

AMERICAN EDUCATIONAL STUDIES ASSOCIATION

NOVEMBER 7-11, 2018

HYATT REGENCY

GREENVILLE, SOUTH CAROLINA



Dare We Build a New Global Order?

2018 CONFERENCE THEME

The American Educational Studies Association (AESA) was founded in 1968 in the midst of major upheaval and change in the United States and across the globe. From protests against empire, war, and militarism, to demands for civil rights, economic reforms, and inclusive education, it was a turbulent period that fundamentally challenged the United States' own foundations internally and internationally. The calls for social change took place in the classrooms and the streets, in legal courts and popular culture, in political conventions and the Olympics. Fifty years later, we confront similar realities and advocacies within the current context of neoliberalism and cosmopolitanism. The struggles against white supremacy, hetero-patriarchy, labor and class exploitation, ableism, environmental degradation, religious fundamentalism, nativism and narrow nationalism continue to marshal individuals and collectives for a future worth fighting for. In these struggles, both in the past and present, are the radical hope and promise of a sociality and polity underpinned by equity, intersectionality, justice, and love.

As AESA celebrates its 50th anniversary in 2018 and projects its next 50 years, how do we pursue and engage in intellectual, pedagogical, and political projects that envision and enact a different global order? How do we analyze "America" and the tools and effects of its hard and soft powers, while simultaneously decentering it? In what ways can we situate our work as researchers, educators, and activists that locates the United States within transnational frames and the global flows of ideas, people, money, and technologies? How do we resist the audit culture of standardization, testing, and ranking and the commodification of critical knowledges at local, national, and global scales? What can we learn from ontologies, epistemologies, and methodologies from below and elsewhere, from the margins and the borderlands, from the Indigenous and the migrants, from those considered non-normative, illegible, or disposable? What happens when we create and employ a different grammar of critique, transformation, and possibility? What kind of future might we build together, and what difference might this difference make?

Who We Are and What We Do

AMERICAN EDUCATIONAL STUDIES ASSOCIATION

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.

The role of AESA is to provide a cross-disciplinary forum wherein scholars gather to exchange and debate ideas generated from the above mentioned areas. This cross-disciplinary commitment of the organization creates a landscape for the discussion of broader policy issues such as minority studies, gender studies, multicultural education, democracy, and issues of educational equality and equity. Our membership is dedicated to examining issues in education from a plurality of academic viewpoints and perspectives.

For more information about AESA, please visit www.educationalstudies.org.

#AESA2018

for social media posts and updates

Conference Logistics

Session Start and End Times

Wed., November 7	5pm – 7pm
Thu., November 8	8am – 7:30pm
Fri., November 9	8am – 8:30pm
Sat., November 10	8am – 6:15pm
Sun., November 11	8am – 11:15am

Coffee Breaks 7:30am – 8:30am

brought to you each morning by
Indiana University Press
UNC Greensboro
Wayne State University

Conference Registration

First Floor – Pre-Conference Area

Wednesday	3pm – 6pm
Thursday	7:30am – 5pm
Friday	7:30am – 5pm
Saturday	7:30am – 3pm

Book Exhibit

First Floor – Regency D, D2, E, E2

Wednesday	exhibitors set-up
Thursday	8:30am – 5:30pm
Friday	8:30am – 5:30pm
Saturday	9am – 11am

Quiet Room

Boardroom

Parents' Room

Azalea

Hatha Yoga Practice

with Susan Laird

Studio 220 @ NOMA, Studio B & C

Thursday	1 pm
Friday	9 am
Saturday	10 am

Gender Neutral Bathrooms

#AES2018

for social media posts and updates

Lectures and Featured Sessions

50th Anniversary Performance Extravaganza, Past Presidents' and Opening Reception

Wednesday, November 7 5pm – 7pm | Regency C

President-Elect's Featured Session

A Critical Dialogue on Freirean and Resource-Rich Praxis: Learning, Teaching, and Research for Liberation

Thursday, November 8 1:15pm – 2:45pm | Crepe Myrtle

Presidential Featured Session I

Teacher Moonlighting and the Dark Side of Teachers' Work

Thursday, November 8 3pm – 4:30pm | Crepe Myrtle

George F. Kneller Lecture

Thursday, November 8 5pm – 6:30pm | Regency C

Presidential Featured Session II

The Future of Black Educational Studies

Friday, November 9 11:30am – 1pm | Crepe Myrtle

Past President's Featured Session

School Lunch Matters: How and For Whom?

Friday, November 9 3pm – 4:30pm | Regency G

R. Freeman Butts Lecture

Friday, November 9 5pm – 6:30pm | Regency C

Taylor & Francis Lifetime Achievement Award Lecture

Saturday, November 10 8am – 9:30am | Regency H

Presidential Address

Saturday, November 10 3:15pm – 4:45pm | Regency C

Meetings

AESA Executive Council Business Meetings

Thursday, November 8 8am – 12pm | Think Tank @ NOMA

Sunday, November 11 8am – 12pm | Think Tank @ NOMA

Council for the Social Foundations in Education Business Meeting

Thursday, November 8 8am – 9:30am | Crepe Myrtle

Society for Educating Women Business Meeting

Thursday, November 8 11:30am – 1pm | Gardenia

Committee for Academic Standards and Accreditation Business Meeting

Thursday, November 8 3pm – 4:30pm | Regency C

Eco-Democratic Reforms in Education SIG Business Meeting

Friday, November 9 11:30am – 1pm | Regency H

***Educational Studies* Editorial Board Meeting**

Friday, November 9 12pm – 2pm | Think Tank @ NOMA

Graduate Student Business Meeting and Reception

Friday, November 9 6:45pm – 8:30pm | Regency F

Society of Professors of Education Business Meeting

Saturday, November 10 9:45am – 11:15am | Redbud C

AESA Business Meeting, Awards Ceremony, and Recognition of AESA Past Presidents

Saturday, November 10 4:45pm – 6:15pm | Regency C

AESA 50th Anniversary Performance Extravaganza, Past Presidents' and Opening Reception

Wednesday, November 7

5pm – 7pm | Regency C

Performance Extravaganza Hosts

Michael E. Jennings, Furman University

Dawn Hicks Tafari, Winston-Salem State University



Past Presidents' and Opening Reception Hosts

Hilton Kelly, Davidson College

AESA Officers, Executive Council, and Staff



Performers

jazz band

poetry: Fran M. Huckaby

dance: Dawn Hicks Tafari



Welcome to Greenville

George C. Shields

Vice President of Academic Affairs and Provost

Furman University

Cake Cutting Ceremony

with AESA president Hilton Kelly and past presidents

Visual History of the American Educational Studies Association

courtesy of AESA historian Pat Carter

This reception is sponsored in part by Furman University

George F. Kneller Lecture

Thursday, November 8
5pm – 6:30pm | Regency C



Jim Garrison

Virginia Polytechnic Institute and State University

Nichiren Buddhism and Deweyan Pragmatism: An Eastern-Western Integration of Thought

Introduction by Barbara Stengel
Vanderbilt University

Jim Garrison is a professor of philosophy of education, and also holds appointments in the Department of Philosophy, as well as the Science, Technology, and Society Program and the Alliance for Social, Political, Ethical, and Cultural Thought. He was a Chancellor's Visiting Professor at Uppsala University, Sweden, for 2014-2018. His work concentrates on philosophical pragmatism, especially that of John Dewey. Awards include the Scholarly Achievement Award from the Institute of Oriental Philosophy, the John Dewey Society Outstanding Achievement Award, the DeGarmo Award from the Society of Professors of Education, the Medal of Highest Honor from Soka University in Japan, and the Jim Merritt Award for his scholarship in the philosophy of education. He is a past-president of the Philosophy of Education Society, the John Dewey Society, and the Society of Professors of Education.

POST-LECTURE RECEPTION

6:30pm – 7:30pm | Studio 220 @ NOMA

R. Freeman Butts Lecture

Friday, November 9
5pm – 6:30pm | Regency C



Leigh Patel

University of Pittsburgh

Learning is a Fugitive Act: The Relationship Between Study and Struggle

Introduction by Silvia C. Bettez

University of North Carolina at Greensboro

Leigh Patel is the inaugural Associate Dean for Equity and Justice at the University of Pittsburgh's School of Education. Her scholarly and community work focuses on the ways that formal education has been a consistent and sadly efficient delivery system for inequity, but that education has also been key in many liberation movements. She has authored four books, including the award-winning *Youth Held at the Border* (Teachers College Press) and *Decolonizing Educational Research: From Ownership to Answerability* (Routledge). She has published dozens of refereed articles in outlets including *The English Journal*, *Theory Into Practice*, and *Equity & Excellence in Education*. She also has written for wide audiences and been interviewed for publications including *The Atlantic*, *The Feminist Wire*, *Huffpost Live*, and *Racialicious.com*. She is currently working on her fifth book titled *To Study is to Struggle: Higher Education and Settler Colonialism* (Beacon).

POST-LECTURE RECEPTION

6:30pm – 7:30pm | Studio 220 @ NOMA

Presidential Address

Saturday, November 10

3:15pm – 4:45pm | Regency C



Hilton Kelly

Davidson College

Toward a Moratorium on Publishing in the Field of Educational Studies: Where is this Train Going?

Introduction by Denise Taliaferro Baszile
Miami University

Hilton Kelly is an Associate Professor of Educational Studies and Africana Studies, Chair of the Educational Studies Department, and Director of the Center for Interdisciplinary Studies at Davidson College. He received his Ph.D. in Sociology from the University of Massachusetts at Amherst. His research focuses on: sociology of education, critical race theory, the Age of Jim Crow, the lives and careers of African American educators, and social memory studies. He published *Race, Remembering, and Jim Crow's Teachers* (2010, Routledge). His articles have appeared in *Urban Education*, *Educational Studies*, *Urban Review*, *Journal of Negro Education*, *American Sociologist*, and *Vitae Scholasticae*. Hilton has received a 2006-07 Consortium for Faculty Diversity Dissertation Fellowship, a 2011 AESA Critics' Choice Book Award, and a 2011-12 James Weldon Johnson Institute for Race and Difference Fellowship at Emory University.

BUSINESS MEETING, AWARDS RECEPTION, RECOGNITION OF AESA PAST PRESIDENTS

4:45pm – 6:15pm | Regency C

Presidential Featured Session I

Thursday, November 8
3pm – 4:30pm | Crepe Myrtle

Teacher Moonlighting and the Dark Side of Teachers' Work

Chair

Eleanor J. Blair, Western Carolina University



Participants

Those Who Can, Teach and Work Two Jobs

Eleanor J. Blair, Western Carolina University

Pushed and Pulled in a Professional Purgatory:

The Case for the Moonlighting Teacher

Paul Fitchett, University of North Carolina at Charlotte



*Sabriya and Me: An Essential Conversation about the
Nontraditional Teacher Professional and a Life of Teacher
Moonlighting*

Hilton Kelly, Davidson College



*I'm a Sinner, I'm a Saint: A Teacher's Perspective
on Teacher Moonlighting in the Nightlife Industry*

Cara Kronen, Borough of Manhattan Community College



Discussant

Yolanda Medina, Borough of Manhattan Community College



Attempts to study teacher moonlighting have suffered from failed attempts to make what is commonplace appear worthy of serious consideration. Holding a second job is frequently a fundamental part of teaching, a practice embedded in the sub-culture of the profession. Decades of research documenting the moonlighting phenomenon clearly demonstrate that teacher moonlighting is related to both low salaries *and* unfavorable working conditions. This symposium provides a context for a reconsideration of teachers' work and the roles and responsibilities of teachers in today's schools.

Presidential Featured Session II

Friday, November 9

11:30am - 1pm | Crepe Myrtle

The Future of Black Educational Studies: A Symposium

Chair

Hilton Kelly, Davidson College

Participants

The Critical Race Feminist Lens

Theodorea Berry, San Jose State University

Black Male Teachers and Black Masculinity Studies

Ed Brockenbrough, University of Pennsylvania

Quantification and Critical Inquiry

Ezekiel Dixon-Roman, University of Pennsylvania

To Be Young, Gifted, and Black:

The Audacity of Truth with Black Children in Schools

Donyell Roseboro, University of North Carolina at Wilmington

Educating the Black Radical Imagination:

Classic Texts in Black Education

Denise Taliaferro Baszile, Miami University

Drawing upon their research and writing portfolios, invited panelists will address the future of Black educational studies. After identifying questions and concerns that they have grappled with, in both traditional and creative ways, panelists will offer new approaches, theories, and methodologies to advance research or break new ground in Black educational studies.



Past President's Featured Session

Friday, November 9

3pm – 4:30pm | Regency G

School Lunch Matters: How and For Whom?

Chair and Discussant

Susan Laird, University of Oklahoma

Participants

Rebecca Martusewicz, Eastern Michigan University

Suzanne Rice, University of Kansas

A.G. Rud, Washington State University

Susan Laird proposed ten “school lunch matters” in her 2017 presidential lecture specifically for curriculum theorizing in intersectional response to the New Jim Crow and the Anthropocene. Pioneer theorist of ecojustice education, Rebecca Martusewicz (2011, 2014) called early critical curricular attention both to food and to environmental racism, and recently has formulated a “pedagogy of responsibility” (2018). Ethicist Suzanne Rice founded and led the first AESA study group on school lunch (2012-2013). She and John Dewey Society President A.G. Rud have edited an interdisciplinary anthology on school lunch’s many educational dimensions (2018). These panelists will apply their own distinctive philosophical perspectives and projects to lead educational studies scholars’ continuing discussion focused on selected school lunch matters and how they matter for whom.



President-Elect's Featured Session

Thursday, November 8, 2018
1:15pm – 2:45pm | Crepe Myrtle

A Critical Dialogue on Freirean and Resource-Rich Praxis: Learning, Teaching, and Research for Liberation

Chair

Roland Sintos Coloma, Wayne State University

Participants

Antonia Darder, Loyola Marymount University

Nancy Ares, University of Rochester

The participants will engage in a critical dialogue about social capital-based and Freirean approaches to learning, teaching, and research for liberation. In this dialogue, they will explore ideas (contradictions, convergences, tensions, ambiguities) without necessarily coming to a consensus or agreement. The underlying intent is to demonstrate that there are many ways in which scholars attempt to make sense of the world. With greater engagement, we discover the complex manner in which our cultural sensibilities, lived experiences, and political commitments – that is, our ontological and epistemological allegiances – are always implicated in the different theories we embrace and the scholarship we promote in the world. This session will draw on a critical praxis of dialogue that seeks to discover the manner in which a multiplicity of meanings can and must converge into a collective liberatory vision of solidarity and for the social and material making of a more just and loving world.



