undocumented Latin@s’ Testimonios Across the Borderlands of High School Science
Jean Aguilar-Valdez, University of North Carolina at Greensboro
Chair: Ga Young Chung, University of Illinois at Urbana-Champaign
Discussant: Aurora Chang, University of Wyoming
Friday 10:15-11:45

Douglass

Men of Color in Academia: An Interdisciplinary Approach to Understanding Identity as a Process of Healing
We Are Not Alone: Oral Traditions and a Changing Self
Zachary Hernández, University of Texas at Austin
Empowering Oral Narratives, Legacies and Descendent Identities
Martin Smith, University of Texas at Austin
Academic Achievement Not Only as Thrivers but Survivors: An Examination of Resilience and Resolve
Marcus Johnson, University of Texas at Austin
Negotiating Knowledge and Identity in the Academy: As a First-Year Chicano Male Graduate Student with a Learning Disability
José Del Real, University of Texas at Austin
Visiting Aztlan: The Experiences of a Salvadoran American Graduate Student in the Southwest
José Centeno-Meléndez, University of Texas at Austin
Un Peregrino de Aztlan in the Halls of Academia: The Experiences of a First Generation Chicano Doctoral Student
José García, University of Texas at Austin

Chesapeake A

Global Neoliberalism and Educational Responses
The Challenges of Neoliberal Globalization, Violent Conflicts, and Democracy in Sub-Saharan Africa
Yonmon Tchinsala, Southern Illinois University
"Saved" by the Bell?: Cultural Capital and Credentials in the Global Economy
Melissa Smythe, SUNY Buffalo
"Our First MOOC!": The Aspirations of Global Online Learning and the Allure of Local Knowledge
Mark Keitges, University of Illinois at Urbana-Champaign
Learning About Embodied Material Relationships of Labor and Digital Artifacts (E-Waste and E-Work)
Heather Greenhalgh-Spencer, University of Illinois at Urbana-Champaign
Chair & Discussant: Noah De Lissovoy, University of Texas at Austin

Chesapeake B

The Melancholic Curriculum: A Symposium on the Unmourned Losses of Educational Growth
“Coerced Loss and Ambivalent Preservation”: Adolescence as a Melancholic Category
Sophia Tatiana Sarigianides, Westfield State University
Mediating Melancholia: Young Women’s Writing on Loss
Jessica Hochman, Pratt Institute
The Birth of Childhood from the Modern Anxiety of the Self
James Stillwaggon, Iona College
A Psychoanalytic Theory of Discussion: Lifting an Embargo on the Whole World
David Backer, Teachers College, Columbia University
Friday 10:15-11:45
Baltimore
"The State of the Field Study": a working session
Natasha Levinson, Kent State University
Lisa Perhamus, Grand Valley State University
Jan Armstrong, President of the Council for Social Foundations of Education
University of New Mexico, Albuquerque

Annapolis
Digital and Other New Spaces for Education
"Well Schooled? or Well Educated? Lessons from an Online Elementary Education Graduate Program in Appalachia"
Lori Meier, East Tennessee State University
"Race and Virtual Space: Problems, Possibilities and New Directions"
Sarah Santillanes, University of New Mexico
"Domesticated or Critically Engaged? An Archival Exploration of Democratic Classroom Practices"
Lizabeth Cain, Binghamton University
"Old Spaces, New Faces: Using the Public Library as Place-Based Education"
Micala Evans, Eastern Michigan University
Chair: Alana Butler, Cornell University
Discussant: Joseph Rayle, SUNY Cortland

Friday 11:30-13:00
Frederick and Columbia
Book Exhibit Special Sessions
"Models, on being: Artist Talk about multimedia installation"
Derek R. Ford and Sarah Pfohl

Friday 12:00-13:30
Charles
Rethinking Teaching Social Foundations
"The Effect on Students of Engaging the Null Curriculum in a Philosophy of Education Course"
Teresa Wojcik & Connie Titone, Villanova University
"Student Engagement in Introductory Social Foundations Courses: New Connections and Models"
Susan Harden, University of North Carolina Charlotte
"Towards a theory to understanding community: Examination of Sociocultural Education Literature Through a Critical Human Geography lens"
Racheal Rothrock, University of Texas at Austin
"Teaching with Integrity Requires Resilience and Resistance"
Doris Santoro, Bowdoin College
Chair: Teresa G. Wojcik, Villanova University
Discussant: Amy Swain, University of North Carolina at Chapel Hill
Friday 12:00-13:30
Calvert

**Online Education - Vanishing Physical Borders and Creating Borders of Ideas**

*Peace Education Online: Exploring the Feasibility of the Online Implementation of a Pedagogy of Reflective Inquiry*

Dale Snauwaert, University of Toledo

*Teacher Perceptions of Working in K-12 Virtual Schools and Suggestions for How to Better Prepare Teachers for Work in the Online Environment*

Brianne Kramer, University of Toledo

*Faculty Connections: Collaborative Teaching in the Online Environment Designed to Develop Critical Thinking and Information Literacy*

Daniel E. Feinberg, The Universities at Shady Grove

*Promoting Online Teaching Presence*

Peter You, University of Toledo

Mingli Xiao, University of Toledo

Chair: Mary Ellen Edwards, University of Toledo

Discussant: Berhane Teclehaimanot, University of Toledo

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**Pratt**

**Educational Border Crossings**

*Border Crossing Pedagogies of Idle No More and 350.org to Oppose the Keystone XL Pipeline*

Dara Nix-Stevenson, University of North Carolina at Greensboro

*Imaginative Acts of Resistance: The Neighborhood Bridges Public School-Community Arts Organization Collaboration*

Shannon McManimon, University of Minnesota

*Border Pedagogies: Crossing the School-Community Divide*

Christina Convertino, Kent State University

*Asi no se dice: Silencing Immigrant Students in a TWI Classroom in the New Latino South*

Alison Turner, University of North Carolina at Chapel Hill

Chair: Tricia Kress, University of Massachusetts Boston

Discussant: Robert Lake, Georgia Southern University

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**Lombard**

**Film and Development: Rethinking Youth**

*An Auroch Afoot: How The Second Day and Beasts of the Southern Wild Image and Re-image Profound Childhood Loss*

Stacy Otto, Illinois State University

*Queer Youth Film-making and Growing Sideways*

Lori MacIntosh, University of British Columbia

*Wildstrawberries, Hedgehogs, and the Art of Aging: Disrupting Developmental Models of Subjectivity in Social Justice Education*

Jennifer Logue, Southern Illinois University at Edwardsville
Friday 12:00-13:30
Camden

The Intersectional Experiences of Black Students at Predominantly White Institutions

Let's Talk about Sex: Popular Narratives about the Body That Integrated the University of Alabama
Jean Swindle, University of Alabama

The Misconception of Blackness: How Space Informs the Identity of Black Males
LaTasha Smith, University of Alabama

Strength as a Necessity in the Experiences of Black Female College Students at a Predominantly White Institution
Nadia M. Richardson, University of Alabama and Founder, Valenrich Wellness, LLC
Chair: Schernavia Hall, University of Alabama
Discussant: Chezare A. Warren, University of Pennsylvania

Douglass

Decolonizing Pedagogical Relations

It Takes More than Opportunity: A Decolonizing Approach to the Mentoring Relationship
Jo Hinsdale, Westminster College

