

AMERICAN EDUCATIONAL STUDIES ASSOCIATION

**“¡EL PUEBLO UNIDO
JAMÁS SERÁ VENCIDO!”**

**CRITICAL COMMUNITY BUILDING
FOR SOCIAL JUSTICE IN DIVISIVE TIMES**

HYATT REGENCY | BALTIMORE, MD
OCT 30 - NOV 3, 2019



ABOUT THE COVER PHOTO:

I intentionally strive to create community in graduate classrooms as a professor and have been researching and writing on this topic for years. In 2015 I was gifted the wooden sculpture pictured on the cover by a former student, Dr. Travis Albritton, as a thank you gift after he graduated. The bowl comes from Ghana. This is what he told me about the bowl and why he chose it for me: "I asked the artisan what it means, and he said, 'we are all tied to each other, we are all connected and it doesn't matter if you are in America, Ghana, or wherever you are in the world, we are still connected. We built it like this because you can't separate one piece from the other. Together is the only way to hold the bowl.'" Travis explained that he appreciated the centrality of unity; "Unity is an important element in terms of working together and building community. Unity does not necessarily mean that we all believe the same thing or see everything in the same way. Even when we have our individual differences it is important that we work together to achieve a mutual goal." For Travis, this symbolized the ways that we all worked together in our classes, and the difficulties he and I had weathered in our relationship as mentor and advisee as he moved through the program. We learned a great deal from each other, and as he said, "We got here together."

Two years later, I was gifted a second wooden three-headed community bowl by another former student, Dr. Juldeh Tejan-Sie. The first sculpture was in my home, so Juldeh did not know I owned one. When she gave it to me, she said it reminded her of my community building work. This is what she says about it: "I purchased the famous 3 headed unity wooden sculpture in 2017 at the famous Art Centre Market in Accra, Ghana. The sculpture is carved in a single piece of wood with 3 inseparable figures entwined and sharing the weight of the bowl they carry. Even before the cultural significance was explained to me, I decided this sculpture was the perfect gift for Dr. B. In my mind, it symbolizes her passion and commitment to community involvement. As a former



student of hers I have witnessed firsthand not only Dr. B's building capacity amongst disparate individuals and groups, but also conveying to her students the potentials and possibilities when a communitarian approach to societal deficiencies is understood and eventually adopted."

When considering what image might capture the heart of critical community building, for all the reasons listed above, I chose the unity wooden sculpture. If we make ourselves both vulnerable and strong enough to lean on each other, if we recognize our interdependence, we can sustain hope and create change towards justice in the midst of challenges.

*Silvia Cristina Bettez, 2019 AESA Program Chair
Cover Photo Credit: Jiyoung Park*



**WE ARE LIVE TWEETING!
#AES2019**

Meeting attendees are encouraged to do the same

2019 CONFERENCE THEME

“¡El Pueblo Unido Jamás Será Vencido!”

Critical Community Building for Social Justice in Divisive Times

We are in a sociopolitical, historical moment rife with daily images and stories of institutional forms and, relatedly, individual acts of injustice and violence. Yes, there has always been injustice – locally, nationally, and globally – directed against various individuals and groups of people. Our current moment is an extension and outgrowth of historical oppression. Still, it feels that we are falling into a new, or remixed, “normal” of mass shootings, police brutality, racial profiling, public acceptance of misogyny, overt acts of white supremacy, religious persecution, anti-immigrant rhetoric, anti-LGBTQIA+ policies, etc. as violence gets played out in new ways and social media/news outlets play image loops that threaten to deteriorate community building amid countless denials and retractions of previously won human and civil rights.

The American Educational Studies Association (AESA) has, for 50 years, been a society of academics who examine normative and critical perspectives on education, both within formal education systems and outside of those; we typically conceive of education broadly, recognizing that such systems are impacted by the larger world we live in, and education can happen anywhere. In our efforts to think through the purpose of education and the praxis to best fulfill that for all people, we are called to consider how to promote social justice through our work. To maintain critical hope, it behooves us to remember the social movements and collective solidarity work that has been done in the past and continues to exist. “El pueblo unido jamás será vencido!” (“The people united will never be defeated!”) is a song recorded in 1973, just 5 years after AESA began, composed for the popular unity government movement in Chile mobilized by working-class people. Since then, those words have been chanted in various national and global protests, pointing to the power of communal action and solidarity. The concept of “pueblo” can invoke community, history, ancestors, place, and investment in others. As educators we can continue solidarity work seizing opportunities for collective action through community building in the classroom and beyond.