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Chezare A. Warren, Michigan State University
Gavin S. Weiser, University of South Carolina
Boni Wozolek, Loyola University Maryland
Richard Konrad Yoder, University of Texas San Antonio

George F. Kneller Lecture Committee

Chair: Kurt Stemhagen, Virginia Commonwealth University

Sheron Fraser-Burgess, Ball State University
Jeffrey Ayala Miligan, Florida State University
A.G. Rud, Washington State University
Barbara Stengel, Vanderbilt University

R. Freeman Butts Lecture Committee

Chair: Kristal Moore Clemons, Florida State University

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Yolanda Medina, Borough of Manhattan Community College, CUNY
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Dana Stachowiak, University of North Carolina at Wilmington
Luis Urrieta, University of Texas at Austin

**AESA – Taylor & Francis *Educational Studies*
Best Paper of the Year Award Committee**

Chair: Johnny J. Lupinacci, Washington State University

Erica C. Bullock, University of Wisconsin-Madison

Jason Goulah, DePaul University

Ramona Fruja, Bucknell University

Sophia Rodriguez, University of North Carolina at Greensboro

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

Chair: Susan Laird, University of Oklahoma

Keffrelyn Brown, University of Texas at Austin

M. Francyne Huckaby, Texas Christian University

**Taylor & Francis Award for Lifetime Achievement in the
Foundations of Education Award Committee**

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Ming Fang He, Georgia Southern University

Rebecca Martusewicz, Eastern Michigan University

Donyell Roseboro, University of North Carolina at Wilmington

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Kathleen deMarrais, University of Georgia

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Cris Mayo, West Virginia University

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Dianne Smith, University of Missouri, Kansas City

Jessica Spradley, Robert Morris University

Mark Stern, Colgate University

Jean Swindle, Rockford University

Ethan Tinh Trinh, Georgia State University

Gavin Weiser, University of South Carolina

Carolyn J. White, Rutgers University

2018 AESA Critics Choice Book Award Winners

- Blair, E. (Ed.). (2018). *By the light of the silvery moon: Teacher moonlighting and the dark side of teachers' work*. Gorham, ME: Myers Education.
- Cochran-Smith, M., Carney, M. C., Keefe, E. S., Burton, S., Chang, W-C, Fernández, M. B., Miller, A. F., Sánchez, J. G., & Baker, M. (2018). *Reclaiming accountability in teacher education*. New York: Teachers College Press.
- Hale, J. N. (2016). *The Freedom Schools: Student activists in the Mississippi civil rights movement*. New York: Columbia University Press.
- Hinchey, P. H., & Konkol, P. J. (2018). *Getting to where we meant to be: Working toward the educational world we imagine/d*. Gorham, ME: Myers Education.
- Lea, V., Lund, D. E., & Carr, P. E. (Eds.). (2018). *Critical multicultural perspectives on whiteness: Views from the past and present*. New York: Peter Lang.
- Lim, L. (2016). *Knowledge, control and critical thinking in Singapore: State ideology and the politics of pedagogic recontextualization*. New York: Routledge.
- Mahiri, J. (2017). *Deconstructing race: Multicultural education beyond the color-bind*. New York: Teachers College Press.
- Pratt-Clarke, M. (2018). *A Black woman's journey from cotton picking to college professor: Lessons about race, class, and gender in America*. New York: Peter Lang.
- Stitzlein, S. (2017). *American public education and the responsibility of its citizens: Supporting democracy in an age of accountability*. New York: Oxford University Press.
- Vasallo, S. (2017). *Critical educational psychology*. Baltimore, MD: Johns Hopkins University Press.

Warikoo, N. (2016). *The diversity bargain: And other dilemmas of race, admissions, and meritocracy at elite universities*. Chicago, IL: University of Chicago Press.

Warren, C.A. (2017). *Urban preparation: Young Black men moving from Chicago's South Side to success in higher education*. Cambridge, MA: Harvard Education Press.

Featured Authors

First Floor – Regency D, D2, E, E2

Menah Pratt-Clarke

A Black Woman's Journey from Cotton Picking to College Professor

Thursday, November 8 | 11am – 12pm

Jon Hale

The Freedom Schools: Student Activists in the Mississippi Civil Rights Movement

Thursday, November 8 | 1:15pm – 2:15pm

Sherick Hughes

Editor, *The Urban Review Journal*

Thursday, November 8 | 2:30pm – 3:30pm

Stephen Vassallo

Critical Educational Psychology

Friday, November 9 | 9:45am – 10:45am

Chezare A. Warren

Urban Preparation

Friday, November 9 | 1:15pm – 2:15pm

Virginia Lea

Critical Multicultural Perspectives on Whiteness

Friday, November 9 | 3pm – 4pm

Book Exhibit and Distribution

First Floor – Regency D, D2, E, E2

Book Exhibit

Thursday, November 8	8:30am – 5:30pm
Friday, November 9	8:30am – 5:30pm
Saturday, November 10	9am – 11am

Book Distribution

Saturday, November 10	12pm – 12:15pm	graduate students first
Saturday, November 10	12:15pm	all welcome

This year's distribution rates are \$8 for graduate students and \$10 for faculty members. We are able to accept **checks and cash only**. Look for more information about Book Distribution in the Books Exhibit room.

WEDNESDAY, NOVEMBER 7

AESA 50th Anniversary Performance Extravaganza, Past Presidents' and Opening Reception

001/002. Wednesday, November 7 | 5pm – 7pm | Regency C

Performance Extravaganza Hosts

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Dawn N. Hicks Tafari, Winston-Salem State University

Reception Hosts

Hilton Kelly, Davidson College

AESA Officers, Executive Council, and Staff

Performers

Blues Boulevard (jazz band)

Fran M. Huckaby (poetry)

Dawn Hicks Tafari (dance)

Welcome to Greenville

George C. Shields, Furman University

Cake Cutting Ceremony

with AESA president Hilton Kelly and past presidents

Visual History of the American Educational Studies Association

courtesy of Pat Carter

THURSDAY, NOVEMBER 8

Council for the Social Foundations in Education – Business Meeting

003. Thursday, November 8 | 8am – 9:30am | Crepe Myrtle

Chair: Jan Armstrong, University of New Mexico

Neoliberalism and the Production of Subjects

004. Thursday, November 8 | 8am – 9:30am | Dogwood

Neoliberalism and Educational Testing: Producing the Assessed Student

Travis Henry, University of Georgia

Neoliberal Selfhood in Educational Psychology

Stephen Vassallo, American University

Critical Race Theory and Educational Change

005. Thursday, November 8 | 8am – 9:30am | Gardenia

Applied Critical Race Theory: Using CRT as a Strategy for Institutional Change

Kathy Hytten, University of North Carolina at Greensboro

Amara Pérez, University of North Carolina at Greensboro

Building a New Global Order of Teacher Education:

Resisting the ‘Apprenticeship of Observation’ through CRT

Jennifer Doyle, University of South Carolina

Nathaniel Bryan, University of South Carolina

What does CRT Have to Do with a Roof?: Applied CRT in Facilities Planning

Amara Pérez, University of North Carolina at Greensboro

Chair: Danielle Parker Moore, Wake Forest University

Temporal and Spatial Considerations in Social Foundations of Education

006. Thursday, November 8 | 8am – 9:30am | Magnolia

Beyond Boundaries of Social Class:

The Perceptions of Middle School Student Experiences in Appalachia

Michael E. Hess, Ohio University

Charles Lowery, Ohio University

Connor James Fewell, Sarah Ahrendt, Madeleine Gervason, Marija Giglio

Daring to Rebuild the Social Order: A History of Southern Teacher Associations

Jon Hale, University of South Carolina

The Next Arizona: Documenting Time, Change, Resistance

Juan Carrillo, University of North Carolina at Chapel Hill

Rethinking History, Social Studies, and Textbooks

007. Thursday, November 8 | 8am – 9:30am | Redbud B

An Exploratory Study of Fourth and Fifth Grade

Social Studies Textbooks in North Cyprus

Simge Engelkiran, Kent State University

History as Experience: Fathoming the Slave Trade

Ann Gibson Winfield, Roger Williams University

Positioning Authors in Black and White:

Black Personhood in Two History Textbooks

Travis Seay, University of Florida

Hierarchical Discourse in Elementary Social Studies:

A Teacher's View of Decision-Making

Adam Huck, Buffalo State College

We Are Constantly Building New Orders:

Public Pedagogy and Its Challenges to the Given

008. Thursday, November 8 | 8am – 9:30am | Redbud C

Into the “Odditorium”: Learning at Ripley’s Believe It or Not! and in Popular Media

Cathlin Goulding, 9/11 Memorial & Museum; New York University

Do Robots Dream of Police Violence?

Daniel Friedrich, Teachers College, Columbia University

Pedagogue-in-Chief: The Culturally Relevant Public Pedagogy and Curriculum of Donald J. Trump

Dinorah Sanchez Loza, University of California, Berkeley

"Describe Yourself in Three Characters": Character Affiliation and Productive Consumption of Pop Culture

Mia Hood, Teachers College, Columbia

Theorizing Subjectivities, Ethics, and Performances of Teaching

009. Thursday, November 8 | 8am – 9:30am | Regency G

"Converted": The Identity Construction of an Educator-Activist

Timothy Conder, University of North Carolina at Chapel Hill

Ethics of Cariño:

Portraits that Reveal the Interpersonal and Intimate Aspects of Teaching

Ganiva Reyes, Miami University

Is Teaching a Performance?:

Teacher Education Informed by Poststructural Feminism

Mark Wolfmeyer, Kutztown University

Anna Nissley, Kutztown University

Isaac Helriegel, Kutztown University

Lauren Verna, Kutztown University

The Discursive Othering of Teachers:

Thugs, Saviors, and State Pension Queens

Jennifer McCloud, Transylvania University

What Moves at the Margins:

A Critical Discussion of Black Intellectual Thought

010. Thursday, November 8 | 8am – 9:30am | Regency H

Ears to the Grave: Conjuring, Respectability, and the Will to Self-Liberation

LaToya W Brown, University of North Carolina at Greensboro

Lifting the Masks to Soothe the Soul: Hope and Healing through Black Humor

Erica Horhn, University of North Carolina at Greensboro

bell hooks, Unruliness, and the Radical Transformation

of Inclusive Educational Spaces

Lalenja Harrington, University of North Carolina at Greensboro

The Poetics of Black Sexualities: A Modest (Course) Proposal

Robert Randolph Jr., North Carolina A&T State University

Toward a Pedagogy of Critical Liberative Theological Consciousness:

Cultivating Agents of Social Change

Oliver Melton-Christian Thomas, UNC Greensboro

AESA Executive Council – Business Meeting I

011. Thursday, November 8 | 8am – 12pm | Think Tank @ NOMA

Chair: Hilton Kelly, Davidson College

New Questions in Queer and Trans Issues in Education

012. Thursday, November 8 | 9:45am – 11:15am | Crepe Myrtle

Black Queer Digital Counterpublics and the Pedagogy of Getting Read for Filth

Ed Brockenbrough, University of Pennsylvania

Tentative Support for Transpeople in Higher Education

Cris Mayo, West Virginia University

*Understanding Non-Financial Barriers to Black Trans Young Women's
Transitions from High School to College:*

Implications for Postsecondary Education Connectors Program Design

Lance McCready, OISE University of Toronto

*Feel It: Black Queer Students on the Emotional Labor
of Navigating the Educational Pipeline*

Tomás Boatwright, San Francisco

Intergenerational Exchange:

Learning at the Intersection of Sexuality and Schooling

Jen Gilbert, York University, Canada

Discussant: Lisa D. Weems, Miami University

Meet the Editors of the *Educational Studies Journal*

013. Thursday, November 8 | 9:45am – 11:15am | Dogwood

Participants:

Jeong-eun Rhee, Long Island University

Binaya Subedi, The Ohio State University

Sharon Subreenduth, University of Massachusetts, Lowell

Pedagogical Questioning, Controversy, and Course Design

014. Thursday, November 8 | 9:45am – 11:15am | Gardenia

Unbinding Our Fidelity to Finality:

Pedagogical Questioning as a Performed (Im)Possibility

Anne Innis, University of Utah

Exploring, Engaging, and Teaching “Public Displays of History”:

Content and Controversy for the Classroom and Beyond

Monica Noraian, Illinois State University

Understanding, Examining, and Challenging “Public Displays of History”:

Preservice Teacher Perceptions and Actions, a Case Study

Benjamin Wellenreiter, Illinois State University

Constructing Asset-Based Thinking:

Interrogating Classical Science’s Dehumanization in Course Design

Amy Senta, University of North Carolina at Wilmington

Mary Kay Delaney, Meredith College

Decolonizing Research, Pedagogy, and Learning

015. Thursday, November 8 | 9:45am – 11:15am | Magnolia

Decolonizing the Methods Section: Rage, Respect, and Refusal

Sean David Hernandez Adkins, University of North Carolina at Chapel Hill

Lucia Iraida Mock Muñoz de Luna, UNC Chapel Hill

Ethnography as Decolonial Pedagogy in Ecuador:

Youth-Led Research and Learning

Alysa M. Handelsman, Wofford College

Students of Color and Study Abroad:

A Decolonizing Journey of Home, Heritage and Identity?

A. Jyoti Kaneria, Georgia State University

Sue Kasun, Georgia State University

Ethan T. Trinh, Georgia State University

Digital Identities, Discourses, and Possibilities

016. Thursday, November 8 | 9:45am – 11:15am | Redbud A

A False Promise of Equity: A Critical Examination of the Digital Divide Discourse

Morgan Anderson, Georgia State University

Cyber-Narratives of Academy and Empire:

The World Wide Web of Complicities and Resistances

Sahar D. Sattarzadeh, University of the Free State, South Africa

Identities in Transitionally and Transitionally in Digital Composing:

International Doctoral Student's Authoring Cosmopolitan Self

to Challenge (In)equality in Transnational Spaces

Vy V. Dao, Michigan State University

The Online Education Solution: Computer HAL as Savior

Ramin Farahmandpur, Portland State University

Rethinking Multicultural Education: Failures, Resistance, and Unschooling

017. Thursday, November 8 | 9:45am – 11:15am | Redbud B

Why "Everyone Has a Culture" Activities Fail in Multicultural Education

Charise Pimentel, Texas State University

Reframing Resistance: Student Perspectives on

Discomfort and Dissonance in a Critical Multicultural Education Course

Eric Ruiz Bybee, Brigham Young University

Erin Feinauer Whiting, Brigham Young University

Ramona Maile Cutri, Brigham Young University

Elisse Newey, Brigham Young University

Multicultural Education in Unschooling:

A Content Analysis of Growing Without Schooling

Sarah Chase, Radford University

Kristan Morrison, Radford University

**Autonomous Professional Development in a Critical Inquiry Group:
Self Study as Transformative Methodology**

018. Thursday, November 8 | 9:45am – 11:15am | Redbud C

Participants:

Ashley Christine Carr, Auburn University

Karynne Kleine, Young Harris College

Jaime Miller, Auburn University

Jennifer Hallett, Young Harris College

Black Studies in Education: New Visions and Voices

019. Thursday, November 8 | 9:45am – 11:15am | Regency F

*“A New Kind of Youth”: High School Activism in the NAACP
and the Southern Negro Youth Congress, 1932-1963*

Jon Hale, University of South Carolina

Becoming Activist: Using Border Pedagogies to Sow Seeds of Youth Activism

Sheri Carmel Hardee, University of North Georgia

Candace Marie Thompson, University of North Carolina at Wilmington

*Disrupting Injustice by Creating a Community of Black Youth
as Public Intellectuals: Student-Mentees Narrate Strategies
to Improve Their Schools and Advance Social Justice*

Dara Nix-Stevenson, Southwest Guilford High School

Elbert Jay Hawkins, III, Southwest Guilford High School

Unearthing Black Rural Voices:

Creating and Examining A New Educational Order in Rural America

Heather Cherie Moore Roberson, Allegheny College

Dare We Build a Queer Order?