Transformations and Risks: Toward Intersubjective Contexts in the Classroom
Belinda Otukolo Saltiban, University of Utah

Reflections on Margonis' Learning From and Listening To Students
Sundy Watanabe, University of Utah
Chair & Discussant: Donna Deyhle, University of Utah

Chesapeake A

Globalizing Education in Diverse Contexts

A Critical Look at the Globalization of Developmentally Appropriate Practices in Early Childhood Education
Miriam Tager, CUNY Graduate Center

Learning to Live Together in Early Childhood Education. An Action-research Project in Galicia, Spain
Concepción Sánchez-Blanco, University of A Coruña, Spain

Developing Border-crossing Pedagogies in Local-Global Classrooms: Prospects for Feminist Qualitative Methodologies and Postcritical Ethnography
Katharine Sprecher, Ohio University

The Policy of National Language Promotion in Senegal: From a Post-colonial Legacy to a More Constructive Process
Mor Gueye, University of Illinois at Urbana-Champaign
Chair & Discussant: Wangari Gichiru, Central Connecticut State University
2013 Annual Conference

Friday 12:00-13:30
Chesapeake B
Democratic Spaces, Dissent, and Risk: Teacher Agency and the Case of Richmond Teachers for Social Justice
Kurt Stemhagen, Virginia Commonwealth University
Kathy Hytten, University of North Carolina at Greensboro
Sarah Stitzlein, University of Cincinnati
Chair: Tami Sober, Virginia Commonwealth University

Baltimore
Theorizing a Pedagogy of Critical Allyship: Praxis and Reflexivity in Engaging in Critical Difference
Joel Arvizo, University of Utah
Jennyffer Morales, University of Utah
Rachel Meads-Jardine, University of Utah

Annapolis
Building Capacities and Making Equity Possible: Integrating Culture Instruction in STEM and Other Disciplines
Social Foundations for Science Classroom Praxis
Nithya Doraiswamy, University of Toledo
Developing the Capacity for Tolerance: Theoretical and Practical Contributions
Linda Deafenbaugh, University of Pittsburgh
A Co-Constructed Narrative About Three Promising Tools for Developing Cultural Competence as a Transformational Leadership Skill in an Undergraduate Course
Derrick Drakeford, University of North Carolina; Omar Simpson, University of North Carolina
Chair: Lynne Hamer, University of Toledo
Discussant: Sherick Hughes, University of North Carolina

Executive Boardroom
12:00 - 15:15
Educational Studies Editorial Board Private Working Luncheon

Friday 13:45-15:15
Frederick and Columbia
Chat with Author Sarah Stitzlein
Teaching for Dissent: Citizenship Education and Political Activism (2012)
Friday 13:45-15:15

Charles

Risking an Embrace of STEM: Disrupting Discourses, Searching for Radical Educational Opportunities

_A Badiouian Void within STEM education: An Unlikely Space for Radical Change_
Nataly Z. Chesky, SUNY New Paltz

_Considering the Whole EcosySTEM: How a Phenomenology of Place Provides Sustainability for Science Education_
Rachel Luther, University of Southern Mississippi

_Teaching Ecojustice in STEM Methods Courses_
Mark Wolfmeyer, Muhlenberg College

_STEAMPunk: The Dialectic of Political Autonomy and Creative Innovation_
Joseph Todd, Montclair State University

Chair & Discussant: Rebecca Goldstein, Montclair State University

Calvert

Race and Educational Relationships

_Implications of Fictive Kinship on Historical Iconic Performances in African American Teaching_
Rhonda Jeffries & Daniella Ann Cook, University of South Carolina

_Finding New Space for Collaboration: Supervisors of Color and Critical Multicultural Education_
Billy Smith & Ryan M. Crowley, University of Texas at Austin

_Hegemonic Illuminations in Teacher Educator Preparation: The Experiences of Three Doctoral Students of Color_
Laura S. Yee, Roderick L. Carey & Wyletta S. Gamble, University of Maryland, College Park

Chair & Discussant: David Ragland, Bucknell University

Pratt

Service-Learning as a New Space of Connection for Dismantling Deficit-Based Ideologies in Education

_Working Toward Generativity-Oriented Reciprocity by Making Space_
Kathleen E. Edwards, University of North Carolina at Greensboro

_Seeing Critical Pedagogies: Using Service-Learning to Combat Deficit Ideologies in Teacher Education Programs_
Melissa C. Bocci, University of North Carolina at Greensboro

_Navigating the Slippery Slope of Deficit Ideology: Exploring School Culture Through Youth Participatory Action Research_
Cherese Childers-McKee, University of North Carolina at Greensboro

Chair: Kathleen Edwards, University of North Carolina at Greensboro
Discussant: Josh Diem, University of Miami
2013 Annual Conference

Friday 13:45-15:15

Lombard

**Antiracist Whites and Solidarity**

"I Came Back Because I Had To": Engaging in Antiracist Study and Practice with White Practicing Teachers
Shannon McManimon & Zachary Casey, University of Minnesota

Antiracist Solidarity in Critical Education: Contemporary Problems and Possibilities
Noah De Lissovoy, University of Texas at Austin

Mexico Food, Honkies, and the N-word: Anti-racist Education in a Southern School
Kimberly Howard, Heritage University

More than an Ally: Successful White teachers who Build Solidarity with their African American Students
Michael Boucher, Indiana University

Chair & Discussant: Jonathan Lightfoot, Hofstra University

Camden

**Structural Challenges and Violence in Education**

Teacher Participation in and Perception of School Governance During a Time of Transition
Alexandra Alvarez, Viola H. Nelson School of East Maine School District 63, Illinois; Doris Santoro, Bowdoin College

The Language of Political Violence and School Shootings: Critiquing the Sovereign Exception
Harvey Shapiro, Northeastern University

Going Rogue: When Teaching Foundations is a Subversive Act
Pamela Konkol, Concordia University

Peter Renn, Concordia University

Trisha Wickland, Concordia University

Pedagogy of the Absurd: A Critical Discourse Analysis of the Washington Teacher Performance Assessment (CDA of the WA TPA)
Pamela Bettis, Washington State University

Chair & Discussant: Amy Swain, University of North Carolina at Chapel Hill

Douglass

**Lifting the Hood of the Big White Bus;) Critical Perspectives on Mentoring for Youth of Color**

Someone Fabulous like Me: White Mentors’ Representations of Moralities
Amy Senta, University of North Carolina at Chapel Hill

Danielle Parker Robinson, University of North Carolina at Chapel Hill

Show Me the White Way: Converging Interests of Mentoring Black Male Youth
Omar Simpson, University of North Carolina at Chapel Hill

"At first I thought I would get lost, but after awhile you find your way:" The Authoring of Student Identities within the Figured Worlds of Mentoring
Tim Conder, University of North Carolina at Chapel Hill

Alison E. LaGarry, University of North Carolina at Chapel Hill

Chair: Ashley Boyd, University of North Carolina at Chapel Hill

Discussant: George W. Noblit, University of North Carolina at Chapel Hill
2013 Annual Conference

Friday 13:45-15:15

Chesapeake A

Explicating Dialogue in Theory and Practice
Heather Summers, DePaul University
Melissa Bradford, DePaul University
Larissa Mulholland, DePaul University
Deborah Rintels Weiner, DePaul University
Chair: Heather Summers, DePaul University

