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?
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.
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

#AESAD2018
for social media posts and updates
Lectures and Featured Sessions

50th Anniversary Performance Extravaganza, Past Presidents’ and Opening Reception
Wednesday, November 7 5pm – 7pm  I  Regency C

President-Elect’s Featured Session
Thursday, November 8 1:15pm – 2:45pm  I  Crepe Myrtle

Presidential Featured Session I
Teacher Moonlighting and the Dark Side of Teachers’ Work
Thursday, November 8 3pm – 4:30pm  I  Crepe Myrtle

George F. Kneller Lecture
Thursday, November 8 5pm – 6:30pm  I  Regency C

Presidential Featured Session II
The Future of Black Educational Studies
Friday, November 9 11:30am – 1pm  I  Crepe Myrtle

Past President’s Featured Session
School Lunch Matters: How and For Whom?
Friday, November 9 3pm – 4:30pm  I  Regency G

R. Freeman Butts Lecture
Friday, November 9 5pm – 6:30pm  I  Regency C

Taylor & Francis Lifetime Achievement Award Lecture
Saturday, November 10 8am – 9:30am  I  Regency H

Presidential Address
Saturday, November 10 3:15pm – 4:45pm  I  Regency C
Meetings

AESA Executive Council Business Meetings
Thursday, November 8  8am – 12pm  I  Think Tank @ NOMA
Sunday, November 11  8am – 12pm  I  Think Tank @ NOMA

Council for the Social Foundations in Education Business Meeting
Thursday, November 8  8am – 9:30am  I  Crepe Myrtle

Society for Educating Women Business Meeting
Thursday, November 8  11:30am – 1pm  I  Gardenia

Committee for Academic Standards and Accreditation Business Meeting
Thursday, November 8  3pm – 4:30pm  I  Regency C

Eco-Democratic Reforms in Education SIG Business Meeting
Friday, November 9  11:30am – 1pm  I  Regency H

*Educational Studies* Editorial Board Meeting
Friday, November 9  12pm – 2pm  I  Think Tank @ NOMA

Graduate Student Business Meeting and Reception
Friday, November 9  6:45pm – 8:30pm  I  Regency F

Society of Professors of Education Business Meeting
Saturday, November 10  9:45am – 11:15am  I  Redbud C

AESA Business Meeting, Awards Ceremony, and Recognition of AESA Past Presidents
Saturday, November 10  4:45pm – 6:15pm  I  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
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.
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).
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.
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

Attempt 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.
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.

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.
American Educational Studies Association

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AESA – Taylor & Francis *Educational Studies*

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Jean Swindle, Rockford University
Ethan Tinh Trinh, Georgia State University
Gavin Weiser, University of South Carolina
Carolyne J. White, Rutgers University
2018 AESA Critics Choice Book Award Winners


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.


**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
   Michael E. Jennings, Furman University
   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. Codding, 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 I 1:15pm – 2:45pm I 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 I 1:15pm – 2:45pm I 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 Datoo, 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 Ríos 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 l 8am – 9:30am l 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 l 8am – 9:30am l 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

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**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 Bhattacharyya, 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. Covaleskie, 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  I  9:45am – 11:15am  I  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  I  9:45am – 11:15am  I  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  I  11:30am – 1pm  I  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 l 11:30am – 1pm l 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 l 11:30am – 1pm l 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 I 3pm – 4:30pm I 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 I 3pm – 4:30pm I 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 Milklash
   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 Leaños, 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, Epistephilia, 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 McAnulty, 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 l 11:30am – 1pm l 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 l 11:30am – 1pm l 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-spe-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, UNCW

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 I 8am – 9:30am I 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 I 8am – 9:30am I 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 I 8am – 12pm I 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 I 9:45am – 11:15am I 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 I 9:45am – 11:15am I 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  l  9:45am – 11:15am  l  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  l  9:45am – 11:15am  l  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 Stustainibility, 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

Deschooling 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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New Book from One of the Leading Public Intellectuals

The New Henry Giroux Reader
The Role of the Public Intellectual in a Time of Tyranny

Henry A. Giroux | Edited by Jennifer A. Sandlin, Jake Burdick
Foreword by Dr. Antonia Darder

The New Henry Giroux Reader presents Henry Giroux’s evolving body of work. The book articulates a crucial shift in his analyses after the September 11th, 2001 terrorist attack, when his writing took on more expansive articulations of power, politics, and pedagogy that addressed education and culture in forms that could no longer be contained via isolated reviews of media, schooling, or pedagogical practice. Instead, Giroux locates these discourses as a constellation of neoliberal influences on cultural practices, with education as the engine of their reproduction and their cessation.

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