This year’s conference theme builds upon previous themes centering risk, collaboration, love, remembering, and connections with/in differences. Participants are encouraged to consider the role of critical community building, coalition, solidarity, and “pueblo” work in efforts to promote social justice in educative spaces. Related questions include:

- How might critical community building work be enacted in K-12 schools, higher education, among colleagues, with graduate students, and/or at AESA?
- What does critical community building look like in inquiry?
- How do we work through the (sometimes unintended) exclusionary practices in community building, coalition, and/or solidarity work?
- What might mindfulness, compassion, and/or radical love offer to critical community building practices and/or social justice work?

- Where does the role of the spiritual factor into social justice work and pedagogical practices?
- How do we recognize and honor the various ways we might do community building based on context, place, space, and people that attends to issues of power, privilege, and oppression?
- How do we work against reproducing colonialist logics, neoliberal ideologies, and supremacist ideals in our community building and social justice work?
- What are the tensions in solidarity work?

ABOUT AESA: WHO WE ARE

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.

ABOUT AESA: WHAT WE DO

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

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MESSAGE FROM AESA CONFERENCE PLANNING TEAM

Silvia Bettez, Cristina Dominguez, and Chad Harris

We took a great deal of care in grouping individual papers together to create engaging, interconnected panels. This year, in alignment with the theme of critical community building, we decided to group individual papers into panels of three rather than the typical four. We did this in hopes of creating more space for dialogue and/or deeper engagement with each paper topic; we encourage each panel to allot 15 to 30 minutes for discussion after the panelists have presented their work. Sessions with less than three paper presentations are due to last minute cancellations. We did not assign chairs to the papers we grouped together; we expect co-presenters to confer with each other and choose a person who will monitor time and facilitate during the post-presentation discussion.

CONFERENCE LOGISTICS

Session Dates and Times

Wednesday, October 30th 6:00pm – 7:30pm
Thursday, October 31st 8:30am – 8:00pm
Friday, November 1st 8:30am – 8:30pm
Saturday, November 2nd 8:30am – 6:45pm
Sunday, November 3rd 8:30am – 11:45am

Conference Registration

Constellation Foyer

Wednesday 3:00pm – 6:00pm
Thursday 8:00am – 5:30pm
Friday 8:00am – 5:30pm
Saturday 8:00am – 3:00pm

AESA Session Meeting Rooms

1st Floor

President

2nd Floor

Annapolis

Constellation A

Constellation B

Constellation C

Constellation D

Constellation E/F (Unconference)

3rd Floor

Calvert

Camden

Chesapeake A

Chesapeake B

Douglass

Frederick

Lombard

Pratt

Executive Boardroom

AESA Receptions

Wednesday Atrium/Harborview, 2nd Floor
Thursday Atrium/Harborview, 2nd Floor
Friday Atrium/Harborview, 2nd Floor

Quiet Room

Light Suite, 1st Floor

Parent Room

Conway, 1st Floor

Gender Neutral Bathrooms

3rd Floor (across from Chesapeake A and B)

Coffee Service

8:00 am – 9:00am

Thu, Fri, Sat Atrium/Constellation Foyer
Sunday 3rd Floor Hallway

Yoga Practice

Annapolis, 2nd Floor

Instructor Elizabeth Baker

Thursday 3:30 pm – 4:30 am

Friday 8:30 am – 9:30 am

Social Media Posts and Updates



We are live tweeting!