Chesapeake B

Pedagogy of Unknowing: Latina/o Family Involvement in a Placed-based Community Project
Andrea Garavito Martinez, University of Utah
Juan Jose Garcia, University of Utah
Silvia Patricia Solis, University of Utah

Baltimore

Helen Kress, Dyouville College
Angela Thering, Maryvale School District

Annapolis

Globalized Relationships in Education
Comparing Polish and American Students' Conceptions of Democracy and Citizenship
Teresa Wojcik, Villanova University
Out of Sight, in the Mind: Responding to and Relating with the Global "Other" in Education
Xiuying “Sophy” Cai, University of Illinois at Urbana-Champaign
Internationalizing Multicultural Education: Incorporating Global Perspectives in the Curriculum
Samuel Brower, University of Houston
Chair: Mary Ellen Edwards, University of Toledo
Discussant: Denise Egèa-Kuehne, Louisiana State University

Executive Boardroom
13:45-15:15

Council for Social Foundations of Education (CSFE) Meeting

Friday 15:30-16:15

Frederick and Columbia

Editor’s Roundtable: Getting your work published in journals
Editors of Educational Studies, Rebecca Martusewicz, Shrikrishna Singh of Routledge US Education Journals, among others
Friday 15:30-17:00

Charles
"Risky" Research: Marginalized Youth, Media and Informal Education
What's “at risk”? Public Pedagogies and Mediated Hope
Lori MacIntosh, University of British Columbia
Queer Communitality or Communality: Learning Amongst the Generations at a Queer Camp
Lisa W. Loutzenheiser, University of British Columbia
“Donate Now!”: How LGBT youth Are "Sold" by Youth Service Agencies
Sam Stiegler, University of British Columbia
Chair: Lori MacIntosh, University of British Columbia
Discussant: Jennifer Logue, Southern Illinois University at Edwardsville

Calvert
Critical Math and Difference
A Queer Equation: Queer Pedagogy in Mathematics
Summer Pennell & Bryan Fede, University of North Carolina at Chapel Hill
Rewriting the Narrative of Latin@is in Mathematics Education
Stephanie Wright, University of North Carolina-Chapel Hill
Disrupting Mathematical Discussions After-school: How Pre-service Teachers Engage Marginalized Middle-school Students to Talk Mathematics
Juan Gerardo, University of Illinois at Urbana-Champaign
Chair & Discussant: Audrey Thompson, University of Utah

Pratt
Maestras Coming Together: Exploring Sitiosy Lenguas in a Bilingual Classroom
“!Maestra! !Yosi se! ” [Teacher, I do know!] : Students Acknowledging their Knowledge Production
Gabriela Romero, University of Illinois of Champaign-Urbana
¡Digame!: Creating a Purposeful and Active Classroom Community
Christina P. DeNicolo, Wayne State University
Being a Maestra: Testimonio as a Tool for Understanding One’s Own Teaching Practices
Claudia Fradkin, Champaign Unit 4 District
Chair: Camille M. Wilson, Wayne State University
Discussant: Christina P. DeNicolo, Wayne State University

Lombard
Book panel: Humor, Laughter and Human Flourishing: A Philosophical Exploration of the Laughing Animal
Author: Mordechai Gordon, Quinnipiac University
Panelists: Barbara Stengel, Vanderbilt University
Glenn Hudak, University of North Carolina at Greensboro
Cris Mayo, University of Illinois at Urbana-Champaign
Friday 15:30-17:00
Camden
Eco-education

Joseph Watras, University of Dayton

*A Deep Design of the Southeast Michigan Stewardship Coalition: An EcoJustice approach to "Partnership" and "Collaboration" in the Community*
Johnny Lupinacci, Washington State University
Chair: Trisha Wickland, Concordia University Chicago
Discussant: Mary Ellen Edwards, University of Toledo

Douglass

*Queer Changes in Theory, Research, and Practice*

*Global Gay Youth, Affect, and Human Rights*
Susan Talburt, Georgia State University

*Bringing a Queer of Color Critique to Educational Scholarship: A Renewed Research Agenda*
Ed Brockenbrough, University of Rochester

*Where Transgender Identity Meets Student Activism: Narratives of Negotiating Engagement in Campus Change*
Les Johnson, University of Wisconsin-Milwaukee

*Bullying, Safety, and Missing the Big Picture: The Bullying Discourse and School Professionals' Thinking about LGBTQ Student Marginalization*
Elizabethe Payne and Melissa Smith, Queering Education Research Institute (QuERI)
Chair: Leia K. Cain, University of South Carolina
Discussant: Lisa Weems, Miami University

Chesapeake A

*Co-teaching and Collaborating*

*Negotiating, Goals, Space and Voice in Co-Taught Classrooms*
Liv T. Dávila, University of Illinois at Urbana-Champaign; Lan Q. Kolano, University of North Carolina at Charlotte; Heather Coffey, University of North Carolina at Charlotte

*Growing Dis/Connection: Attempts at Collaborative Pedagogy*
Jared Bishop & Molly Cummins, Southern Illinois University, Carbondale

*Relational Thinking for Critical Pedagogy: From Social Relations to Human Relationships*
Michael Zhang, University of Illinois at Urbana-Champaign

*Teacher Voices/Student Agency: Teaching Social Foundations through Engaging Students in Empirical Research*
Kurt Stemhagen, Virginia Commonwealth University
Chair & Discussant: Beth Powers-Costello, University of South Carolina
Friday 15:30-17:00
Chesapeake B
Détournement as Anti-Oppressive Pedagogy: Cases for Studying Gender and Masculinity in Teacher Education
*Just Showing a Little Emotion: Exploring Masculinity in American Athletics*
Eldrin L. Deas, University of North Carolina at Chapel Hill
*An Invitation to Crisis: Queering Gender in a Pre-service Teacher Education Classroom*
Ashley Boyd, University of North Carolina at Chapel Hill
*“You Make Me,” “I’m Just,” and “I AM”: Lyrical Labels and Womanhood Musical Media as Method in Social Justice Teaching*
Alison LaGarry, University of North Carolina at Chapel Hill
Chair: Tim Conder, University of North Carolina at Chapel Hill

Baltimore
The Critical Foundations of Joe L. Kincheloe
*The Student in Joe's Foundational Thought*
Doug Simpson, Texas Tech University
*Mad Soul For Joe: The Sociological and Epistemological Kincheloe*
Randall Hewitt, University of Central Florida
*The Teacher as Researcher*
Mary Frances Agnello, Texas Tech University
*Hillbilly Scholar, Brother, and Colleague*
Eleanor Hilty, Western Carolina University
*“Hey, Hey, My, My”: Joe L. Kincheloe, Friend, Teacher, Scholar, Musician*
William M. Reynolds, Georgia Southern University
*Invited Participants: Dennis Carlson, Miami of Ohio University; Rochelle Brock, Indiana University Northwest*
Chair: Eelco Buijtenhuis, University of Calgary
Discussant: Shirley Steinberg, Werklund Foundation Centre for Youth Leadership, University of Calgary