020. Thursday, November 8 | 11:30am – 1pm | Crepe Myrtle

Passing as Not (Too) Queer:

(Dis)Engaging Queer Respectability in the Academy

Ed Brockenbrough, University of Pennsylvania

Eccentric Gestures: On the (Necessary) Flexibility of Queerness and Education

Lisa D. Weems, Miami University

Thinking Away from Discipline:

On Whiteness, Queerness, and the Control of Bodies in School

Asilia Franklin, University of Oregon

Getting (It) on with PrEP:

Queer Sex, Pharmaceuticals, and Re-learning How to Be Together

Adam Greteman, School of the Art Institute of Chicago

Sam Stiegler, University of British Columbia, Canada

Queer Brown Youth and the Politics of Belonging

Rigoberto Marquez, Stanford University

At the Intersection of Home, School, and Community

021. Thursday, November 8 | 11:30am – 1pm | Dogwood

Home-School Relations: Perspectives of Arab Women Living in the Southwest

Lilian Cibils New Mexico State University

Samar Khalil, New Mexico State University

Nurturing Wellbeing in Schools and Communities

Jan Armstrong, University of New Mexico

Kristopher M. Goodrich, University of New Mexico

Karla Kingsley, University of New Mexico

Kersti Tyson, University of New Mexico

Society for Educating Women – Business Meeting

022. Thursday, November 8 | 11:30am – 1pm | Gardenia

Challenging the Foundations of Education

023. Thursday, November 8 | 11:30am – 1pm | Magnolia

Participants:

Alan Stephen Canestrari, Roger Williams University

Bruce A. Marlowe, University of South Carolina, Beaufort

Ann Gibson Winfield, Roger Williams University

Black Education within Local and Global Contexts:

Citizenship, Cultural Studies, Curriculum, and Museum Education

024. Thursday, November 8 | 11:30am – 1pm | Redbud A

Slavery in Two Nations:

The Histories of Slavery in Brazilian and U.S. Secondary History Textbooks

Nafees Khan, Clemson University

Radical Reconstruction:

Understanding Civics through an African Philosophical Framework

Kristen Duncan, Clemson University

Racial Contracts and Racial Alignments:

A Hemispheric Examination of Black Ethnic Education as Cultural Politics

Christopher L. Busey, University of Florida

Tianna Dowie-Chin, University of Florida

Critical (Race) Museum Pedagogy:

The Possibilities of Africa in Black Students' Global Imaginations

Ashley Woodson, University of Missouri, Columbia

Global Theorizing: Philosophical and Institutional Renditions

025. Thursday, November 8 | 11:30am – 1pm | Redbud C

*Philosophical Theorizing in the Global Then and Now:
Text, Biography, and Culture*

Ali H. Hachem, Stephen F. Austin State University

*Losing Our Soul: Compromising Institutional Ethics while Pursuing International
Partnerships in Countries with Human Rights Violations*

Peter C. Renn, Seattle Pacific University

Pamela J. Konkol, Concordia University Chicago

Following ‘Diversity’ Discourse Around the University: Deconstructing Diversity Documents in Leadership, STEM, and Teacher Preparation

026. Thursday, November 8 | 11:30am – 1pm | Regency F

*Instituting Diversity in STEM: How Equity Work is Framed
within University STEM Programs and Initiatives*

Shannon C. Gleason, Westfield State University

There is No Lean In for Men

Nicole Ferry, Washington State University

Diversity in Teacher Education:

How Are We Addressing Inclusion in the Neoliberal Moment?

Ashley Summer Boyd, Washington State University

President-Elect's Featured Session

A Critical Dialogue on Freirean and Resource-Rich Praxis: Learning, Teaching, and Research for Liberation

027. Thursday, November 8 | 1:15pm – 2:45pm | Crepe Myrtle

Participants:

Antonia Darder, Loyola Marymount University

Nancy Ares, University of Rochester

Chair: Roland Sintos Coloma, Wayne State University

Activism, Democracy, and Education

028. Thursday, November 8 | 1:15pm – 2:45pm | Dogwood

Abolitionist Imagination and Schooling

Chrissy Anderson-Zavala, University of California, Santa Cruz

Education and Activism in the City: A Process of Grounded Visualizations

Curtis Brewer, University of Texas, San Antonio

Sarah Diem, University of Missouri

Spinning Future Learning Webs:

The Internet and Education as a Democratic Apparatus

David McKerracher, Victory Farm Center for the Humanities

Waging War Against the Study of War:

Active Shooter Drills and Democratic Education

Samantha Deane, Loyola University Chicago

Classroom, School, District, and Institute:

Varying Scales of Educational Analysis

029. Thursday, November 8 | 1:15pm – 2:45pm | Gardenia

Interpretation and Classroom Practices

Alexandros Charalampos Nikolaidis, The Ohio State University

What do School Attendance Boundaries Produce?:

Articulating a Topological Research Framework

Katie S. Fitch, University of Oregon

Retention Policies, Rates, and Rurality in Georgia

Katelyn Caton, Georgia State University

Professionalism of Education

and the History of Teachers' Institutes in the United States

Mindy Spearman, Clemson University

Good Students and Bad Schools:

Personal Narratives of Failure, Misalignment, and their Effects

030. Thursday, November 8 | 1:15pm – 2:45pm | Magnolia

An Autoethnography of Failure:

Harmful Teaching and the Precarity of Education for Liberation

Sean David Hernandez Adkins, University of North Carolina at Chapel Hill

Good Student Game: How It Affected Myself as a Learner and a Teacher

Soojin Lee, University of North Carolina at Chapel Hill

The Misalignment of Public Perception

and Personal Experience in a "Bad" School

Diane M. Coddling, University of Delaware

Partnerships and Reforms in Schools, Colleges, and Communities

031. Thursday, November 8 | 1:15pm – 2:45pm | Redbud A

Dare We Build Local School-Community Partnerships?:

Critically Analyzing Research through Self-Questioning

Yacine Kout, University of North Carolina at Greensboro

Craig Peck, University of North Carolina at Greensboro

Exploring Student-Centered School Reform: Career and Technical Education, Place-Based Education, and Student Advocacy

Meghan Harter, University of North Carolina at Chapel Hill

W. David Scales, Western Carolina University

Tight Rope Walking:

Power and Autonomy in a College-Public School Partnership

Cara Kronen, Borough of Manhattan Community College, CUNY

Rebecca Garte, Borough of Manhattan Community College, CUNY

Jennifer Longley, Borough of Manhattan Community College, CUNY

Alternative Schooling: Competing and Contradictory Visions of Education

032. Thursday, November 8 | 1:15pm – 2:45pm | Redbud B

Decentering Dominant Narratives of Alternative Schooling in the U.S.

Stacey Krueger, University of Illinois at Chicago

To and Through: "No Excuses" Charter Graduates

Reflect on their K-12 Preparation for University

Celina Martinez Nichols, University of Texas at Austin

Stacia Cedillo, University of Texas at Austin

US Military Bases and Department of Defense Schools: A New Global Order?

Barbara J. Thayer-Bacon, University of Tennessee

Minoritized and Undocumented Immigrant Students

033. Thursday, November 8 | 1:15pm – 2:45pm | Redbud C

A Mixed-Methods Study of Teachers' Awareness and Attitudes Toward Undocumented Immigrant Students

Sophia Rodriguez, University of North Carolina at Greensboro

William David McCorkle, Clemson University

Timothy Monreal, University of South Carolina

Overeager and Underprepared: The Combustible Nature of Benevolent Liberalism and Faith when Engaging with Minoritized Students

Peter C. Renn, Seattle Pacific University

Pamela J. Konkol, Concordia University Chicago

Reordering Student Affairs: Historicizing Minority Institutionalization in Student Affairs Practice(s)

Paul William Eaton, Sam Houston State University

Laura Elizabeth Smithers, University of Oregon

Follow the Money: Investigations on Education and Teaching

034. Thursday, November 8 | 1:15pm – 2:45pm | Regency F

Dare We Make the Money Ours?: Our Best Shot at “a Future Worth Fighting For”

Lucille Lorraine Teichert Eckrich, Illinois State University

Teach for America Corps Maintenance Practices and Long-term Educational Change

Ashlee Anderson, University of Tennessee

The Uberization of Teacher Credentialing: The Disruption Will Not be Theorized

Kris Sloan, St. Edward's University

For-Profit Teacher Education: A Critical Analysis of Emerging Trends

Christopher B. Crowley, Wayne State University

Teacher Education: Toward What Ends?

035. Thursday, November 8 | 1:15pm – 2:45pm | Regency G

*A Self-Study of Practice on the Importance of Critical Theory
in Teacher Preparation in the Current Political Moment*

José García, California State University, Channel Islands

*Educator Know Thyself: Critical Philosophical Work in Teacher Education –
Moving Toward A New Global Order*

Jamie Craig Atkinson, Missouri State University

*The C.A.R.E. Study: Sustaining an Active and Reflective Practice for
Democratically Trained Educators*

Michael E. Hess, Ohio University

Charles Lowery, Ohio University

Grace Zaher, Ohio University

Gwyn Howard, Ohio University

Connor James Fewell, Ohio University

Bad Girl Theory and Practice

036. Thursday, November 8 | 1:15pm – 2:45pm | Regency H

Bad Girls, Divas, and Feminist Killjoys

Lisa D. Weems, Miami University

Bad Biographer: Hagiographical Refusals and Feminist (Re)Configurings

Janet L. Miller, Teachers College, Columbia University

How Bad can a Good Girl Be?

Patti Lather, The Ohio State University

Chair: Patti Lather, The Ohio State University

Discussant: Cynthia B. Dillard, University of Georgia

Presidential Featured Session I

Teacher Moonlighting and the Dark Side of Teachers' Work

037. Thursday, November 8 | 3pm – 4:30pm | Crepe Myrtle

Those Who Can, Teach and Work Two Jobs

Eleanor J. Blair, Western Carolina University

Pushed and Pulled in a Professional Purgatory:

The Case for the Moonlighting Teacher

Paul Fitchett, University of North Carolina at Charlotte

Sabriya and Me: An Essential Conversation about the Nontraditional Teacher

Professional and a Life of Teacher Moonlighting

Hilton Kelly, Davidson College

I'm a Sinner, I'm a Saint: A Teacher's Perspective

on Teacher Moonlighting in the Nightlife Industry

Cara Kronen, Borough of Manhattan Community College

Chair: Eleanor J. Blair, Western Carolina University

Discussant: Yolanda Medina, Borough of Manhattan Community College

Language Matters in Reimagining the Social Order

038. Thursday, November 8 | 3pm – 4:30pm | Dogwood

Against English Domination in Educational Contexts

Chad Christopher Davidson, Kansas State University

Daring to Build a New Social Order in the Key of Babel:

Feeling, Affecting, and Performing Language in Education

Sandro Barros, Michigan State University

Developing Students' Cultural Understandings

in the Dual Language Immersion (DLI) Program

Shizhan Yuan, University of North Carolina at Chapel Hill

The Transnational and Multilingual Literacies of Immigrant Children:

A Multi-sited Ethnographic Case Study

Jungmin Kwon, Teachers College, Columbia University

**Revisiting Colonialism, Genocide, and US Imperialism:
Comparative Ethnic Studies in Education**

039. Thursday, November 8 | 3pm – 4:30pm | Gardenia

Settler Colonialism and Colonization:

Eliminating Indigenous Students from College Campuses

Hollie Anderson Kulago, Elmira College

Asian American Youth Violence as Genocide: A Critical Appraisal

Kevin Lam, Drake University

Beyond the Fetters of Colonialism:

Du Bois, Nkrumah, and a Pan-African Critical Theory

Kamau Rashid, National-Louis University

Critical Latinx Indigeneities: Implications for Ethnic Studies and Education

Luis Urrieta, University of Texas at Austin

Chair: Kevin Lam, Drake University

Discussant: Roland Sintos Coloma, Wayne State University

Provocations in Social Foundations in Education

040. Thursday, November 8 | 3pm – 4:30pm | Magnolia

Conjuring after the Fall: The Social Foundations for New Worlds on the Horizons

Abraham P. DeLeon, University of Texas at San Antonio

Contour Cartography:

Plotting the Sparks, Values, and Social Dimensions of Educational Policy

Manu Sharma, University of Wisconsin, River Falls

Cam Cobb, University of Windsor, Canada

Aliyyah Dato, University of Windsor, Canada

Dare We Have Reverential Educational Policy?

Toria Messinger, Washington State University

A.G. Rud, Washington State University

Oppression and Resistance: Toward Educational Social Justice

041. Thursday, November 8 | 3pm – 4:30pm | Redbud A

Constructed Perceptions:

Visual Illiteracy as a Form of Social Oppression within Education

Joselyn Naranjo, Florida International University

In 8100 Again: The Sounds of Students Breaking

Boni Wozolek, Loyola University Maryland

Testimonios and Undocumented Youth:

Stories for Surviving the New Global Order

042. Thursday, November 8 | 3pm – 4:30pm | Redbud B

Bilingual Teacher Candidates in STEM: Learning Through Testimonio

Anita Bright, Portland State University

Sue Kasun, Georgia State University

Using Testimonio for Relationship Building

Between a Chicana Feminist Educator and her Students

Aurora Chang, Loyola University Chicago

Nancy Gutierrez, Villalobos and Moore

UndocuQueers: Resisting Double Exile in Education

Juan Rios Vega, Bradley University

Chair: Juan Carrillo, University of North Carolina at Chapel Hill

Defiant Curriculum: On Race, Gender, Sexuality, and Globalization

043. Thursday, November 8 | 3pm – 4:30pm | Redbud C

Pre-Service Teachers' Responses to Anti-Racist Curriculum:

A Threat to Liberalism

Karla Zaccor, Indiana University – Purdue University Indianapolis

Cleveland Hayes, Indiana University – Purdue University Indianapolis

Xarlas and Globalization: How Intentional Conversations

Can Create Curricula of Defiance in Times of Crisis

Daniel Afzal, George Mason University

Carlos Lavin, George Mason University

Lucia Iraida Mock Muñoz de Luna, UNC Chapel Hill

Tommy Ender, Loyola University Maryland

Sexuality, Gender Identity and Systemic School Change: SOGI 123 Pilot Project

Lisa Loutzenheiser, University of British Columbia, Canada

Paulina Semenec, University of British Columbia, Canada

Nathan Roberson, University of British Columbia, Canada

Womanist Black Voices: Dare to Think, Talk, Act

044. Thursday, November 8 | 3pm – 4:30pm | Regency F

Participants:

Loyce E. Caruthers, University of Missouri – Kansas City

Dianne Smith, University of Missouri – Kansas City

Shaunda Fowler, Hickman Mills School District

Rhonda Jeffries, University of South Carolina

Gretchen Givens Generett, Duquesne University

**Critical Perspectives on
Identity, Community Building, Space and Power**

045. Thursday, November 8 | 3:00pm – 4:30pm | Regency H

Coloniality, Schooling, and Being Black Refugee in an UK Urban School

Nimo Abdi, University of Minnesota

Marina Aleixo, University of Minnesota

*Fostering Decolonial Language and Practices in Critical Pedagogy Through
Engaging Critical Community Building Praxis*

Cristina Maria Dominguez, University of North Carolina at Greensboro

Silvia Cristina Bettez, University of North Carolina at Greensboro

Critical Spatial Perspectives on Power Dynamics in the Classroom

Neritza Diaz-Cruz, University of New Mexico

Ibrahim Demir, University of New Mexico

Chair: Danielle Parker Moore, Wake Forest University

**Committee for Academic Standards and Accreditation (CASA)
– Business Meeting**

046. Thursday, November 8 | 3pm – 4:30pm | Regency G

Chair: Sophia Rodriguez, University of North Carolina at Greensboro

George F. Kneller Lecture

Nichiren Buddhism and Deweyan Pragmatism:

An Eastern-Western Integration of Thought

047. Thursday, November 8 | 5pm – 6:30pm | Regency C

Introduction: Barbara Stengel, Vanderbilt University

Presenter: Jim Garrison, Virginia Polytechnic Institute and State University

George F. Kneller Lecture Reception

048. Thursday, November 8 | 6:30pm – 7:30pm | Studio 220 @ NOMA

FRIDAY, NOVEMBER 9

LGBTQ Studies in Education:

Teacher Educators, Curriculum, and Professional Development

049. Friday, November 9 | 8am – 9:30am | Crepe Myrtle

Designing for Disassembly: SOGI Education and Curricular Change

Lori MacIntosh, University of British Columbia, Canada

*LGBTQ Inclusion and Exclusion in State Social Studies Standards:
Implications for Critical Democratic Education*

Steven Paul Camicia, Utah State University

Juanjuan Zhu, Utah State University

*Teacher Educators' Self-Efficacy in Working with LGBTQ Students
and Teaching LGBTQ issues in Methods Courses*

Cathy Anne Rosenberg Brant, University of South Carolina

Lara Wilcox, University of West Georgia

*The Correlation Between the Professional Development of Educators
and the Minimization of Peer Bullying LGBTQ Youth in Schools*

Corbin A. Robinson, Florida A & M University

A Freedom School's Claim to Educational Sovereignty

050. Friday, November 9 | 8am – 9:30am | Dogwood

Introduction to the Symposium

Nancy Ares, University of Rochester

Intergenerational Learning and Armed Love

Laura Cochell and Nancy Ares, University of Rochester

Community-Based Standards and Community Cultural Wealth

Xia Wu and Nancy Ares, University of Rochester

Social Network Analysis of Community Cultural Wealth

Linh Dang and Nancy Ares, University of Rochester

Discussant: Bryan Gopaul, University of Rochester

School Lunch as an Educational Phenomenon

051. Friday, November 9 | 8am – 9:30am | Gardenia

Ethics, Schooling, and the Food Regimes of the Animal-Industrial Complex

Alison Happel-Parkins, University of Memphis

John Lupinacci, Washington State University

We are What We Eat at School: Theorizing a School Lunch Curriculum

Shannon Gleason, University of Connecticut

A.G. Rud, Washington State University

Alice Waters and the Edible Schoolyard: Educational Matters

Susan Laird, University of Oklahoma

Education Toward an Increasingly Integrated Outlook on Meat

Suzanne Rice, University of Kansas

Mother-Students in High Schools and Colleges

052. Friday, November 9 | 8am – 9:30am | Magnolia

A Study of Pregnant and Mothering Teens: Looking in the Mirror

Tina Bly, University of Oklahoma

Time, Third Space, and Stories of Achievement for

Young Mothers in High School

Liz Chase, St. John's University

Stories of Mother-Students: The Lives of White, First-Generation,

Successful College Students who are Mothers

Catherine O'Kane Shackson, Miami University

**Daring Transformations Through Participatory Action Research *Vivencias:*
From Research-to Work-to Lifeworld**

053. Friday, November 9 | 8am – 9:30am | Redbud A

*Learning English while Enhancing Confidence to Speak Up and Take Action:
A PAR Vivencia Carryover Pedagogy*

Helen M. Salome, New Mexico State University

Myriam N. Torres, New Mexico State University

Democratizing Pedagogy: PAR Vivencias Impact on Classroom Practice

Romina A. Pacheco, New Mexico State University

*Prospective Teachers Countervailing Anti-Bilingual Discourses:
The Transformative Impact of Dialogic Research*

Perla Barbosa, New Mexico State University

*Transformative Power of Participatory Action Research and
Critical Media Literacy: Integrating Vivencia in a Composition Course*

Debasmita Roychowdhury, New Mexico State University

*Teaching Graduate Students about Participatory Action Research
as a Radically Democratic and Transformative Vivencia*

Myriam N. Torres, New Mexico State University

Decolonizing Inquiry: Race, Gender, Borders, and Spirituality

054. Friday, November 9 | 8am – 9:30am | Redbud B

*Absurdity, Liminality, and De/coloniality: Imagining Expansive
Freedom-Oriented Inquiry and Knowledge Making Possibilities*

Kakali Bhattacharya, Kansas State University

*Feminists of Color's Onto-Epistemological Considerations: Toni Morrison,
Black M/others, and A Korean Immigrant Daughter in the US*

Jeong-Eun Rhee, Long Island University

*Socio-Cultural Understanding of Gender Equity/Oppression
from the Global South*

Sharon Subreenduth, University of Massachusetts, Lowell

Race and a Sense of Belonging amongst Refugee Subjects

Binaya Subedi, The Ohio State University

#Realtalk: Critical Conversations about Non-Critical Mentorship Programs in Academia

055. Friday, November 9 | 8am – 9:30am | Redbud C

Mentoring or Advising?:

Can They be Treated as the Same Thing in the Academy?

Amanda Gunn, Denison University

Finding Each Other: The Need for Intentional Race Conscious Mentoring at a Predominantly White Institution

Anna Bost Pennell, Guilford College

Ignoring Race in a Diverse Community College Faculty Mentorship Program

Yolanda A. Medina, Borough of Manhattan Community College, CUNY

Discussant: Leslie Craigo, Borough of Manhattan Community College, CUNY

Chair: Yolanda A. Medina, Borough of Manhattan Community College, CUNY

Rethinking Teacher Education, Teachers, and Schooling

056. Friday, November 9 | 8am – 9:30am | Regency F

How Do We Build a New Order of Classroom Teachers?

Danielle Ligocki, Oakland University

Rethinking Teacher Education:

Defining a “Good Teacher” through the Soka Framework

Nozomi Inukai, DePaul University

Scientifically Based Research vs. Teachers:

A Battle for the Heart and Soul of Schooling

Brionna Nomi, Virginia Commonwealth University

Kurt Stemhagen, Virginia Commonwealth University

A New Way Forward: Resistance as an Act of Love within Teacher Education

Rachel Radina, Miami University

Ganiva Reyes, Miami University

Brittany Aronson, Miami University

Who are We?: Developing Scholarly Identity through Lived Experience

057. Friday, November 9 | 8am – 9:30am | Regency G

*“I’m so glad you are going into higher education” and Other Things I’m Told:
A Scholar’s Emergence*

Nora A. Devlin, Rutgers University

(Re)Discovering a Rasquache Epistemology through Research

Timothy Monreal, University of South Carolina

Love and Other Drugs:

How do Emotions Affect Researcher Positionality in Youth Research

Ana Carolina Fernandes de Bessa Antunes, University of Utah

Doing Gender “Right” in Conservative-Town, USA: Reflections from Adulthood

Andrew Leland, Rutgers University

Chair: Sherick Hughes, University of North Carolina at Chapel Hill

Un-covering Safe Space: Preparing Teachers for Difficult Discourse in Simulated Social Studies Encounters

058. Friday, November 9 | 8am – 9:30am | Regency H

Participants:

Elizabeth Self, Vanderbilt University

Barbara S. Stengel, Vanderbilt University

Cris Mayo, West Virginia University

Rachel King Askew, University of Memphis

Chair: Grace Chen, Vanderbilt University

Examining Whiteness: White Gaze, Civility, and Selectivity

059. Friday, November 9 | 9:45am – 11:15am | Crepe Myrtle

Black Body, White Eyes: Theorizing the White Gaze as Psychological Assault

Elizabeth Marie Allen, University of North Carolina at Chapel Hill

Shelby Eden Dawkins-Law, University of Pittsburgh

Cheryl Matias, University of Colorado, Denver

The Choreography of a Cultural Vacuum: White Investments in Civility

Anne Innis, University of Utah

Civility: A Two-Edged Sword

John F. Covalleskie, University of Oklahoma

Whiteness and Selective Enrollment Schools in Chicago

Janese Nolan, Loyola University Chicago

Aesthetics and Visualities: Photography, Graphic Novels, and Anime

060. Friday, November 9 | 9:45am – 11:15am | Dogwood

*Using Participatory Photography to Understand Student Concepts
of Place and Space*

Erin Atwood, Texas Christian University

Complicating the Single Story: Graphic Novels and Forced Migrant Experience

Brooke Alyea, York University, Canada

Japanese Animation's Aesthetic Challenge to K-12 Curricula:

Views from Dewey, Aspiring Teachers, and Anime Fans

Brent Allison, University of North Georgia

Languages and Literacies of Children and Teachers

061. Friday, November 9 | 9:45am – 11:15am | Gardenia

Learning across Borders: An Analysis of Transnational Lives of Asian Immigrant Children in Children's Literature

Jungmin Kwon, Teachers College, Columbia University

Wenyang Sun, University of North Carolina at Chapel Hill

Seal of Biliteracy: Empowering Heritage Language Learners

Cornelia V. Okraski, University of North Carolina at Charlotte

Supporting a 'Border Pedagogy':

A Situated Paradigm for Bilingual Teacher Preparation at U.S. HSIs

Christian E. Zuniga, University of Texas, Rio Grande Valley

Alcione Ostorga, University of Texas, Rio Grande Valley

Kip Hinton, University of Texas, Rio Grande Valley

Doctoral Writing Group

as a Space of Critical Community and Peer Mentorship

062. Friday, November 9 | 9:45am – 11:15am | Magnolia

Participants:

Silvia Cristina Bettez, University of North Carolina at Greensboro

Shareese Castillo, UNC Greensboro

Leslie Locklear, University of North Carolina at Pembroke

Lauren Phillips, UNC Greensboro

Isai Robledo, UNC Greensboro

Shell Sizemore, UNC Greensboro

On the Pursuit of Democracy in/through Education

063. Friday, November 9 | 9:45am – 11:15am | Redbud A

Pursuing a Democratic Ideal in Public Education:

A Political or a Social Enterprise?

Rick Gay, Davidson College

Schools as Civic Centers: A (Partial) Cure for What Ails Democracy

Anthony DeCesare, Saint Louis University

Lyndsay Cowles, Jennings School District

The Politics of Social Ecology

as a Framework for Educating Toward Direct Democracy

Kevin James Holohan, Grand Valley State University

(Un)Democratic Educational Landscapes?: Mapping the Racial and Political Economic Terrain of Civic Exclusion in Columbus

Dinorah Sánchez Loza, University of California, Berkeley

Cultural Studies in Education: Media, Film, and Pop Culture

064. Friday, November 9 | 9:45am – 11:15am | Redbud B

Exploring Media about Schooling with Pre-Service Teachers

Laura Elizabeth Smithers, University of Oregon

Teaching Teachers in an Era of Fake News

Rachel Ranschaert, University of Georgia

Borderzone Pedagogy: Film as Scholarship in a Global World

Dana Cole, University of Illinois at Chicago

Encountering the Un(common):

Pop Culture, Parrhesia, and Classroom Discourse

Jonathan Crocker, University of Nevada, Reno

**Philanthropy, Hidden Strategy, and Collective Resistance:
A Primer for Concerned Educators**

065. Friday, November 9 | 9:45am – 11:15am | Redbud C

How Philanthropy Works: A Primer on the IRS Tax Codes

Kathleen deMarrais, University of Georgia

Ajit Prasad Bhattarai, University of Georgia

*Hidden Strategies State by State: The History and Work of the
American Legislative Exchange Council (ALEC) 1973-2018*

Brigette Adair Herron, University of Georgia

Kathleen deMarrais, University of Georgia

Citizens United and the Disuniting of the United States

Jamie Lewis, Georgia Gwinnett College

The Megaphone Behind the Myth:

The Media's Role in Shaping Public Discourse about Education Reform

T. Jameson Brewer, University of North Georgia

Chair: Jamie Craig Atkinson, Missouri State University

Discussant: Brian Anthony Dotts, University of Georgia

Philosophical Perspectives on Relational Ethics and Educational Politics

066. Friday, November 9 | 9:45am – 11:15am | Regency F

On Social Fracture: Ethics of Entanglement and the Educational Commons

Graham B. Slater, University of Nevada, Reno

"We" in the Wake:

Relational Im/Possibilities for Anti-Racist Solidarity in Education

Courtney Cook, University of Texas

Imperial Social Fields and Ethical Responses in Neocolonial Contexts

Frank Margonis, University of Utah

Epistemic Injustice Matters: Slow Philosophy and Study in Institutions of Learning

Gregory N. Bourassa, University of Northern Iowa

Seeking Abraham:

Reckoning with Slavery, Power, and Social Justice on a College Campus

067. Friday, November 9 | 9:45am – 11:15am | Regency G

Participants:

Jeffrey Makala, Furman University

Chelsea McKelvey, Furman University

Teresa Cosby, Furman University

Chair: Michael E. Jennings, Furman University

Graduate Students Session I

I'm a Foundations Doc Student, Now What?

068. Friday, November 9 | 9:45am – 11:15am | Regency H

Chair:

Tim Monreal, University of South Carolina

Nora Devlin, Rutgers University

Presidential Featured Session II

The Future of Black Educational Studies: A Symposium

069. Friday, November 9 | 11:30am – 1pm | Crepe Myrtle

The Critical Race Feminist Lens

Theodorea Berry, San Jose State University

Black Male Teachers and Black Masculinity Studies

Ed Brockenbrough, University of Pennsylvania

Quantification and Critical Inquiry

Ezekiel Dixon-Roman, University of Pennsylvania

To Be Young, Gifted, and Black:

The Audacity of Truth with Black Children in Schools

Donyell Roseboro, University of North Carolina at Wilmington

Educating the Black Radical Imagination: Classic Texts in Black Education

Denise Taliaferro Baszile, Miami University

Chair: Hilton Kelly, Davidson College

Educational Research as Art and Art as Educational Research

070. Friday, November 9 | 11:30am – 1pm | Dogwood

Irrational Research in an Irrational Age: Art and Activism in the MAGAstream

S. Gavin Weiser, University of South Carolina

*Photovoice as a Vehicle for Expanding Conceptions
of Social and Emotional Learning*

Jennifer F. Pacheco, University of Colorado

Al Ahad: Speaking Back to Islamophobic Practices through Art

Ana Carolina Fernandes de Bessa Antunes, University of Utah

Dare Faculty Reclaim Doctoral Education:

Between Buzzwords, Bullshit, and the Mythical Powers of the Doctorate

071. Friday, November 9 | 11:30am – 1pm | Gardenia

“Three Magic Letters”:

Exposing the Magical Demands Placed on the Doctorate of Education

Jessica Heybach, Aurora University

The EdD Chulthu: The Educational Doctorate for a Different Global Order?