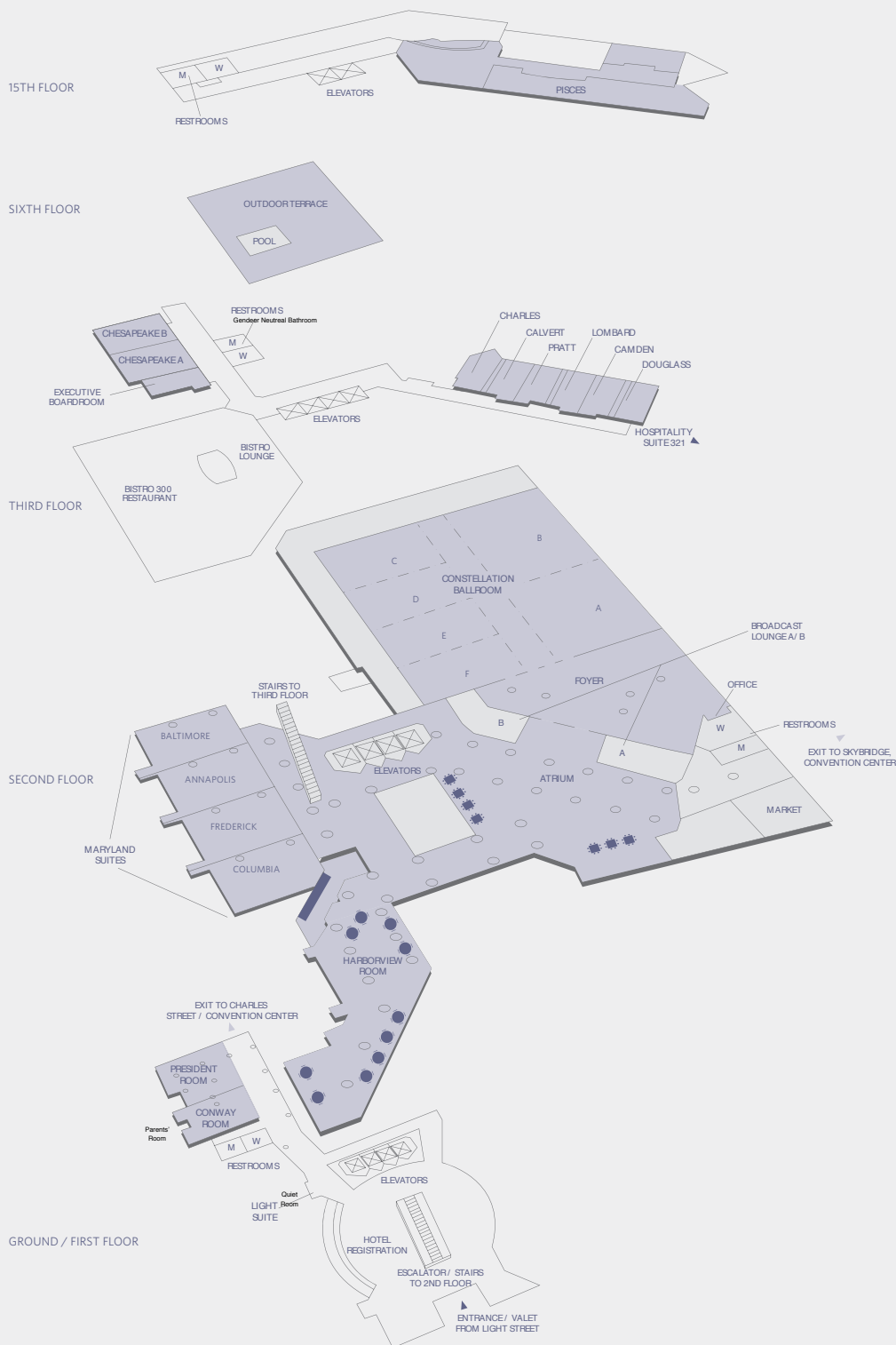
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Meeting attendees are encouraged to do the same

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FLOOR PLAN 3-D All Floors



PRE-CONFERENCE UNCONFERENCE

Wednesday, October 30th

2:00 – 5:00 pm | Constellation E/F

The unconference planning committee invites you to participate in the 2019 AESA unconference. The purpose of the 2019 AESA Unconference Critical Community Building for Social justice in Education is to invite AESA scholars and local Baltimore-area community members to collectively co-create a space for organic engagement, critical community building, and dialogue regarding social justice in education. The unconference will be an opportunity for local community members, organizations, and academic scholars to think across contexts about our work in relationship to the work of others. The unconference is “un” because it will be built around the people who show up, with “sessions” emerging through the interests/desires/hopes of the participants. We want the work we do together to be meaningful for all who decide to attend and the communities we are a part of and serve. All who are interested are invited to attend.

Multiple visions exist for this unconference. These include:

- Dialogues between AESA members about how to enhance critical community among AESA members
- Dialogues between AESA members and local area educators, organizers, and activists around issues of social justice and education
- The unconference is connected to, but distinct from, the regular AESA conference. The unconference will occur on Wednesday, October 30th from 2:00 pm – 5:00 pm at the Hyatt Regency Baltimore Inner Harbor in Constellation E/F. A room will be reserved for a time slot on Thursday, Friday, and Saturday for continued unconference happenings; participants can sign up for space as needed when meeting on Wednesday.
- Food helps create community, and to assist us with offsetting the cost, there is a \$10 charge for the unconference if you register in advance; \$15 at the door.