Annapolis
An Intergenerational Exchange on CSFE Conference Cultures: Fostering a Gift Economy, Reconceiving Academic Community, and Educating with Eros
Thomas Cline, University of Oklahoma
Jan Armstrong, President of the Council for Social Foundations of Education, University of New Mexico, Albuquerque
Deron Boyles, Georgia State University
Susan Laird, University of Oklahoma
Julie Davis, University of Oklahoma
Kristen E. Holzer, University of Oklahoma
R. Freeman Butts Lecture
Friday, November 1,
17:30 - 19:00, Constellation A Ballroom
Marvin Lynn, Indiana University, South Bend

On Behalf of Black Men: Constructing and Practicing Pedagogies of Resistance in a Post-Racial Age

Dr. Marvin Lynn is Professor and Dean of the School of Education at Indiana University, South Bend. He is also an internationally recognized expert on race and education. His research examines the work and lives of African American male teachers as well as the impact of teacher beliefs on African American students. He serves as an editorial board member of several journals, and has published more than two-dozen research articles and book chapters in reputable outlets. He is the lead editor of the Handbook of Critical Race Theory in Education published simultaneously in the U.S and the U.K. with Routledge Press in March of 2013. Dr. Lynn earned his Ph.D. in Social Sciences and Education from the University of California at Los Angeles, a Master of Arts in Curriculum and Teaching with an emphasis on Urban Education from Teachers College-Columbia University and a Bachelors of Science degree in Elementary Education with concentrations in music and language arts from DePaul University in Chicago.

Butts Lecture Reception
19:00-20:00, Atrium
Cash bar and light appetizers
All are invited

Graduate Student Roundtable & Reception
20:00-21:30, Chesapeake A
Saturday, November 2, 2013
8:00 - 9:00 & 15:00 - 16:00
Altrium
Coffee Served
10:00-20:00
Conway
Quiet Workspace

Saturday 8:30-10:00
Charles
Challenging the Fallacy of "Closing the Achievement Gap: Ways to Work with Secondary Students in a Race and Class Stratified Society"
"Let me do me: " Young Black Men Reading and Responding in a Middle School Book Club
Kim Parker, Tufts University
'Manifestos and Mirrors:' How Do We Help Young People Survive a System Designed to Destroy Them
Lisa (Leigh) Patel, Boston College
Young People's Visual(ized) Understandings of Unequal Spaces, Policies, and Practices in Education
Patricia Krueger-Henney, University of Massachusetts Boston
Chair & Discussant: Sabina Vaught, Tufts University

Calvert
The Risk of Research That is Personal: Border-Crossings in Educational Research
Kimberly Howard, Heritage University
Candace Thompson, University of North Carolina Wilmington
Kindel Nash, University of Missouri Kansas City
Sophia Rodriguez, Loyola University Chicago
Chair: Kimberly Howard, Heritage University
Discussant: Dianne Smith, University of Missouri-Kansas City

Pratt
Teaching for Sustainability, Social Justice, and Creativity: Learning "Organically" at the Sustainable Farm School
Waldorf Philosophy and EcoJustice Theory: A Natural Aesthetic Frame Work for the Sustainable Farm School
Kurt Love, Central Connecticut State University
Feminist Philosophy Intersected with Ecojustice Analysis: Seeking Out Spaces of Reciprocity in Community for Justice and Peace
Audra King, Central Connecticut State University
Creating Healthful and Healing Learning Environments Through Ecojustice Pedagogy: A Holistic Nutrition Course Through an Eco-Nursing Lens
Katie Love, University of Saint Joseph
Mythologies and Science Fiction as Contexts to Explore Sustainable Communities
Joss French, Central Connecticut State University
Chair & Discussant: Kimberly Gill, Director of the Sustainable Farm School
Saturday 8:30-10:00
Lombard
Higher Education as Transformation (HEAT): A Democratic Project for Schooling as Social Reform
UT@TPS: Origins and Outcomes
Lynne Hamer, University of Toledo
The Evolution of Education in a Democracy: School as a Means for Social Reconstruction
Steven T. Thomas, University of Toledo
Inspiration and Motivation: Voices of UT@TPS
Earma Algee, Twanda Brown, Shirlene Carter, Belinda Collier, Lillie A. Cox, Chartyise Fagan, Maria Gonzalez, Sherelene Pressley, Frank Richardson, Phyllis Toney, and Anthony Wyatt, University of Toledo
Chair: Lynne Hamer, University of Toledo
Discussant: George Noblit, University of North Carolina at Chapel Hill

Douglass
Hip Hop and Educational Relations
Hip-Hop: Bridging the Gap Between Teachers and African American Girls
Erica Edwards & Sherell McArthur, Georgia State University
Descendants of Saartje Baartman?: Hip-Hop and Black Girls
Sherell McArthur, Georgia State University
Chair & Discussant: Dawn Nicole Hicks Tafari, Winston-Salem State University

Chesapeake A
Thinking Education
From Rationalization to Reflection: One Teacher Education Law Class
Deb Miretzky, Western Illinois University
Using Critical Psychology to Reflect on the Neoliberal and Democratic Conceptions of Personhood Implicit in Thinking and Learning Skills
Stephen Vassallo, American University
Counteracting Epistemic Totalitarianism and Weakening Mental Rigidities: The Emancipatory Nature of Wonderment
Nassim Noroozi, McGill University
Chair: Theodorea Berry, University of Texas at San Antonio
Discussant: Adrienne C. Goss, Georgia State University

Saturday 8:30-10:00
Chesapeake B
Asian and Asian Pacific American Educational Experiences: Teaching, Learning, and Organizing through Collaborative Processes
Home Away from "Home Home": The Culture of Filipino American Cultural Organizations
Xavier Hernandez, University of Illinois at Urbana-Champaign
Influences of Chinese Students' Writing in U.S. Academic Spaces
Erin Jensen, University of Utah
Chair: Kevin Lam, Drake University
Discussant: Jennifer Chung, Drake University
2013 Annual Conference

Saturday 8:30-10:00

Baltimore

Corporate Education and Marketing the School
The Discursive Practice of Education Reform: The Cleveland Transformation Plan
Jennifer DePaoli, Ohio State University
Charter Management Organizations: Tracking Philanthropic and Corporate Support in the 21st Century
Kathleen deMarrais, University of Georgia
Complex Collaboration: Navigating Varied Interests in an Educator-Corporate Reform Initiative
Dana Winters, University of Pittsburgh
Beyond Left and Right: Murray Rothbard, Markets in Education, and the New Left
Kevin Currie-Knight, University of Illinois, Springfield
Chair & Discussant: Jason Mendez, Duke University

Annapolis

From Hip Hop to Country: Critical Pedagogies and the Study of Music-Based Youth Cultures of Identity and Difference
Teaching About Youth Cultures and Music Cultures in the Social Foundations Classroom
Dennis Carlson, Miami University
Hip Hop-Based Education and Culturally Responsive Teaching
Bettina Love, University of Georgia
Hip-Hop Pedagogy, Black Masculinity, and Urban Schools
Darius Prier, Duquesne University
Theorizing Global Hip Hop Feminisms: From Black Feminist Epistemology to Global Transformative Activist Hip Hop
Brad Porfilio, Lewis University; Lauren Gardner, CUNY Graduate Center; Debangshu Roychudhury, CUNY Graduate Center
“Redneck Piece of White Trash”: Southern White Youth and “Redneck”: Epistemologies of Class and Race Identity
William M. Reynolds, Georgia Southern University
Chair/Discussant: Shirley Steinberg, Werklund Foundation Centre for Youth Leadership, University of Calgary