John Lupinacci, Washington State University

Alison Happel-Parkins, University of Memphis

The EdD Dissertation Chair: Becoming Ithaqua

Austin Pickup, Aurora University

Be Wary the Wendigo:

A Cautionary Tale of Doctoral Education and Ethical Practice

Pamela J. Konkol, Concordia University Chicago

Peter C. Renn, Seattle Pacific University

Curriculum Studies: Autoethnographies, Empiricisms, and Social Action

072. Friday, November 9 | 11:30am – 1pm | Magnolia

Citizenship as Lived Curriculum: Antipodian Auto-ethnographic Explorations

Marc Pruyn, Monash University, Australia

Lisa Cary, Murdoch University, Australia

Empiricisms and Post-Truth Politics: Thinking Curriculum in the Current Era

Asilia Franklin, University of Oregon

Tristan Gleason, Moravian College

Curriculum Theory and Social Action: Adaptive Spaces of Resistance

Dana M. Stachowiak, University of North Carolina at Wilmington

Heather House, UNC Wilmington

Nicole Moore, UNC Wilmington

Kayce Smith, UNC Wilmington

Jamie Smith, UNC Wilmington

Kirsten Abel, UNC Wilmington

Understanding Curriculum as Lived Interdependency

Keri L. Rodgers, Ball State University

Barbara L. Johnson, Indiana University – Purdue University Indianapolis

Sisters in the Trenches: Exploring the Transformative Prowess of Sisterhood Networks in South Carolina

073. Friday, November 9 | 11:30am – 1pm | Redbud A

Participants:

Shanee Moore, University of South Carolina

Tameka Sumter Nicholson, Richland School District 2

Allison Michelle Bethea, Richland Lexington School District 5

Salandra Bowman, University of South Carolina

**Disability Studies and Special Education:
Convergences, Contradictions, and Complicities**

074. Friday, November 9 | 11:30am – 1pm | Redbud B

*Education and the Carceral State: Recognizing the Labor of Disability
at the Intersections of Social Difference*

Nirmala Erevelles, University of Alabama

*Of Accomplices and Alibies: Towards Strategic Alliances
Between Curriculum Fields and Disability Studies*

Federico R. Waitoller, University of Illinois at Chicago

*Variation Across State Special Education Regulations and
their Relationships to Outcomes for Students with Disabilities*

Julia Maxine White, Syracuse University

Meghan Cosier, Chapman University

Deborah Taub, Trinity Washington University

Preservice Teachers: Interpersonal Conflict, Field Experience, and edTPA

075. Friday, November 9 | 11:30am – 1pm | Redbud C

*When Congeniality Supersedes Training:
Exploring Interpersonal Conflict with Preservice Teachers*

Mel Kutner, University of Georgia

*Dropped into the Deep End:
Preservice Teacher Reflections from an Immersion Field Experience Model*

Christopher Michael Hansen, University of Tennessee Chattanooga

Roland Schendel, Metropolitan State University, Denver

*The Perspectives of Cooperating Teachers on the edTPA:
Navigating Competing Tensions in Student Teaching*

Jesslyn Hollar, Edgewood College

Latinx Studies in Education:

Genealogy, Counter-Storytelling, and Radical Hope

076. Friday, November 9 | 11:30am – 1pm | Regency F

Troubling the Essentialist Ethos of “Brown”: A Transnational Anti-Black Sociopolitical and Sociohistorical Genealogy of Latinxs as a Brown Monolith

Christopher L. Busey, University of Florida

Carolyn S. Silva, University of Florida

Counter-storytelling Narratives of Latinx Youth During and After High School

Juan Rios Vega, Bradley University

Latinx Youth’s Radical Hope and Promise

Toward an Accessible Path to Inclusive Education

Antonette M. Aragon, Colorado State University

James Martinez, Valdosta State University

Redefining Radical Love:

Being an Educator Activist of Color in the Age of Colorblind Post-Racialism

077. Friday, November 9 | 11:30am – 1pm | Regency G

Radical Love through the Nguzo Saba

Dawn N. Hicks Tafari, Winston-Salem State University

Redefining Radical Love as a Scholar Activist

Shaka Rawls, Leo Catholic High School

Radical Love for Tomorrow's Teachers

Yolanda A. Medina, Borough of Manhattan Community College, CUNY

Chair: Denise Baszile, Miami University

Discussant: Sophia Rodriguez, University of North Carolina at Greensboro

Eco-Democratic Reforms in Education SIG – Business Meeting

078. Friday, November 9 | 11:30am – 1pm | Regency H

Educational Studies Journal – Editorial Board Meeting

079. Friday, November 9 | 12pm – 2pm | Think Tank @ NOMA

Chairs:

Jeong-eun Rhee, Long Island University

Binaya Subedi, The Ohio State University

Sharon Subreenduth, University of Massachusetts, Lowell

Culturally Responsive and Relevant Pedagogy

080. Friday, November 9 | 1:15pm – 2:45pm | Crepe Myrtle

Bridge to What?: A Call to Reset CRP for Critique

Ramon Vasquez, University of Dayton

Enacting Culturally Responsive Teaching in the Reform Age:

A New Teacher's Journey

Jeannette Driscoll Alarcón, University of North Carolina at Greensboro

Promoting Data Literacy through Culturally Responsive Pedagogy of Relations

Ishmael Munene, Northern Arizona University

Makayla Owens, Northern Arizona University

**The Columbusing of Bilingual Education:
Uncovering Gentrification of Language Policy**

081. Friday, November 9 | 1:15pm – 2:45pm | Dogwood

*An American Gentrification Story: Divestment, Dispossession,
and Profit-Driven Expropriation of Bilingual Education*

James A. Gambrell, Kennesaw State University

*A National Perspective of Dual Language Policy Expropriation
as a Neoliberal Tool*

Juan A. Freire, Brigham Young University

*The Wreak-Construction of Post-Maria Puerto Rico as Bilingual Education Policy:
The History and Future of the Gentrification of U.S. Multilingualism*

M. Garrett Delavan, California State University, San Marcos

Discussant: Sue Kasun, Georgia State University

Futuring Assessment in Education: After the Critiques

082. Friday, November 9 | 1:15pm – 2:45pm | Gardenia

Learning Analytics as Racializing Assemblages

Ezekiel Dixon-Roman, University of Pennsylvania

Assessment's Reality Problem

David Eubanks, Furman University

New Dawn/New Power:

Putting Critique to Work in the Entrenched Field of Assessment

Patti Lather, The Ohio State University

Discussant: Elizabeth de Freitas, Manchester Metropolitan University,
United Kingdom

Religion and Education: Curriculum, Complicity, Critique, and Context

083. Friday, November 9 | 1:15pm – 2:45pm | Magnolia

An Indecent Theology of/in Educational Studies

Kevin J. Burke, University of Georgia

Religious Fundamentalism Undermining Democracy:

Betsy DeVos and Lessons from Kiryas Joel and East Ramapo

Jason Cervone, University of Massachusetts, Dartmouth

Religious Studies in Public Schools Reconsidered: Religious Literacy in Enough

Bea N. Bailey, Clemson University

Critiquing the Hegemonic Narratives that Reinforce White Supremacy within Teacher Education

084. Friday, November 9 | 1:15pm – 2:45pm | Redbud A

Participants:

Hannah Blackwell, Miami University

Amber Greenwood, Miami University

Taylor Hayes, Miami University

Breaysha Helm, Miami University

Kristy Jacob, Miami University

Leslie Jason, Miami University

Cassidy Wilson, Miami University

Skya Wright, Miami University

**Redefining Work and Education in the Technological Revolution:
Local and Global Perspectives**

085. Friday, November 9 | 1:15pm – 2:45pm | Redbud C

Redefining Work and Education in the Technological Revolution

Barbara J. Thayer-Bacon, University of Tennessee

Pedagogy Against Fragmentation

Scott Ellison, University of Northern Iowa

Kuwait Labor

Zaha Alsuwailan, Kuwait University, Kuwait

Strictly Off-Limits: Working Toward Conscientization in a Tech-Free Prison Classroom

Sultana Shabazz, Tacoma Community College

The Same Old Same or NOT: Government Responsibility in Making Radical Change in Education Policy on Technological Advances and the Effect on the Needed Change in Schools

Melissa Ann Harness, University District of Columbia

Something Old, Something New:

Service Learning in the Technological Revolution

Brian Kelleher Sohn, Carson Newman University

Teaching Colonization: A Cultural Studies Case of Critical Pedagogy

Sheryse Dubose, University of Tennessee

Andrea Arce-Trigatti, University of Tennessee

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

**Envisioned Educational Encounters: Craft as Knowledge,
Amateurism as Pedagogy, and Educational Spirits as Curricula**

086. Friday, November 9 | 1:15pm – 2:45pm | Regency F

Encounters with Craft: Craft as Knowledge

Thomas Jerome Cline, University of Louisiana at Lafayette

Encounters through Amateurism: Amateurism as Pedagogy

Johnnie-Margaret McConnell, University of Oklahoma

Encounters with Visual Art: Educational Spirits as Curricula

Kendra Davis Abel, University of Oklahoma

Questioning Educational Values:

Kindness, Bravery, and Generosity

087. Friday, November 9 | 1:15pm – 2:45pm | Regency G

Do We Dare Question Kindness?:

The Commodification of Becoming a Strong, Kind Human Being

Danielle Ligocki, Oakland University

Uncertainty and Action: Teaching as an Act of Bravery

Julie Fitz, The Ohio State University

*Saving Ourselves from Ourselves: Recreating Schools as Generous Places for
Teaching, Learning, and Practicing Generosity*

Virginia Ann Worley, Oklahoma State University

**Eco-Democratic Reforms in Education SIG:
Thirty Years as an Indigenous Resistor
by Rod Coronado**

088. Friday, November 9 | 1:15pm – 2:45pm
Regency H

Presenter: Rod Coronado



**Postcolonial and Decolonizing Approaches to Examining
Cross Cultural, Cross Border/less, Research and Methodologies**

089. Friday, November 9 | 3pm – 4:30pm | Crepe Myrtle

My (Mother's) Autoethnography: Beyond Modern Scientific Onto-Epistemology

Jeong-Eun Rhee, Long Island University

An Analysis of Racism Encounter by Immigrant Youth

Binaya Subedi, The Ohio State University

Shifting Transnational Methodologies: Working with Global South Educators

Sharon Subreenduth, University of Massachusetts, Lowell

Chair: Sharon Subreenduth, University of Massachusetts, Lowell

Teaching Matters: Ontology, Emotion, Bias, and Dissonance

090. Friday, November 9 | 3pm – 4:30pm | Dogwood

Pedagogical Ontology: The Isness of Teaching

Walter S. Gershon, Kent State University

Manifest and Latent Emotional Content

in Classroom Discussions of Political Issues

Jim Garrett, University of Georgia

Mel Kutner, University of Georgia

Joseph McAnulty, University of Georgia

Elaine Alvey, University of Georgia

Preservice Teachers' Notions of Implicit Bias:

Impacts of Confrontation, Reflection, and Discussion

Katherine E. Batchelor, Miami University

Kendra DeWater, Miami University

Kennedy Thompson, Miami University

Complicating the Black Teacher Narrative: Cultural & Relational Dissonance

Summer Carrol, Lenoir Rhyne University

**Finding a Place for Special Collections and Archives
in 21st Century Qualitative Inquiry**

091. Friday, November 9 | 3pm – 4:30pm | Gardenia

Weaponizing Religion: Documenting the Religious Instruction of Slaves

Edward Anthony Muhammad, University of Georgia

Learning from the Archives to Envision a Better Future

Judith Brauer, University of Georgia

Examining Archival Interviews: Interviewing Women of Power

Ameya Sudhir Sawadkar, University of Georgia

What Qualitative Researchers Can Learn from the Federal Writers' Project

Kathryn Roulston, University of Georgia

*Racial Ventriloquisms: Editorializing Practices and Ex-Slave Interviews
in the Georgia Federal Writers' Project (1937-1938)*

Dannie Leigh Chalk, University of Georgia

Discussant: Brian Anthony Dotts, University of Georgia

From Shaming to Reclaiming:

The Politics of Curriculum, Language, and the *Serna v. Portales* Case

092. Friday, November 9 | 3pm – 4:30pm | Magnolia

Shame: A Look at How Shame is Encountered in the American Classroom

Tanya Saavedra Shaw, University of New Mexico

Bringing up the Downtrodden:

Serna v. Portales and the Fight for Language Rights

Mia Sosa-Provencio, University of New Mexico

Rebecca M Sanchez, University of New Mexico

Language and the Letter of the Law:

Probing the Dynamics of Legal Language Justice on the Frontera

Daniela Sanchez, Tufts University

Trans/national and Comparative Studies:

Representations, Networks, and Methodologies

093. Friday, November 9 | 3pm – 4:30pm | Redbud A

Activism and Resistance from the Trenches: A Comparative Study of Undocumented Migrant Experiences in China and the U.S.

Sophia Rodriguez, University of North Carolina at Greensboro

Min Yu, Wayne State University

National Curriculum in Brazil: Mapping Networks

Elizabeth Macedo, Universidade do Estado do Rio de Janeiro, Brazil

Towards a Critical Transnational Curriculum: Representation of Cultures, Identities, and Transnational Experiences in Heritage Language Textbooks

Wenyang Sun, University of North Carolina at Chapel Hill

Jungmin Kwon, Teachers College, Columbia University

Unschooling and Social Justice/Multicultural Education:

Building a New World Order through Self-Directed Learning

Kristan Morrison, Radford University

What if We are Not the Ones We are Waiting for?:

Problematizing the Rhetoric and Tools of Social Justice Education

094. Friday, November 9 | 3pm – 4:30pm | Redbud B

Participants:

Amara Perez, University of North Carolina at Greensboro

Robert Randolph Jr., North Carolina A&T State University

Oliver Melton-Christian Thomas, UNC Greensboro

Shareese Castillo, UNC Greensboro

Cristina Maria Dominguez, UNC Greensboro

Yacine Kout, UNC Greensboro

Chad Harris, UNC Greensboro

LaToya W Brown, UNC Greensboro

Caitlin Spencer, UNC Greensboro

Stephanie Hudson, UNC Greensboro

Finding (Global) Order in (Local) Disorder:

Designing Educational Commonplaces for Disorder and Diversity

095. Friday, November 9 | 3pm – 4:30pm | Redbud C

Directing Students toward (Dis)order

Nadav Ehrenfeld, Vanderbilt University

(Dis)orderly Dispositions for Teachers

Grace Chen, Vanderbilt University

(Dis)ordering Curriculum

Panchompoo Wisittanawat, Vanderbilt University

An Aesthetics of (Dis)order in Context

Lauren Vogelstein, Vanderbilt University

Disordering the Efficiency of School

Barbara S. Stengel, Vanderbilt University

Critical Investigations of Neoliberalism in Education

096. Friday, November 9 | 3pm – 4:30pm | Regency F

Active Words in Dangerous Times:

Beyond Liberal and Neoliberal Models of Dialogue in Politics and Pedagogy

Noah De Lissovoy, University of Texas at Austin

Courtney Cook, University of Texas at Austin

Neoliberal Influences:

The Economic Impact on a Not-for-Profit, Public, Southern University

Susan Schramm, University of South Carolina

Kenneth E. Vogler, University of South Carolina

Neoliberalism in Websites of

Public University-Based Schools of Education and Teacher Education Programs

Manu Sharma, University of Wisconsin, River Falls

Doron Yosef-Hassidim, University of Wisconsin–Madison

*What is Neoliberalism?: Engaging in Praxis via Practitioner Observations
from an Undergraduate Cultural Studies Course*

Andrea Arce-Trigatti, University of Tennessee

Sheryse Dubose, University of Tennessee

Past President's Featured Session

School Lunch Matters: How and For Whom?