Unconference Planning Committee Team:

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Cristina M. Dominguez, UNC Greensboro

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Assistant to the Chair: Cristina M. Dominguez, University of North Carolina at Greensboro

Assistant to the Chair: Chad Harris, University of North Carolina at Greensboro

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A special thank you to these people who took on extra work as back-up reviewers:

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2019 AESA CRITICS CHOICE BOOK AWARD WINNERS

Annamma, S. A. (2018). *The pedagogy of pathologization: Dis/abled girls of color in the school-prison nexus*. New York: Routledge.

Baldrige, B. (2019). *Reclaiming community: Race and the uncertain future of youth work*. Palo Alto, CA: Stanford University Press.

Bullough, R. V. Jr., & Rosenberg, J. R. (2018). *Schooling, democracy, and the quest for wisdom: Partnerships and the moral dimensions of teaching*. New Brunswick, NJ: Rutgers University Press.

deMarrais, K., Brewer, J., Herron, B., Atkinson, J., & Lewis, J. (2019). *Philanthropy, hidden strategy, and collective resistance: A primer for concerned educators*. Gorham, ME: Myers Education Press.

Farley, L. (2018). *Childhood beyond pathology: A psychoanalytic study of development and diagnosis*. Albany, NY: State University of New York Press.

García, D. G. (2018). *Strategies of Segregation: Race, Residence, and The Struggle for Educational Equality*. Oakland, CA: University of California Press. *

Jack, A. A. (2019). *The Privileged Poor: How Elite Colleges Are Failing Disadvantaged Students*. Cambridge, MA: Harvard University Press.

Jocson, K. M. (2018). *Youth Media Matters: Participatory Cultures and Literacies in Education*. Minneapolis, MN: University of Minnesota Press.

Johnson, L, Boutte, G., Greene, G. and Smith, D. (Eds.) (2018). *African Diaspora Literacy: The Heart of Transformation in K–12 Schools and Teacher Education*. London, UK: Lexington Books.

Meir, D. and Knoester, M. (2017). *Beyond Testing: Seven Assessments of Students and Schools More Effective than Standardized Tests*. New York, NY: Teachers College Press.

Pica-Smith, C., Contini, R. M., & Voloria, C. N. (2019). *Social Justice Education in European Multi-Ethnic Schools: Addressing the Goals of Intercultural Education*. London, UK: Routledge Press.

Smith, D., Caruthers, L. and Fowler, S. (Eds.) (2019). *Womanish Black Girls: Women resisting the contradictions of silence and voice*. Gorham, ME: Myers Education Press.

BOOK EXHIBIT

Book Exhibit Times

Constellation A, 2nd Floor

Thursday, October 31st, 8:30 am – 5:30 pm

Friday, November 1st, 8:30 am – 5:30 pm

Saturday, November 2nd, 9:00 am – 11:00 am

Book Distribution

Constellation A, 2nd Floor

Saturday, November 2nd, 12:00 – 12:15 (Graduate Students welcome first)
Saturday, November 2nd, 12:15 pm (All welcome)

This year's distribution rates are \$10 for graduate students and \$12 for faculty members. We are able to accept **checks and cash only**. Look for more information about Book Distribution in the Book Exhibit room.

MEETINGS

AESA Executive Council Business Meetings

Thursday, October 31st 8:00 am – 12:00 pm | Executive Boardroom
Sunday, November 3rd 8:00 am – 12:00 pm | Columbia

Committee for Academic Standards and Accreditation Business Meeting

Thursday, October 31st 3:30 pm – 5:00 pm | Executive Boardroom

***Educational Studies* Editorial Board Meeting**

Friday, November 1st 12:00 pm – 2:00 pm | Executive Boardroom

Eco-Democratic Reforms in Education SIG Business Meeting

Friday, November 1st 3:30 am – 5:00 pm | Executive Boardroom

Graduate Student Business Meeting

Friday, November 1st 8:00 pm – 9:30 pm | President

Society for Educating Women Business Meeting

Saturday, November 2nd 10:15 am – 11:45 am | Executive Boardroom

Society of Professors of Education Business Meeting

Saturday, November 2nd 12:00 pm – 1:30 pm | Constellation D

Council for the Social Foundations in Education Business Meeting

Saturday, November 2nd 1:45 pm – 3:15pm | Executive Boardroom

AESA Open Business Meeting and Awards Ceremony

Saturday, November 2nd 5:15 pm – 6:45 pm | Maryland Suite

WEDNESDAY OPENING RECEPTION

Wednesday, October 30th

6:00 pm – 7:30 pm | Atrium/Harborview

Building Community with complimentary Wine and Cheese

FEATURED LECTURES

Details on the pages that follow.