Charles

The Risk of Memory: How "Memories" Shape Educational Policy, Research, and Practice in Mysterious Ways
Whose Memories? What We Can Learn from Concealed Stories that Challenge Stock Stories about Desegregation
Lee Anne Bell, Barnard College
Urban Schooling, Social and Institutional Memories, and the Reproduction of the Deficit Discourse
Sari Knopp Biklen, Syracuse University
Private Wounds, Haunting Histories of Collective Traumas, and Re/membering Ghostly Others into Our Memory
Jeong-eun Rhee, Long Island University, Post
Chair & Discussant: Hilton Kelly, Davidson College
Saturday 10:15-11:45

Calvert
**Blanketed Vulnerability: Pedagogies of Memory, Body, and Place**
*Delinking the Body from Reason: Healing through the Wound, Thinking from the Body*
Silvia Patricia Solis, University of Utah

*The Politics of History, Race, and Place: Complicating Experience in the Classroom*
Rebecca Aanerud, University of Washington

*Cubist Feedback Loops: Memory and Dimensionality*
Audrey Thompson, University of Utah

*Familial Strangers: Teaching or Learning To-Get-There*
Amber Frommherz, Tufts University

Eugene Tachinni, University of Utah
Chair: Audrey Thompson, University of Utah

Pratt
**Social Foundations Online and as Service Learning**
*The Teleology of MOOCs: Illich's Paradise or Postman's Purgatory*
Richard Hartsell, University of South Carolina Upstate

*Virtually (Un)Packing Your Backpack: Educational Philosophy, Positionality, and Pedagogical Praxis*
Yvette Franklin, Tennessee Tech University

*Using Contact Theory to Frame a Service-Learning Experience in a Social Foundations Course*
Barri Tinkler, University of Vermont

c. lynn hannah, Shepherd University

Alan Tinker, University of Vermont
Chair & Discussant: Nicholas Hartlep, Illinois State University

Lombard
**Disability in Policy, and History**
*Who Counts? Waivers, the Reauthorization of ESEA, and Students with Significant Disabilities*
Julia White, University of Rochester

*The Impact of Standards-based Reform on Special Education and the Creation of the “Individual”*
Jessica Bacon, Lehman College, The City University of New York

*Fake It to Make It: The Education Trajectories of Young Women of Color with Disabilities through the School to Prison Pipeline*
Subini Annamma, Indiana University-Indianapolis

*Absolute, Relative, and Apparent: Examining the Formation of the Intellectually Disabled Child, 1920-1950*
David Roof, Ball State University
Chair & Discussant: Amy Swain, University of North Carolina at Chapel Hill
2013 Annual Conference

Saturday 10:15-11:45
Camden

Uncertain Philosophies
How We are to Continue to Resist: Ranciere and the Aesthetics of Education Reform
Robert Helfenbein, Indiana University-Indianapolis
Risk, Methodology, and New Spaces for Inquiry: Foucault's Parrhesia as Challenge to Qualitative Inquiry
Aaron Kuntz, University of Alabama
Confronting the Unthinkable: Developing a Pedagogy of the Apocalypse
Jeff Edmundson, University of Oregon
Epistemologies of Uncertainty in Research, Reading, and Writing
Ricky Gutierrez Maldonado, University of Utah
Chair & Discussant: Mordechai Gordon, Quinnipiac University

Douglass
Program Chair Invited Session
Crossing Borders: The Risks We Take to Receive a Quality Education
Caught on the Wrong Side of the Property Line: A Mother's Risks for Safety and Quality in Schools
Chanee Anderson, University of Illinois at Urbana-Champaign
Latinas/os Value Higher Education: The Educational Experiences of One Undocumented Latina
Norma Marrun, University of Illinois at Urbana-Champaign
We Have Walls: Education, Identity, and Activism of Undocumented Korean American Youths
Ga Young Chung, University of Illinois at Urbana-Champaign

Chesapeake A
Love as a Hermeneutic in Education Research
Embodied Witnessing: Being Witness/Being Witnessed
Wanda Pillow, University of Utah
Cutting Out Their Tongues: Translated Mujeres’ Testimonios
Judith Flores Carmona, New Mexico State University
Transcribing Emotion: Testimonio and the (Re)Search for Culture and Truth in Education
Rebeca Burciaga, San Jose State University
Ethnographic “Loving” and the Native Ethnographer: Methodologies of “Being With” in Education Research
Sofia Villenas, Cornell University
Love and Ethnographic Practice in Educational Research
Cindy Cruz, University of California, Santa Cruz
Chair: Cindy Cruz, University of California, Santa Cruz
Saturday 10:15-11:45
Chesapeake B
Teacher Education from the Underground: Social Justice Pedagogy, Culturally Relevant Pedagogy, and Community Engagement
Developing Critical Consciousness: Social Justice and Community Engagement as Essential Components in Teacher Education
Becca Kepner, Northern Arizona University
Promoting Awareness of Culturally Relevant Pedagogy to Inform Content and Pedagogy
Christine Lemley, Northern Arizona University
Making Visible the Dominant Ideologies in Teacher Education
Emily Davalos, Northern Arizona University
Social Justice Pedagogy in Professional Development Schools
Jean Ann Foley, Northern Arizona University
Subverting the Teacher Education Classroom: Moving from Lortie's "Apprenticeship of Observation" toward Freire's "Conscientization"
Joseph C. Wegwert and Chloie Stelton, Northern Arizona University
Chair: Chloie Stelton, Northern Arizona University
Discussant: Gerald Wood, Northern Arizona University

Baltimore
Picturing Hope, Change, and Collaboration: Framing Photographs for New Perspectives on Pedagogy
Francisco Jumawan, University of Hawaii at Manoa
Jeffrey Acido, University of Hawaii at Manoa
Amy Sojot, University of Hawaii at Manoa
Peter Park, University of Hawaii at Manoa
Chelsey Jay, University of Hawaii at Manoa
La'akea Yoshida, University of Hawaii at Manoa
Chair & discussant: Hannah Tavares, University of Hawaii

Annapolis
In Defense of Foundations
Social Foundations of Education for the Information Age
Leonard J. Waks, Temple University
Action Foundations! A Comic (Book) Tale of Defending Educational Studies
Isabel Nuñez & Pamela J. Konkol, Concordia University Chicago
Moving Out of the Cellar: A New (?) Existentialism for a Future Without Teachers
Kathleen Knight-Abowitz, Miami University
An Occupation’s Responsibility: The Role of Social Foundations in the Cultivation of Professionalism
Michael Gunzenhauser, University of Pittsburgh
Chair: Leonard J. Waks, Temple University

Saturday 12:00
Frederick and Columbia
Book Distribution (graduate students first)
Saturday 12:00-13:30

Charles

Critical Race Biography, Teaching, and Research: The Politics and Risks of Remembering and Forgetting

Race/Woman/Suicide: Toward a Theory of Theorizing Critical Race Biography
Hilton Kelly, Davidson College

Critical Race Biography and Angela Davis: A Method of Intellectual Inquiry for Radical Lived Experience
Theodorea Berry, University of Texas at San Antonio

On Black History, Race, Religion, and Social Change in 20th Century America
Mark Giles, University of Texas at San Antonio