097. Friday, November 9 | 3pm – 4:30pm | Regency G

Participants:

Rebecca Martusewicz, Eastern Michigan University

Suzanne Rice, University of Kansas

A.G. Rud, Washington State University

Chair and Discussant: Susan Laird, University of Oklahoma

The Human, the Animal, and the Other?:

Critical and Creative Projects with Film in the Higher Education Classroom

098. Friday, November 9 | 3pm – 4:30pm | Regency H

Following the Vermin: Foundations in the Sewers

Abraham P. DeLeon, University of Texas at San Antonio

*Posthumanist Pitfalls and Possibilities: At the Risk of Throwing Out
the Human with the Bath Waters of Anthropocentrism*

Jonathan Mark Torres, Washington State University

John Lupinacci, Washington State University

Shuddering at the Sight of It: The Shape of Knowledge

Troy A. Martin, Virginia Commonwealth University

Critically Reading Narratives on Immigration:

Exploring Film, Literature, and Public Rhetoric in the Foundations Classroom

Ashley Summer Boyd, Washington State University

Chair: John Lupinacci, Washington State University

Discussant: Wayne Ross, University of British Columbia, Canada

R. Freeman Butts Lecture

Learning is a Fugitive Act: The Relationship Between Study and Struggle

99. Friday, November 9 | 5pm – 6:30pm | Regency C

Introduction: Silvia C. Bettez, University of North Carolina at Greensboro

Presenter: Leigh Patel, University of Pittsburgh

R. Freeman Butts Reception

100. Friday, November 9 | 6:30pm – 7:30pm | Studio 220 @ NOMA

Graduate Students Business Meeting and Reception

101. Friday, November 9 | 6:45– 8:30pm | Regency F

Chairs:

Ana Carolina Fernandes de Bessa Antunes, University of Utah

Nora A. Devlin, Rutgers University

SATURDAY, NOVEMBER 10

Black Women Teachers and Black Feminist Theorizing

102. Saturday, November 10 | 8am – 9:30am | Crepe Myrtle

Black Feminist Cosmopolitan Performance:

Postcolonial Narratives of Bildungsgroman

Adrienne Pickett, University of Illinois at Urbana-Champaign

Black Women Teachers as Race Women

Maxine McKinney de Royston, University of Wisconsin–Madison

Kandyce Anderson, University of Wisconsin–Madison

Charnell Long, University of Wisconsin–Madison

Jalessa Bryant, University of Wisconsin–Madison

Malaika Baxa, University of Wisconsin–Madison

Our Soul Salvation:

Increasing the Presence of Black Women Teachers in Public Schools

Darrius Stanley, Western Carolina University

New Terrains in EcoJustice and Education

103. Saturday, November 10 | 8am – 9:30am | Dogwood

Dare We Diagnose the Disorder?:

EcoJustice and Inter-Professional Education for Healthcare

Erin Stanley, Wayne State University

EcoJustice Education, Affection, and Place:

Critical Discourse Analysis of Ecocentric Relationality

Monica K. Shields, Eastern Michigan University

Logic of Home: Eco-Feminism and Feminist Pragmatism

Becky Atkinson, University of Alabama

Bradley Toland, University of Alabama

The Dreamwork of Education:

The Pedagogical and Political Force of Creative Expression

104. Saturday, November 10 | 8am – 9:30am | Gardenia

A Child is Dreaming: The Child and the World

Aparna Mishra Tarc, York University, Canada

Kenny's Window

Lucy Lou Angus, York University, Canada

The Dreaming Woman is on Your Side

Noel Glover, York University, Canada

The Dreamwork of Decolonization: Jimmy P and the Anthropologist

Karyn E. Sandlos, University of Illinois at Chicago

Chair: Karyn E. Sandlos, University of Illinois at Chicago

Discussant: Jim Garrett, University of Georgia

Migrants and Refugees: Children, Youth, Parents, and Collectives

105. Saturday, November 10 | 8am – 9:30am | Magnolia

Transnational Identities, Migration, and Criminalized Childhoods

Maria Isabel Morales, Evergreen State College

"It's like school, but not really": Newcomer Undocumented and Refugee Youth Experiences of Belonging in a Library-Based Program

Sophia Rodriguez, University of North Carolina at Greensboro

Challenging the Refugee Parent Deficit Narrative:

Somali Mothers Reframe Involvement in UK Schools

Marina Aleixo, University of Minnesota

Nimo Abdi, University of Minnesota

Re-imagining Education and Futures in a Palestinian Refugee Camp

Lucia Iraida Mock Muñoz de Luna, UNC Chapel Hill

Kathryn Jones, Nour Center

Bylasan Ahmad, Nour Center

Hadil Deeb, Nour Center

Considering Curriculum, Pedagogy, and Research in the Public Space of Museums

106. Saturday, November 10 | 8am – 9:30am | Redbud A

*The Public Curriculum of War Photography, the Private Curriculum
of Public Schooling: Secondary Educators' Experiences
Engaging Difficult History in an Art Museum*

Sara Clarke-Vivier, Washington College

Naming and Navigating:

Negotiating Participatory Research at a Science Museum

Shannon McManimon, State University of New York, New Paltz

*War Without Weapons: Fascist Propaganda and
Non-Violent Resistance Against Mussolini's Educational Reforms*

Paula Salvio, University of New Hampshire

Discussant: Samira Thomas, George Washington University

Motherscholaring: Curriculum, Activism, and Healing

107. Saturday, November 10 | 8am – 9:30am | Redbud B

M/othering Redoux: The Curriculum of Milkshake

Boni Wozolek, Loyola University Maryland

*Intersections of Motherhood, Activism, and Scholarship
in the Wave of Neoliberalism*

Justina Jackson, Georgia State University

Jennifer Esposito, Georgia State University

Amber Mason, Georgia State University

Jessica Hale, Georgia State University

Motherscholaring in/as Community: A Healing Grammar of Hope

Joy Howard, University of Southern Indiana

Candace Marie Thompson, University of North Carolina at Wilmington

Kindel Nash, University of Maryland, Baltimore County

Queer Knowledges, Identities, and Subversions

108. Saturday, November 10 | 8am – 9:30am | Redbud C

*Going along with Trans, Queer, and Genderqueer Youth:
City Movements and "Worlding" Knowledges*

Sam Stiegler, University of British Columbia, Canada

A Transnational Mariposa Consciousness: Mi Testimonio

Juan Rios Vega, Bradley University

"I Just Thought Something Was Wrong with Me":

Understanding Identity Processes among LGBTQ People in Alabama

Kamden Strunk, Auburn University

Sherry Wang, Santa Clara University

Hannah Carson Baggett, Auburn University

Jasmine Betties, Auburn University

Could Johnny Tremain Be Gay? Reinterpretation as a Subversive Act

Alan Scott Henderson, Furman University

Centering the Margins:

Disrupting Colonial Discourses through Photovoice

109. Saturday, November 10 | 8am – 9:30am | Regency F

Oubao Moin: Musings of a Colonial Subject

Neritza Diaz-Cruz, University of New Mexico

We shall be Human

Njagi Mwangi, University of New Mexico

The Making of an Adult Basic Education Student

Sergio Leños, University of New Mexico

Community Collective Poetry:

Translation of Deaf People's Experiences into ASL Poetry

Scott Joseph Vollmar, University of New Mexico

**Social Justice Curricula in Teacher Education:
Disrupting Systemic Division, Racism, Nationalism, and Homophobia**

110. Saturday, November 10 | 8am – 9:30am | Regency G

Participants:

Virginia Lea, University of Wisconsin, Stout

Emily Hines, University of Wisconsin, Stout

Sapna Thapa, University of Wisconsin, Stout

**Taylor & Francis Lifetime Achievement Award Lecture
*Schools and American Fascism: 1930s – 2018***

111. Thursday, November 8 | 8am – 9:30am
Regency H

Introduction: Bernardo Gallegos

Presenter: Joel Spring



**Building a New Queer Order?:
Adolescent (Inter)Sex, Neuroqueerness, and Pedagogy**

112. Saturday, November 10 | 9:45am – 11:15am | Crepe Myrtle

Building a New Order of Adolescent (Inter)Sex: Or, XXY

Lisa Farley, York University, Canada

RM Kennedy, Centennial College, Canada

*Neuroqueerness as Resistant Practice:
Broken Promises of Neurotypical Futurity*
Robin Roscigno, Rutgers University

Disrupting Masculinities

113. Saturday, November 10 | 9:45am – 11:15am | Dogwood

Uncoupling Sexuality Education from Toxic Masculinity

Caitlin Howlett, Indiana University

The Masculine Anxieties of Black Male Teachers:

Considering the Contingency of Counterhegemonic Black Masculinities

Ed Brockenbrough, University of Pennsylvania

Missing Misters: Reconsidering Gender Gaps in Elementary Education

Harper Keenan, Stanford University

Gendering Gentrification: Phallo-Spatial Conquest and the Women Left Behind

Mark Stern, Colgate University

Ethical Dilemmas in Researching and Representing Young People

114. Saturday, November 10 | 9:45am – 11:15am | Gardenia

Ethics in Conflict: When Researchers Disagree with Research Participants

Jennifer Bethune, York University, Canada

Talking Porn, Coming Undone:

Containing the Vulnerability of Research Participants

Alanna Goldstein, York University, Canada

What's in a Name?:

Ethical Challenges and Considerations in Research with Trans Youth

Julia Sinclair-Palm, Carleton University

"What do you Pay Attention to?":

Lisa Wilde's Yo, Miss and Ethical Representations of Classroom Life

Michelle Miller, OCAD University, Canada

Chair: Chloe Brushwood Rose, York University, Canada

Teaching for Cultural and Linguistic Diversity in Hard Times

115. Saturday, November 10 | 9:45am – 11:15am | Magnolia

*Testimonies of Teaching for Cultural and Linguistic Diversity
in an Era of Intolerance, Violence, Hatred, Fear, and Injustice*

Ming Fang He, Georgia Southern University

Min Yu, Wayne State University

A Black Social Studies Teacher on Teaching:

A Critical Race Approach to an American Government Course

Kristen Duncan, Clemson University

Culturally Sustaining Pedagogy for Novice Black Elementary School Teachers

Morgan Faison, University of Georgia

A Mixed/Multiracial Educator on Teaching

In-Between Contested Race, Gender, Class and Power in the US South

Sonia El Janis, University of Georgia

Chair: Sonia El Janis, University of Georgia

Discussant: Ming Fang He, Georgia Southern University

Civics and Citizenship Education

116. Saturday, November 10 | 9:45am – 11:15am | Redbud A

Contrasting Ideas of Communities of Shared Fate and Citizenship Education

Martha Ritter, Cabrini University

The Complexity of Teaching for Social Action: Exploring a Case Study of Potential Change in a Secondary Civics Classroom

Ashley Summer Boyd, Washington State University

Nicole Ferry, Washington State University

Johnna Lash, Washington State University

Matthew Jeffries, Washington State University

The Contributions of Black Women and Men to the Critical Pedagogy of Citizenship Schools

Spencer J. Smith, The Ohio State University

Value-creating Global Citizenship Education:

Engaging Gandhi, Makiguchi, and Ikeda as Examples

Namrata Sharma, State University of New York, Oswego

Race and Gender Matters: Students, Faculty, and Leaders

117. Saturday, November 10 | 9:45am – 11:15am | Redbud B

“Can You Talk?”:

Critical Conversations across Race and Gender among Higher Education Faculty

Amber Pabon, Kutztown University

Mark Wolfmeyer, Kutztown University

Disciplined to Access the General Education Curriculum:

Girls of Color, Dis/abilities, and Specialized Education Programming

Brittany Aronson, Miami University

Ganiva Reyes, Miami University

Mildred Boveda, Arizona State University

Postures of Resistance: Women in Positions of Educational Leadership

Liz Chase, St. John's University

Jennifer L. Martin, University of Illinois, Springfield

Society of Professors of Education (SPE) – Business Meeting

118. Saturday, November 10 | 9:45am – 11:15am | Redbud C

Chair: Isabel Nuñez, Purdue University, Fort Wayne

Reframing Educational Studies:

Teachers, Sustainability, and Pessimist's Guide

119. Saturday, November 10 | 9:45am – 11:15am | Regency F

Elementary Education for Sustainability:

A Model for Lesson Development with Preservice and Inservice Teachers

Marissa E. Bellino, The College of New Jersey

Greer C. Burroughs, The College of New Jersey

Examining the Precariat and Credentialism within the Global Economy:

A Pessimist's Guide

Lucas Greeley, Rutgers University

Christopher Zegar, Rutgers University

Becoming Teachers: Positionality, Critique, Agency and Transformation

120. Saturday, November 10 | 9:45am – 11:15am | Regency G

A Community of Learners

Developing a Conscious Positionality in Teacher Education

Toni Williams, University of South Carolina

Antoinette Linton, California State University, Fullerton

Feeding the Voices of Novice Teachers: Moving Beyond the One and Done and Two and Through Non-Renewal Practices in Urban School Districts

Jean Swindle, Rockford University

Kowanda Jones, Rockford University

Teacher Residency Programs: Providing a Grammar of Critique

Nicholas Shudak, Wayne State College

Leslee Grey, City University of New York, Queens College

Graduate Students Session II

A Dialogue on Applying to Jobs

121. Saturday, November 10 | 9:45am – 11:15am | Regency H

Chairs:

Ana Carolina Fernandes de Bessa Antunes, University of Utah

Gavin Weiser, University of South Carolina

Race, Anti-Blackness, and Multiraciality

122. Saturday, November 10 | 11:30am – 1pm | Crepe Myrtle

Becoming Decidedly Black: Anti-Blackness

and the Contemporary Education of Black (Male) Youth in Global Context

Chezare A Warren, Michigan State University

Courageous Conversations about Race

in an Online Educational Foundations Class

Amy Gratch Hoyle, Cabrini University

Theorizing from the Middle of the Ocean:

Thinking with Theory about Multiracial Families and Children

Joy Howard, University of Southern Indiana

Fabienne Doucet, New York University

**Dare We Build A Sustainable Socio-Ecological Order?:
New Research in EcoJustice Education**

123. Saturday, November 10 | 11:30am – 1pm | Dogwood

Out of the Wallpaper: The Ecological and Mad Others

Jacqueline Pruder St. Antoine, Eastern Michigan University

Teachers, Texts, and Propaganda:

Critical Media Literacy for EcoJustice Education

Rachelle Marshall, Eastern Michigan University

*Colonization, Schooling, and the Historical Displacement
of Indigenous Cultures in Central Asia*

Nigora Erkaeva, Eastern Michigan University

*Careful Voices Full of Care: An Analysis of Published Interviews with Scientists
Advocating for the Natural World Agnes*

Caroline Krynski, Eastern Michigan University

Chair: Rebecca Martusewicz, Eastern Michigan University

Curriculum and Pedagogy: On Difficult, Absent, and Controversial Matters

124. Saturday, November 10 | 11:30am – 1pm | Gardenia

Engaging Our Difficult Histories and the Difficult Histories We Teach

Stephanie Konle, University of North Carolina at Chapel Hill

The Absence of Cubans in the K-12 Curriculum

Yuleisy Mena, Florida International University

*Verisimilitude, Epistophilia, Ethics, and Agnotology: A Theoretical Approach to
Documentary Film in the Social Foundations Curriculum*

Joseph Polizzi, Marywood University

Alternatives to Classroom Controversy:

Thinking Psychoanalytically about Classroom Discussions

Jim Garrett, University of Georgia

Elaine Alvey, University of Georgia

Joseph McNulty, University of Georgia

Key Thinkers in Education

125. Saturday, November 10 | 11:30am – 1pm | Magnolia

Revisiting DuBois and Washington

Mark S. Giles, University of Texas at San Antonio

At the Threshold of Becoming:

From Pedagogy of the Oppressed to a Pedagogy of Desire

Alex Joseph Armonda, University of Texas at Austin

Social “Habits” vs. Institutional Structures:

John Dewey, Hannah Arendt, and Totalitarianism

Aaron Schutz, University of Wisconsin, Milwaukee

Using Arendt to Build a Case of Education for Political Justice

Mel Kutner, University of Georgia

Autoethnography in Physical and Academic “Prisons”:

Women Resisting through Global Work

126. Saturday, November 10 | 11:30am – 1pm | Redbud A

From Linguistic Imperialism to Prison:

Engaging Freirian Pedagogy in a Mexican English Teacher Preparation Program

Sue Kasun, Georgia State University

Decolonizing the Doctorate: Challenging the Global Order

Anita Bright, Portland State University

Resistance, Disruption, and Parrhesia: Towards a New Methodological Approach to Researching Islamophobia in Education

Amanda Bethel Richey, Kennesaw State University

Discussant: Juan Carrillo, University of North Carolina at Chapel Hill

Latinx Youth, Teachers, and Curriculum

127. Saturday, November 10 | 11:30am – 1pm | Redbud B

Bridges, Not Walls:

Imagining New Pathways for Latinx Educators in the United States

Sheri Carmel Hardee, University of North Georgia

Lauren Johnson, University of North Georgia

Contested Curriculum Spaces

in a Community-based Heritage Language Program in the New Latinx South

Alexandra J. Reyes, Georgia Southern University

Jamie L. Schissel, University of North Carolina at Greensboro

Mujerista Youth Literacies:

Race, Gender, and (Counter)Surveillance on the New Latinx South

Esmeralda Rodriguez, University of North Carolina at Chapel Hill

Cómo están, y'all?: The Experiences of Latinx K-12 Teachers in the Southeast

Timothy Monreal, University of South Carolina

The Society of Professors of Education (SPE) Storytelling Hour: Educational Tales from the Sublime to the Absurd

128. Saturday, November 10 | 11:30am – 1pm | Redbud C

Participants:

Liz Chase, St. John's University

Arnie Dodge, Long Island University

Jim Garrison, Virginia Polytechnic Institute and State University

Ming Fang He, Georgia Southern University

Fran Huckaby, Texas Christian University

Ben Kearl, Purdue University, Fort Wayne

Pamela J. Konkol, Concordia University Chicago

Isabel Nuñez, Purdue University, Fort Wayne

Joe Ohlinger, Purdue University, Fort Wayne

Bill Schubert, University of Illinois at Chicago

Critical Voices and Spaces from Margin to Center

129. Saturday, November 10 | 11:30am – 1pm | Regency F

Analog Spaces on the Margins:

Critical Educational Work in a Time of Cultural Crisis

Scott Ellison, University of Northern Iowa

Shehreen Iqtadar, University of Northern Iowa

Free Speech on Campus: When “It’s OK to be White” do Black Lives Matter?