The Education of Mumia Abu-Jamal: Critical Race Pedagogy and the School to Prison Pipeline
Michael Jennings, University of Texas at San Antonio

Another Lesson Before Dying: Some Thoughts on the Curriculum of Critical Race (Auto)Biography and Radical Black (Inter)Subjectivity
Denise Taliaferro Baszile, Miami University of Ohio

Chair: Hilton Kelly, Davidson College

Calvert


Silvia Bettez, University of North Carolina at Greensboro
Melissa Clodfelter, University of North Carolina at Greensboro
Kathleen Edwards, University of North Carolina at Greensboro
Krishauna Hines-Gather, University of North Carolina at Greensboro
Marva Pittman, University of North Carolina at Greensboro

Chair: Esmeralda Rodriguez, University of North Carolina at Chapel Hill

Pratt

Education for Democracy and the Role of Future Educators: A Comparative International Study

English-Canada and Pre-service Teacher Experience with Democracy and Education: The Evolving Nature of Educational (Dis)Engagement
Paul R. Carr & Dan Becker, Lakehead University, Canada

French-Canada and Pre-service Teacher Experience with Democracy and Education: The Socio-Linguistic Context within Neoliberalism
Gina Thésée & Franck Potwora, Université du Québec à Montréal, Canada

Australia and Pre-service Teacher Experience with Democracy: Seeking to Move beyond "Thin" Interpretations
David Zygier, Monash University, Australia

US Pre-service Teacher Experience with Democracy and Education: Examining Passive Citizenship as a Form of Engagement in Teacher Education
Brad Porfilio, Lewis University, USA

Chair: Paul R. Carr, Lakehead University
Discussant: Dennis Carlson, Miami University, Ohio
Saturday 12:00-13:30

**Lombard**

Commitment, Risk, and Reflection in Methodological Spaces: Negotiating the Tensions
*Researchers at Risk: Disrupted Disclosures, Disillusioned (field)works*
Carmen Ocón, University of Illinois at Urbana-Champaign

*College for All?: Higher Education, Military Recruitment, and Critical Reflexivity at One Rural High School*
Erin L. Castro, University of Utah

“Our Own Little Gay Family Home Evening”: Un/Expected Methodological Interventions by the LDS Church
Kim Hackford-Peer, University of Utah

*Mapping the Margins: Methodological Pluralism in Surveilled Spaces*
Subini Annamma, Indiana University-Purdue University at Indianapolis

Chair: Patrick S. De Walt, University of South Florida
Discussant: Allison Anders, University of South Carolina

**Camden**

Public Reason and Democratic Education
*The Duty of Civility and the Educational Development of the Two Moral Powers*
Dale Snauwaert, University of Toledo

*The World Tribunal on Iraq (WTI): Democratizing Justice through Public Deliberation*
Janet Gerson, Teachers College, Columbia University

*Democratic Education, Public Reason and Conscientious Social Reproduction*
Joshua Francis, Defiance College

*Public Reason as a Requirement of Social Justice: A Capabilities Perspective*
David Ragland, Bucknell University

Chair & Discussant: Dale Snauwaert, University of Toledo

**Douglass**

Counter Narratives of Race and Smartness
*Fool Me Once, Shame on You. Fool Me Twice, Shame on Me”: African American Students’ Reclamation of Smartness as Resistance*
Pam Hoff, Illinois State University

*Comunidad Knowledge and Pedagogy: Learning Indigenous Heritage Saberes by Seeing and Doing*
Luis Urrieta, Jr., University of Texas at Austin

*Smartness as Cultural Wealth: An AsianCrit Counter-Story*
Lan Kolano, University of North Carolina at Charlotte

*She Doesn’t Even Act Mexican: Smartness Trespassing in the New South*
Juan Carrillo & Esmeralda Rodriguez, University of North Carolina, Chapel Hill

*Home School: Black Mothers Applying Smartness through Self-Awareness and Action*
Billye (Rhodes) Sankofa Waters, Northeastern University - Boston, MA

*Mujeres Truchas: Urban Girls Redefining Smartness in a Dystopic South*
Claudia Cervantes-Soon, University of North Carolina, Chapel Hill

“We Did All the Work”– Seeing Smartness in a Poarch Creek Way
Karla Martin, Arizona State University

Chair & Discussant: Beth Hatt, Illinois State University
2013 Annual Conference

Saturday 12:00-13:30

Chesapeake A
Negotiating the Notion of Difference in Transracial/Cultural Families and Between and Among Indigenous and non-Indigenous Students
*Hybridity and Third Space(s): Identity Negotiation in Transracial/cultural Families*
Willow Allen, Simon Fraser University
*The 'Other' Side of the Story: Teaching Critical Issues in Indigenous Education through Story*
Dolores van der Wey, Simon Fraser University

Chesapeake B
Healing our Academic Wounds and Building Community Strength through Testimonio
Emily Daniels, SUNY Plattsburgh
Jean Rockford Aguilar-Valdez, St. Olaf College
Alicia Trotman, Michigan State University

Baltimore
Teaching and Learning Activism
*Tear Drop Theory: for the Mobilization of Marginalized Masses*
Derrick Drakeford, University of North Carolina-Chapel Hill
*Fragmentations and Tensions of the "Reflexive Self": A Filipino Scholar's Story*
Elizer Jay de los Reyes, University of Illinois at Urbana-Champaign; Saint Louis University-Baguio City, Philippines
*Teachers Influencing Sustainable Curricular Change: Professional Learning Communities and PAR*
Mayida Zaal, Montclair State University; Jennifer Ayala, Saint Peter's University
Chair: Nassim Noroozi, McGill University
Discussant: Josh Diem, University of Miami

Annapolis
Immigration and New Complexities
*Latinidad is a Verb: How Migration Patterns between Puerto Rico and the US Influence Student Experiences in Higher Education*
Lisa Ortiz, University of Illinois at Urbana-Champaign
*I do activist things even though I'm nothing*: Mapping the Spaces of Identity Formation of Immigrant and Undocumented Youth in an Urban Public School
Sophia Rodriguez, Loyola University Chicago
*Indians, Indian Americans, and Indian Culture's Conceptualization in the Contemporary American Landscape*
Venkat Ramaprasad, University of Texas at Austin
Chair: Mor Gueye, University of Illinois at Urbana-Champaign
Discussant: Wangari Gichiru, Central Connecticut State University
Saturday 13:45-15:15

Charles

Difficult Dialogues: Entering into Risky Conversations about Race, Religion and Sexuality
Color Blind Ideology, White Supremacy and Difficult Dialogue
Philip Anthony “Tony” Casella III, University of Illinois at Urbana-Champaign
Challenging Conversations about Sexuality with Conservative Christians: How to Keep the Dialogue Moving Forward
Debra Levey Larson, University of Illinois at Urbana-Champaign
Difficult Dialogues in the Classroom: Achievable or Just a Dream?
Leslie Morrow, University of Illinois at Urbana-Champaign
Chair & Discussant: Mark Keitges, University of Illinois at Urbana-Champaign

Calvert

CRT and Persistent Costs of Racism
Racial Realism: The Solution to Inequity in Schools?
Benjamin Blaisdell, East Carolina University
Critical Race Theory as a Lens for Understanding Costs of Academic Success for High-Achieving Students of Color
Terah Venzant Chambers, Texas A&M University
Girls and Discipline: Intersections of Identity
Deirdre Cobb-Roberts, Vonzell Agosto, Zorka Karanxha, LaTeesa Allen & Heather McConnell, University of South Florida
Chair: Schernavasia Hall, University of Alabama
Discussant: Erin Castro, University of Utah

Pratt

Educating from the Margins: Embodying Feminism, Performance Pedagogy, And Queer of Color Praxis
Lisa Weems, Miami University
Durell Callier, University of Illinois at Urbana-Champaign
Dominique Hill, University of Illinois at Urbana-Champaign
Blair Smith, Syracuse University

Lombard

The Everyday Education of Liberalism
They're Just Like Us!: Gay Marriage, Charter Schools, and the Pedagogy of Liberalism
Mark Stern, Colgate University
Disabling Structures: Interrogating the Democratic Promise of Liberalism in Higher Education
Ashley Taylor, Syracuse University and Lauren Shallish, Syracuse University
Undoing Hope: KGIA and the Chartering of Multicultural Liberalism
Khuram Hussain, Hobart and William Smith Colleges
Chair & Discussant: Jessica Bacon, Lehman College, CUNY
Saturday 13:45-15:15
Camden
Not for the Faint of Heart: Working across Educational Communities with Social Justice Agendas

Standing My Ground against Racial Profiling: An Educator’s Reflection from Emmett to Trayvon
Kristal Moore Clemons, Florida A&M University

“What shall I tell my children?”: A Critical Discourse Analysis of Youth Violence in Chicago and the Fight for/within Urban Education
Billye (Rhodes) Sankofa Waters, Northeastern University, Boston

Have Multiple Plans, Be Successful in Life, and Go Out There and Prove to the World That You Can Do It!: Learning from Black Mothers of Black Youth and Their Experiences with Mentoring Programs
Danielle Parker, University of North Carolina at Chapel Hill

The More You Learn, the More You Realize You Know Nothing: The Role of Academic Institutions in Community Transformation
Danton Floyd, Service and Social Justice Coordinator for The Institute for Youth and Community Engagement, Chicago State University

Chair & Discussant: Kawachi A. Clemons, Florida A&M University

Douglass
“Help! There’s an Evangelical in my Class!” Religious Conviction in the University Classroom

“I’m not a threat!”: Toward the Inclusion of the Exclusivist Christian Believer in the University Classroom
Henrique Alvim, Kent State University

"One player among many": Miroslav Volf on Evangelical Approaches to Religious Pluralism
Natasha Levinson, Kent State University

A New Frame for Thinking about Convictions in the Classroom
Clarence Joldersma, Calvin College

Chair & Discussant: John Covaleskie, University of Oklahoma

Chesapeake A
Black Teacher Positionality

What about Me?: Exploring the Multidimensionality of Black Teachers
Daniella Ann Cook, University of South Carolina at Columbia

Black Teacher as Colorblind: Examining Shifting Frameworks of Privilege in a “New” Racial Era
Corliss Brown, Northeastern University

Chair: Mor Gueye, University of Illinois at Urbana-Champaign
Discussant: Eldrin L. Deas, University of North Carolina at Chapel Hill
Saturday 13:45-15:15

Chesapeake B

Program Chair's Alternative Session—Connecting with Baltimore

Acting Locally: Reaching Across Boundaries to Make Change in Schools
Jessica Shiller, Towson University
Aimee Pohl, parent and co-founder of Creative City Public Charter School
Robin Bingham, community organizer for United Workers
Stephanie Flores Koulish, Loyola University Maryland, professor working on a successful campaign to rebuild school buildings
Robert Simmons, Loyola University Maryland, professor working with African American students
Katherine Engleman, Baltimore Algebra Project
Chair: Jessica Shiller, Towson University

Baltimore
South Korea and Educational Challenges
Using Fanon's Theory of Colonization to Interpret English Language Education in South Korea
Yeorim Hwang, Oklahoma State University
Using CEDAW as a Moral Educators' Strategy for Confronting Sexual Harassment in South Korea
Sula You, The University of Oklahoma
Students’ Understandings of Educational Achievement in a High-Stakes Testing Environment: Stories from Korean Secondary Schools
Young-eun Kim, University of Texas at Austin
Chair: Ga Young Chung, University of Illinois at Urbana-Champaign
Discussant: Nicholas Hartlep, Illinois State University

Annapolis
Graduate Student Session II

Politics & the Academy: Negotiating Risky Space in Teaching, Research & Service
The panelists will share lessons learned from and strategies for navigating risky spaces throughout your academic career (See the brief on special sessions for more details).
Jean Patterson, Wichita State University
Silvia Bettez, University of North Carolina at Greensboro
Yolanda (Jolie) Medina, Borough of Manhattan Community College/City University of New York
Denise Taliaferro Baszile, Miami University

Saturday 13:45-15:15

Conway

Eco-Democratic Reforms in Education SIG sponsors Visionary Environmental Activist and Author: Derrick Jensen
Presenter: Derrick Jensen
Co-Chairs/SIG Sponsors:
Steven Wade Mackie, Northwestern Oklahoma State University
Rebecca Martusewicz, Eastern Michigan University
AESA Presidential Address
Saturday, November 2
15:30 - 17:00, Constellation CD Ballroom
Lynda Stone, University of North Carolina at Chapel Hill

Introduction by Kathy Hytten, University of North Carolina Greensboro and Wendy Kohli, Fairfield University. Music for the presidential address is provided by George Noblit and Kurt Stemhagen.

America First: A 70-year Old Dissent

Lynda Stone is Samuel M. Holton Distinguished Professor and Professor of Philosophy of Education at the University of North Carolina at Chapel Hill. Raised in California, she attended public schools and earned her undergraduate degree from the University of California, Berkeley in political science. After fifteen years of teaching secondary school social studies, she returned to graduate school, completing MAs in education and philosophy and a Ph.D. in education at Stanford University. Among her university teaching experience, she was Assistant Professor at the University of Hawaii at Manoa (Honolulu) before coming to UNC where she has taught for twenty years.

When asked what she does, Lynda tells fellow airplane passengers that she is a ‘school critic.’ Her academic interests focus on American and Continental social theory, feminist theory, humanities education and democratic schooling. She is always a learner and attempts to stretch her own understandings in everything she writes; many pieces are experiments in philosophical rhetoric and form. She has over 100 pieces in publication that appear in over twenty journals and in volumes from nearly the same number of publishers. She co-edits an international book series in Contemporary Philosophies and Theories in Education with Belgian Jan Massachelein for Springer. A current major project is a critique of ‘American exceptionalism’ and its effects on democracy at home and abroad—the AESA presidential address is the first start of this project.

Lynda is a leader in educational foundations nationally and internationally. She is past president of the John Dewey Society and has been active in a number of organizations. In AERA she was one of five persons on the national commission to determine standards for humanities publications and chair of the annual book award committee. Currently she is a member of the international research group, Philosophy and History of the Discipline of Education (Flanders, Belgium), and the American representative to the Graduate School of Philosophical Studies of Pedagogical Relations (Sweden).

AESA Business Meeting (All are invited): 17:00 - 18:00, Constellation CD Ballroom
Graduate student winners of the Taylor-Francis awards will be announced.