S. Gavin Weiser, University of South Carolina

Nora A. Devlin, Rutgers University

Pedagogy of Refugios: Creating Critical Spaces in Primarily White Institutions

Carlos Lavin, George Mason University

Lucia Iraida Mock Muñoz de Luna, University of North Carolina, Chapel Hill

Tommy Ender, Loyola University Maryland

Critical Studies of Whiteness in Education

130. Saturday, November 10 | 11:30am – 1pm | Regency G

Interrupting Racism and Whiteness Toward a New Global Order

Darren Lund, University of Calgary, Canada

Paul Carr, Université du Québec en Outaouais, Canada

Virginia Lea, University of Wisconsin, Stout

Toward a New Approach to Whiteness in Education:

Foucault, Proletarianism, and Pedagogy

Zachary A. Casey, Rhodes College

Committee for Academic Standards and Accreditation (CASA)

– Business Meeting

131. Saturday, November 10 | 11:30am – 1pm | Regency H

Chair: Sophia Rodriguez, University of North Carolina at Greensboro

Social Justice Education

132. Saturday, November 10 | 1:15pm – 2:45pm | Crepe Myrtle

Complicating Pedagogical Content Knowledge and Equity: Case Studies of Social Justice Pedagogical and Content Knowledge (SJPACK)

Ashley Summer Boyd, Washington State University

Jeanne Dyches, Iowa State University

Educating in the Margins: Understanding Social Justice Education in the Space Between the Urban and the Rural

T. Jameson Brewer, University of North Georgia

Kelly McFaden, University of North Georgia

Fostering Great Awakenings:

Engaging Fundamentalist Legacies in Social Justice Education

Timothy Conder, University of North Carolina at Chapel Hill

Ecocritical Scholarship Toward a Different Global Order:

Social Justice and Sustainability in Teacher Education

133. Saturday, November 10 | 1:15pm – 2:45pm | Dogwood

EcoJustice for Teacher Education Policy and Practice: The Way of Love

Rebecca Martusewicz, Eastern Michigan University

Teaching EcoJustice in STEM Methods Courses

Mark Wolfmeyer, Kutztown University

Social Ecology as an Ethical Foundation

for Ecological and Community-Based Education

Kevin James Holohan, Grand Valley State University

Observations from a Garden: Closeness and Decolonial Possibilities

Silvia Patricia Solis, University of Utah

Chair: John Lupinacci, Washington State University

Discussants:

Alison Happel-Parkins, University of Memphis

Rita Turner, University of Maryland, Baltimore

Parents' Rights, Perceptions, and Advocacy

134. Saturday, November 10 | 1:15pm – 2:45pm | Gardenia

Parenting and Policy Advocacy:

A Psychosocial Study of Parent Involvement in Educational Debates

Lauren Jervis, York University, Canada

Racial Realism and Parent Groups as White Property:

School Engagement Narratives of 16 Black Parents

Jennifer McCarthy Foubert

The Difference between Parents and Children Perception of Parental Support on Children's Self-Regulated Learning Strategies and Academic Achievement

Danbi Choe, University of North Carolina at Chapel Hill

A Case for Limiting Choice:

Parents' Rights and the Societal Interests of Racial Integration

Rachel Garver, Montclair State University

Pioneering Indigenous Education Policy:

Montana and Indian Education For All

135. Saturday, November 10 | 1:15pm – 2:45pm | Magnolia

Indian Empowerment: The History of Indian Education For All (IEFA)

Margarett Campbell, Montana State University-Northern

Tan-si A-si-kah-so-win Ki-so-ko-ske-w:

Understanding Native Americans within a Classroom Setting

Shana Henry, Stone Child College

Native Knowledge: Alternative Epistemologies and Curricular Tensions

Joseph Todd, Montana State University-Northern

Creating a Culturally Responsive Learning Environment within Higher Education

Erica McKeon-Hanson, Montana State University-Northern

Chair: Joseph Todd, Montana State University-Northern

Radical Hope for the Future: Rooting Curriculum, Pedagogy, and Assessment in the Practice and the Struggle

136. Saturday, November 10 | 1:15pm – 2:45pm | Redbud A

Radical Hope as a Pathway to Equity and Achievement in Rural Education
Donna Thomas and Leslie Harris, UNCW

Beginning the Unfinished: How Radical Hope Can Propagate a Growth Mindset
Crissy P. Brown, Kirsten Abel, and Andre Ramseur, UCNW

*Uncovering Radical Hope within the edTPA:
A Critical Analysis of Rubric Requirements*
Holly Fales, Sarah Willhite, and Heather House, UNCW

Hopeful Innovation in Teaching and Learning
Kayce Smith and Jamie Smith, UNCW

*Radical Hope for High-Stakes Testing:
A Critical Focus on Student-Centered Assessment*
Nicole Moore, Amy Ostrom, and Nakita Thomas, UNCW

Rethinking Culturally Responsive Teaching through a Radical Hope Lens
Kimberly Boughman, Arvis Boughman, and Christopher Davis, UNCW

Using Radical Hope to Uncover Student Assessment Bias
Brad Lewis and Alan McNaughton, UNCW

*The Intersection of Social Justice and Blended Learning:
Radical Hope for Change*
Jose Garcia, Victoria Spagnoli, and Tammy Ferguson, UNCW

Chair: Dana M. Stachowiak, University of North Carolina at Wilmington

STEM Metaphors, Politics, and Literacies

137. Saturday, November 10 | 1:15pm – 2:45pm | Redbud B

School Mathematics and Third-Party STEM Programming:

The Mammy as Metaphor

Erika C. Bullock, University of Wisconsin–Madison

Reimagining Mathematics Education: Questioning the Current Classroom

Cassandra Quinn, University of North Carolina at Chapel Hill

De-politicization of Educational Reforms: The STEM Story

Ajay Sharma, University of Georgia

Cheryl Hudson, University of Georgia

Students and Stocks: A Critical Reading of the Stock Market Game™

Abe Feuerstein, Bucknell University

On White Supremacy: Teachers, Textbooks, and Mass Schooling

138. Saturday, November 10 | 1:15pm – 2:45pm | Redbud C

Disrupting White Teacher's Understandings

of Race, Racism, and White Supremacy

Brittany Aronson, Miami University

The Fragments and the Whole of Evasive National History:

The Place of White Supremacy in Textbooks and the Implications for Teaching

Christoph Stutts, University of North Carolina at Chapel Hill

*The Role of White Supremacy Amongst Opponents and Proponents of
Mass Schooling in the South During the Common School Era*

Rebecca Weissman, University of South Carolina

When ‘Multiple’ Perspectives are Co-Opted:

Teacher Educators of Color Engaging in the US South

139. Saturday, November 10 | 1:15pm – 2:45pm | Regency F

Participants:

Kristen Duncan, Clemson University

Jesus Tirado, University of Georgia

Natasha Murray-Everett, West Virginia University

Sonia El Janis, University of Georgia

Morgan Faison, University of Georgia

Chair: Ming Fang He, Georgia Southern University

Discussant: Cynthia B. Dillard, University of Georgia

Beyond Risk, Resilience, and Recognition:

The Making of the Trans Youth Subject

140. Saturday, November 10 | 1:15pm – 2:45pm | Regency G

Imagining Childhood Gender Nonconformity:

From Tomboys to Transgender Children

LJ Slovin, University of British Columbia, Canada

Managing Transgender Childhood:

Mainstream Media Representations of Trans Youth

Harper Keenan, Stanford University

Conceptualizing the Self Across Time: Narrating Trans Identity Development

Julia Sinclair-Palm, Carleton University, Canada

Clinical Gender, Colonial Gender: Recognition and Solidarity with Queer Trans Youth in Immigrant and Low-Income Communities

Mauro Sifuentes, University of San Francisco

Conceptualizing Gender Identity Measurement in Education Research of Youth

Mario Itzel Suarez, Texas A&M University

Chair: Sam Stiegler, University of British Columbia, Canada

Postcritical Inquiries and Methodologies

141. Saturday, November 10 | 1:15pm – 2:45pm | Regency H

Freely Rooted and Inclusive:

Rhizomatic Inquiry and Challenging the Research "Expert" in Higher Education

Lalenja Harrington, University of North Carolina at Greensboro

Inciting Data Analysis: Playing with Coding Beside Itself

Lisa Loutzenheiser, University of British Columbia, Canada

Liberation Through A/r/tography

Esther Claros Berlioz, Miami University

Transparency and Trustworthiness in Practice:

Challenges of Relational Ethics in Postcritical Ethnography

Allison Anders, University of South Carolina

Jessica Nina Lester, Indiana University

Josh Diem, Rhode Island College

Presidential Address

***Toward a Moratorium on Publishing in the Field of Educational Studies:
Where is this Train Going?"***

142. Saturday, November 10 | 3:15pm – 4:45pm | Regency C

Introduction: Denise Taliaferro Baszile, Miami University

Presenter: Hilton Kelly, Davidson College

AESA Business Meeting, Awards Reception, and Recognition of AESA Past Presidents

143. Saturday, November 10 | 4:45pm – 6:15pm | Regency C

SUNDAY, NOVEMBER 11

Asserting Rights, Defining Community: Race, Class, and Religion

144. Sunday, November 11 | 8am – 9:30am | Dogwood

Road Tripping Throughout the South: Midwestern Urban and Suburban Youth Exploring the Civil Rights Movement Together

Bradley William Poos, Avila University

Jennifer Friend, Rockhurst University

Loyce E. Caruthers, University of Missouri, Kansas City

Jennifer Waddell, University of Missouri, Kansas City

Student Success as Class Unity:

Transformations of the Future through Hauntings of the Past

Laura Elizabeth Smithers, University of Oregon

Defining Public Education in the Heart of the Bible Belt

Jessica S. McLees, University of South Carolina, Upstate

Critical Urban Education: Participants, Place, and Politics

145. Sunday, November 11 | 8am – 9:30am | Gardenia

By Any Means Necessary: Principals' Leveraging of Non-profits in Urban Schools

Alounso Antonio Gilzene, Michigan State University

“Don’t expect any politician to save you!”:

Educating for Radical Change in an Urban School

Karla Zaccor, Indiana University – Purdue University Indianapolis

Sacrifice and Revitalization: Public Schools and Urban Political Economy

Nicholas Eastman, Ripon College

The Legacy of Redlining in One Urban School District:

The Nexus of Race, Ability, and Place

Julia Maxine White, Syracuse University

Qiu Wang, Syracuse University

Christine Ashby, Syracuse University

Siqi Li, State University of New York, ESF

Developing Growth Mindsets: Moving from the Personal to the Political

146. Sunday, November 11 | 8am – 9:30am | Magnolia

Participants:

Colette Gosselin, The College of New Jersey

Marissa E. Bellino, The College of New Jersey

Communities as Central Places of Pre-Service Teacher Learning

147. Sunday, November 11 | 8am – 9:30am | Redbud A

Participants:

Daniella Ann Cook, University of South Carolina

Thomas Owenby, University of Wisconsin–Madison

Mary Klehr, UW Madison & Madison Metropolitan School District

Carmen Ocon, Clark University

Heather Coffey, University of North Carolina at Charlotte

Anna Bost Pennell, Guilford College

James Shields, Guilford College

Tammy Schwartz, Miami University

Maressa Dixon, Miami University

Jack Baker, Miami University

Hannah Dinnen, Miami University

Mills K. Smith-Millman, Miami University

Paul Flaspohler, Miami University

Chair: Daniella Ann Cook, University of South Carolina

Discussant: Thomas Owenby, University of Wisconsin–Madison

Higher Education: Doctoral Students and Adjuncts

148. Sunday, November 11 | 8am – 9:30am | Redbud B

A Pedagogy of Vulnerability and Doctoral Study

Bryan Gopaul, University of Rochester

Developing Critical Epistemologies

as New Practitioner Scholars in an EdD Program

Emily Ann Pisco, Kutztown University

Patti Tinsman-Schaffer, Kutztown University

Responses to the Adjunct Problem: A Proposed Student Survey

Eric Auld, George Mason University

Imagining Education Differently

149. Sunday, November 11 | 8am – 9:30am | Redbud C

Marge Piercy's World Orders in Woman on the Edge of Time

Tania Ramalho, State University of New York, Oswego

Activist Art in Social Justice Pedagogy

Barbara A. Beyerbach, State University of New York, Oswego

Activists in Disguise: Curriculum Reform and the National Writing Project

Richard Hartsell, University of South Carolina, Upstate

Sarah Hunt-Barron, University of South Carolina, Upstate

Aspiring toward an Educational Project

Adam Greteman, School of the Art Institute of Chicago

Challenging Institutions: Problems, Resistance, and Limits

150. Sunday, November 11 | 8am – 9:30am | Regency F

Personalized Learning and School Reform Policy: Problems and Prospects

Richard Lakes, Georgia State University

Resisting Audit Culture through Philosophy: Beginning & Veteran Teachers

Reflect on Teaching and the Purposes of Education

Mary Kay Delaney, Meredith College

Monica McKinney, Meredith College

“This is above my pay-grade”, or Toward a Resistance Consciousness in an Educational Multiverse

Hoa Dieu Bui, Miami University

Brave New World Order: The Limits of Educational Institutions and Childhood

Joseph Todd, Montana State University-Northern

What It Means to be Literate: Students, Teachers, and Exams

151. Sunday, November 11 | 8am – 9:30am | Regency H

Transforming What it Means to be Literate: From Human Capital to Emancipation

Amanda O. Maher, Eastern Michigan University

Teachers’ Social Construction of Struggling Reader: A Collective Case Study

Soojin Lee, University of North Carolina at Chapel Hill

High School Exit Exams: A New Border Wall for English Language Learners

Julie Carter, D'Youville College

AESA Executive Council – Business Meeting II

152. Sunday, November 11 | 8am – 12pm | Think Tank @ NOMA

Chair: Roland Sintos Coloma, Wayne State University

Education for Whom and for What?:

Reconceptualizing the Studies of Rural and Migrant Children in China

153. Sunday, November 11 | 9:45am – 11:15am | Crepe Myrtle

Detaching from the Rural: Educational Migration and Rural Education in China

Teng Yuan, University of Hong Kong

Dan Wang, University of Hong Kong

Community Curriculum or “Quality Education”?