Presidential Celebration (All are invited): 19:00-21:00 (See registration desk for location and directions).
Sunday, November 3, 2013
8:00 - 9:00
Atrium
Coffee Served

Sunday 8:30-10:00
Charles
Institutional Critique and Change
Collaborating for Change: Pathways toward Institutional Transformation
Maike Philipsen, Virginia Commonwealth University
An Innovative University-School Partnership Equity Initiative: Challenging Understandings of Culturally Relevant and Responsive Pedagogy
Manu Sharma, University of Toronto
The Constant Crisis: Education Rhetoric and Reform in State of the Union Addresses from Reagan to Obama
Warren Christian, University of North Carolina
Chair & Discussant: Joseph Watras, University of Dayton

Calvert
Challenging Neoliberal Distortions of Bilinguals: Tales from a Fourth Grade Classroom
Teach Me in English and Let Me Learn in My Two Languages
Sheila M. Shannon, University of Colorado Denver
Recognizing Bilingual First Language Acquisition (BFLA) in Spanish English Bilingual Children of Immigrants to the U.S.
Irdawati Nalls, University of Colorado Denver
Who I am and What I Feel: Bilingual, Mexican American, and with Our Eyes Wide Open
Paty Holt, University of Colorado Boulder
Chair: Priscilla Gutierrez, New Mexico School for the Deaf
Discussant: Nancy L. Commins, University of Colorado Denver

Pratt
Putting Judith Butler’s “Double Inversion,” and “Imitations without Originals” to Work Studying Schooling Contexts
Putting Judith Butler’s “Double Inversion,” and “Imitations without Originals” to Work Studying Schooling Contexts
Becky Atkinson, University of Alabama
Contradictions in Knowledge: “Performing” Sex Education in the Southeast
Puneet Gill, University of Alabama
White Face: An Imitation with No Original
Donna Ross, University of Alabama
Double Inversion of Community: The Power of the Performative in the Collective Body
Tasha Parrish, University of Memphis
Chair: Becky Atkinson, University of Alabama
Discussant: Sara Childers, University of Alabama
2013 Annual Conference

Sunday 8:30-10:00

**Lombard**

**Risky Business: Education and the Management of Bodies in the Neoliberal University**

*The Risk Not Taken: Managing Bodies Away from Post-Secondary Education*
Mary J. Ward, Washington State University

*Fend for Yourself? Mitigating Risk in the Neoliberal University Through Surveillance*
Matthew Jeffries, Washington State University

*Responsibilising the Self: How the Neoliberal University Creates Docile Leaders Through Student Leadership*
Nicole Ferry, Washington State University

**Camden**

**Charter School Legislation in Georgia: Case Studies**

*The Assault on Public Education: How Privatization is Subverting Democratic Governance of Public Schooling*
Brian W. Dotts, University of Georgia

*Georgia’s Charter School Amendment: A Case Study of Competing Networks*
Kathleen deMarrais, University of Georgia; Jarrett B. Warshaw, University of Georgia

*“Pulling the Parent Trigger”: Parent and Teacher Empowerment Acts and the Charter School Movement*
Jamie B. Lewis, Georgia Gwinnett College; Shannon Wilson, Georgia Gwinnett College

Chair: Kathleen deMarrais, University of Georgia
Discussant: Philip Kovacs, University of Alabama, Huntsville

Sunday 10:15-11:45

**Charles**

**Interactions of Difference: Navigating Identities through Black Feminist and African-American Womanist Frameworks**

*Critical Race Feminism, Counternarratives, and Collaboration: Navigating the Complex Challenges of an Urban School Community*
Cherese Childers-McKee, University of North Carolina at Greensboro

*Becoming the “Other”: An Autoethnography of an Engaged Womanist/Feminist Pedagogy of Risk*
Joy L. Kennedy, University of North Carolina at Greensboro

*My Hip-Hop Feminist Epistemology: My Journey To and Through a Realm of Contradiction*
Dawn Nicole Hicks Tafari, Winston-Salem State University

Chair: Jahni M. A. Smith, University of Southern California
Discussant: Silvia Bettez, University of North Carolina at Greensboro
Sunday 10:15-11:45

Calvert

Intercultural Dimension of Internationalization in Higher Education: Presenting, Representing, Listening, and Understanding

Internationalization of Higher Education: Intercultural and Global Perspectives
Xiuying “Sophy” Cai, University of Illinois at Urbana-Champaign

Understanding Differences in a Globalized World
Mauricio Pino Yancovic, University of Illinois at Urbana-Champaign

To be Understood is to Understand: A Speaker’s Internal Tensions of Representation
Elizer Jay Yague De Los Reyes, University of Illinois at Urbana-Champaign

“Lost in Translation”: Politics of Representation and Reflection on being a “Cultural Interpreter”
Ga Young Chung, University of Illinois at Urbana-Champaign

“I’ll Meet You Halfway”: The Ethics of Difficult Listening
Mark Keitges, University of Illinois at Urbana-Champaign

Chair: Lily Lopez-McGee, George Mason University
Discussant: Nicole Lamers, University of Illinois at Urbana-Champaign

Lombard

Education in the Media: Making "Sense" of Explicit and Implicit Messages

The Language of Learning and the Primitive Accumulation of Education in the Media
Derek Ford, Syracuse University

Queering Media Coverage of Bullying: The Spectacle of Gay Teen Suicides and the “It Gets Better” Campaign
Dennis Carlson, Miami University

Developing a Critical Stance in the Classroom: Examining Anti-Muslim Stereotypes and Discourses in the Media
Mayida Zaal, Montclair State University

Evaluating the ‘Success’ of the Chicago Teachers’ Strike through Mass Media’s Representations,
Brad Porfilio, Lewis University

STEM(ming) from Where? A Critical Discourse Analysis of News Reports on the STEM Education Policy
Nataly Chesky, SUNY New Paltz

Waiting for Superman in Economic Crisis: School Reform Discourses in News Reporting
Rebecca A. Goldstein, Montclair State University; Shareen Shibli, NJCU

Chair: Rebecca A. Goldstein, Montclair State University
Sunday 10:15-11:45
Camden
Pedagogy of the Church
Reactions to Critical Pedagogy in a Catholic Liberal Arts University
Caroline Eick, Mount St. Mary's University
Using the Hallmarks of Benedictine Community as a Foundation for Classroom Pedagogy
Nicholas Shudak, Mount Marty College
The Doors of the Church Are Open: Partnering with the Black Church Within Its Own Sacred Space
Libra Boyd, University of North Carolina at Greensboro
Chair: Trisha Wickland, Concordia University Chicago
Discussant: Sue Ellen Henry, Bucknell University

Douglass
Neoliberalism, Higher Education and Professional Issues
Understanding Professional Role Confidence (PRC) among University Faculty
Maike Philipsen, Virginia Commonwealth University
Closing Democratic Spaces: Neoliberal Responses to Labor Disputes in Higher Education
Serina Cinnamon, Southern Illinois University Carbondale
Good Science: An Alternative to the Bad Science and Bad Business of Global Education Reform
Brian Sohn, University of Tennessee, Knoxville
Cyborgs in the Schoolhouse: Economics Imperialism and the Human Deficit in Education Policy & Research
Scott Ellison, University of Tennessee Knoxville
Chair: Juan A. Rios Vega, University of North Carolina at Greensboro
Discussant: Joseph Rayle, SUNY Cortland
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