Min Yu, Wayne State University

Redefining Suzhi and the Purposes of Schooling:

Photovoice from Rural and Migrant Chinese Children

Jingjing Lou, Beloit College

Enduring Boredom, Striving for Exams, and Developing Individuality:

Schooling in Contemporary China

Xin Xiang, Harvard University

Chair: Jingjing Lou, Beloit College

Discussant: Dan Wang, University of Hong Kong

At the Crossroads of Sociology, History, and Philosophy of Education

154. Sunday, November 11 | 9:45am – 11:15am | Dogwood

Emergent Syllabi: Fluidity and Co-Construction in Sociology of Education

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

The Hands of Time

Donovan Albert Livingston, University of North Carolina at Greensboro

Using Sociology in Philosophy of Education

Doron Yosef-Hassidim, University of Wisconsin–Madison

I’m (Not) in the Canon: Imagining a New Future for Social Theory in Education

Emily Freeman, University of North Carolina at Chapel Hill

Tim Conder, University of North Carolina at Chapel Hill

Community Activism, Engagement, and Pedagogy

155. Sunday, November 11 | 9:45am – 11:15am | Gardenia

*Community Activism and School Discipline: Possibilities and Problems in
Community Advocacy for Equitable Behavior and Discipline Policy*

Abigail Jane Beneke, University of Wisconsin–Madison

Erica O. Turner, University of Wisconsin–Madison

Developing a Theory-Driven Model of University-Community Engagement

Simone Gause, University of South Carolina

Utopia Unhinged: Articulating a Radical Community Organizing Pedagogy

Briana Bivens, University of Georgia

Disrupting Hegemony, Silence, and Positionalities

156. Sunday, November 11 | 9:45am – 11:15am | Magnolia

A Curricular Construction of Inter-Love

Matthew Green, University of Louisiana at Lafayette

Valin Jordan, University of Louisiana at Lafayette

The Meaning Behind Silence:

Deconstructing Non-Response in Campus Climate Data

Ashley Hill, Auburn University

Kamden Strunk, Auburn University

Higher Education: Peer, Critical, and International Orientations

157. Sunday, November 11 | 9:45am – 11:15am | Redbud A

*Examining Effects of a Peer Feedback Writing Intervention in
Community College Classrooms on Student Belongingness*

Jennifer M. Gilken, Borough of Manhattan Community College, CUNY

Critical Orientations: Psychogeography, Dérive and Undergraduate Education

Joseph D. Hooper, University of North Carolina at Chapel Hill

Jeremy Godwin, University of North Carolina at Chapel Hill

The Free College Tuition Policies: Comparison of Turkey and Chile Experiences

Ximena Canelo-Pino, University of Texas at Austin

Ibrahim Bicak, University of Texas at Austin

Negotiating Tensions in Space:

How Undocumented Immigrant Youth (Re)imagine their Liminality

158. Sunday, November 11 | 9:45am – 11:15am | Redbud B

Performing Liminality in School:

Undocumented Latinx Youth Traversing the Borderlands of White Suburbia

Gabriel Rodriguez, University of Illinois at Urbana-Champaign

Undocumented College Students' Social Networks

Beyond College Campus Space

Jaein Lee, Harvard University

UndocuQueer Korean Youth Place and Time

Ga Young Chung, University of Illinois at Urbana-Champaign

Discussant: Aurora Chang, Loyola University Chicago

Masculinity, Intersectionality, and Policing Normalcy

159. Sunday, November 11 | 9:45am – 11:15am | Redbud C

“Any male can be both sides”:

The Complications of Masculinity for Male Early Childhood Educators

Kirsten Cole, Borough of Manhattan Community College, CUNY

Men Teaching in the Elementary School:

Privileging and De-Privileging Gender/Race Intersectionality

Christopher Michael Hansen, University of Tennessee, Chattanooga

Policing Normalcy: Men of Color Speak Back at a PWI

Walter S. Gershon, Kent State University

Pedagogies of Difference and Justice

160. Sunday, November 11 | 9:45am – 11:15am | Regency F

Envisioning a New Global CLT with Dialogic Pedagogy

Shaofei Lu, Case Western Reserve University

In the Shadow of the Base:

Teaching War to the Children of Soldiers During the 2016 Presidential Election

Brian Gibbs, University of North Carolina at Chapel Hill

Pedagogy of Permaculture and Food Justice

Erica Davila, Lewis University

Alyssa Ramon, Schools for Sustainability, Inc.

What Rough Beast: AESA and Teacher Preparation

161. Sunday, November 11 | 9:45am – 11:15am | Regency G

Toward a More Perfect Union:

Social Studies Teacher Education as a Model for Social Foundations

Rebecca Mueller, University of South Carolina, Upstate

Speak Softly and Carry a Big Stick: Exploring Accreditation in Teacher Education

Sarah Hunt-Barron, University of South Carolina, Upstate

De-schooling Teacher Education: Preparing Teachers in the Lower Case

Richard Hartsell, University of South Carolina, Upstate

Chair: Richard Hartsell, University of South Carolina, Upstate

Repressive Logics in Educational Theory, Politics, and Research

162. Sunday, November 11 | 9:45am – 11:15am | Regency H

“If You Love Teaching So Much...”:

Rethinking the Role of Love in Teacher Education

Gregory N. Bourassa, University of Northern Iowa

*Reactionary Conservatism and Emancipatory Politics of Refusal
in Educational Struggles*

Graham B. Slater, University of Nevada, Reno

*Racial Capitalism, Radical Methodology,
and the Coloniality of State-Sanctioned Censorship*

Robert G. Unzueta, Skagit Valley College

BEST WISHES

to the 2018 AESA conference participants.

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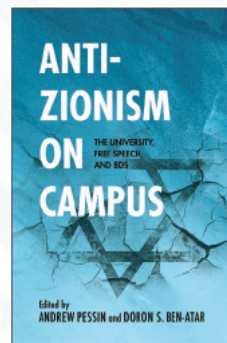
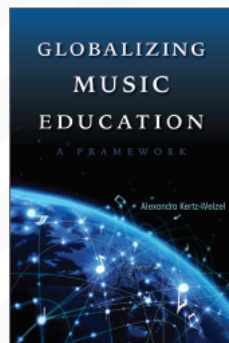
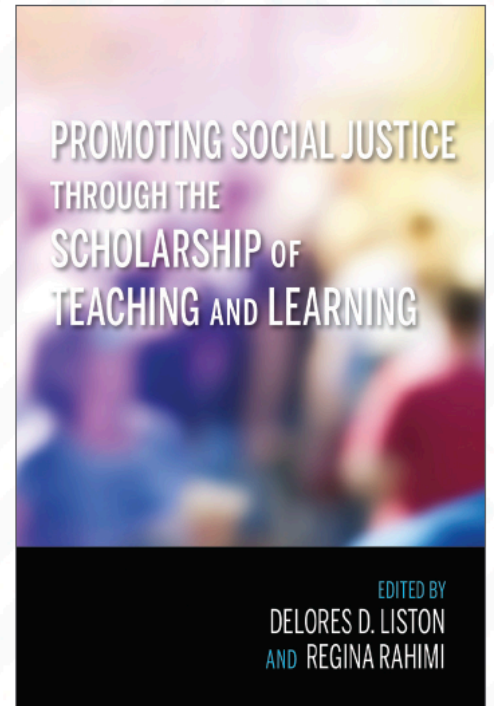
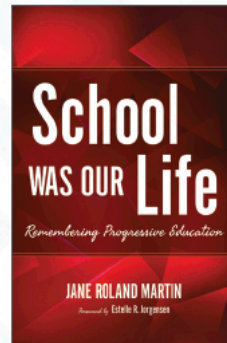
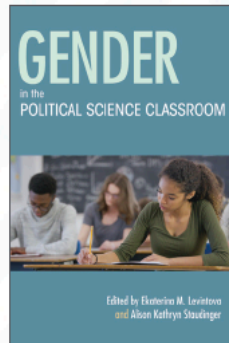
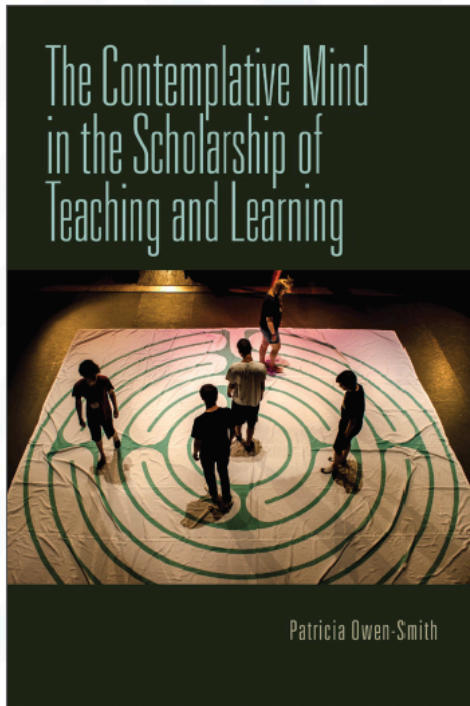
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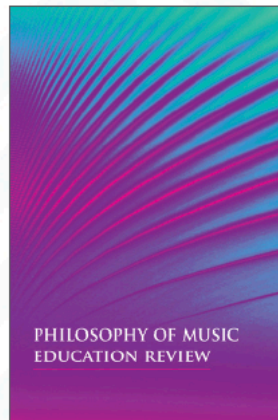
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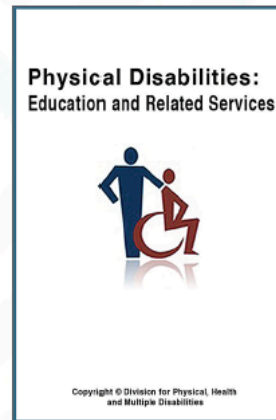
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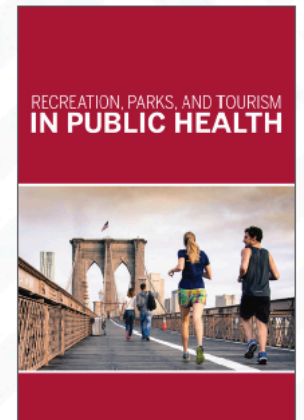
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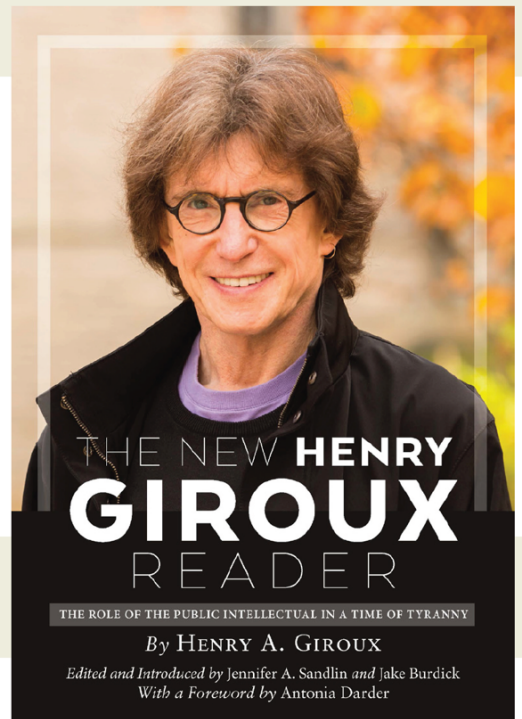
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Henry A. Giroux | Edited by Jennifer A. Sandlin, Jake Burdick

Foreword by Dr. Antonia Darder

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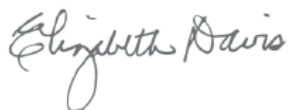
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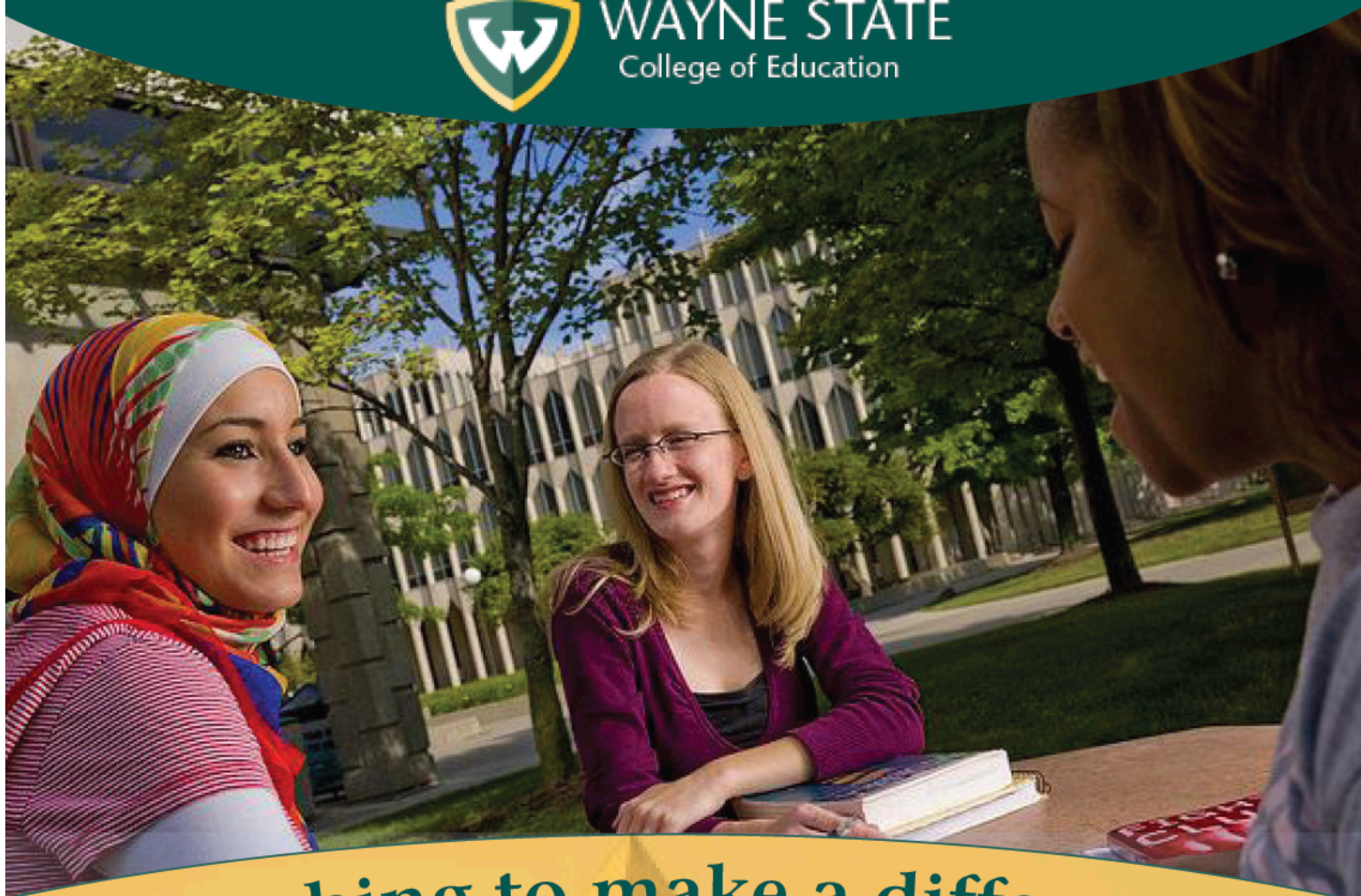
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