George F. Kneller Lecture

Thursday, October 31st 5:30 pm – 7:00 pm | Constellation B

R. Freeman Butts Lecture

Friday, November 1st 5:30 pm – 7:00 pm | Constellation B

Presidential Address

Saturday, November 2nd 3:30 pm – 5:00 pm | The Maryland Suite

GEORGE F. KNELLER LECTURE

Thursday, October 31st

5:30 pm – 7:00 pm | Constellation B



Michele S. Moses

University of Colorado Boulder

“Very Fine People on Both Sides:” Diverse Viewpoints, Truth, and Free Speech on Campus

Introduction by Michael Gunzenhauser,
University of Pittsburgh

Reflecting a larger context of political polarization, recent campus speakers, incidents, and protests have exposed profound social fractures, highlighting an important question for campus leaders and educators: how should we make decisions about what views are reasonable in a democratic society? Although it may be received wisdom that institutions of higher learning are obligated to provide forums for the open exchange of ideas, that sense is built on the assumption that the ideas put forward for consideration are reasonable and defensible. Should all perspectives always be up for debate? Must campus communities provide platforms for viewpoints that democratic societies regard as patently untrue or beyond the pale of what is right and good? Because they prioritize discovery, knowledge, and academic freedom, colleges and universities are far from spaces where anything goes. Valuing free speech does not have to come at the expense of students’ and faculty’s pursuit of knowledge and truth, a (some might say *the*) fundamental mission of higher education. Campus controversies are not only – or even primarily – about free speech, I argue, but about knowledge and truth.

Michele S. Moses is Professor of Educational Foundations, Policy and Practice, and a faculty fellow of the Center for Values and Social Policy and the National Center for Education Policy. She is also the founding Faculty Director of the Master’s program in Higher Education. After serving as Associate Dean for Graduate Studies of the School of Education from 2011 to 2018, she is now serving as the University of Colorado Boulder’s Vice Provost for Faculty Affairs. Professor Moses is a philosopher of education who specializes in philosophy and education policy studies, with particular expertise in policy disagreements that involve race, ethnicity, gender, and sexuality, moral and political values, and equality of educational opportunity. Her scholarship focuses broadly on issues of ethics, democracy, and education’s role in promoting the public good. In three current scholarly projects, she is examining the complexities of political strategies to dismantle affirmative action in higher education admissions, what it means to opt out of public education, and the controversies and disagreements over free speech and the diversity of viewpoints on college campuses.

Her scholarship has appeared in journals such as *American Educational Research Journal*, *Educational Researcher*, *Harvard Educational Review*, *Journal of Higher Education*, and *Journal of Social Philosophy*. In addition, she has published three books: 1) *Living with Moral Disagreement: The Enduring Controversy about Affirmative Action* (University of Chicago Press, 2016); 2) *Affirmative Action Matters: Creating Opportunities for Students around the World* (with Laura D. Jenkins, Routledge, 2014); and 3) *Embracing Race: Why We Need Race-Conscious Education Policy* (Teachers College Press, 2002)

Post Lecture Reception

7:00 am – 8:00 pm | Atrium/Harborview

R. FREEMAN BUTTS LECTURE

Friday, November 1st

5:30 pm – 7:00 pm | Constellation B



Wayne Au

University of Washington, Bothell

A Pedagogy of Insurgency: Teaching and Organizing for Radical Racial Justice in Our Schools

Introduction by Maria Isabel Morales
The Evergreen State College

We understand the terrors of this historical moment: rising white nationalism and white supremacist violence, xenophobia, homophobia, sharpening economic inequality, homelessness and underemployment, neoliberal assaults on workers and the environment, Islamophobia, attacks on immigrants, kids in cages. While schools are guilty of perpetuating some of these terrors, they have also been sites of significant movements for justice. Drawing on his experience organizing for Black Lives Matter in School, as well as for K-12 Ethnic Studies, in this address, Dr. Wayne Au will discuss the power of teachers, school communities, and professors to organize against white supremacy through activism and teaching. In doing so, Dr. Au suggests that, given the tenor of our times, we must be committed to a pedagogy of insurgency as we work for racial justice in schools.

Wayne Au is a Professor in the School of Educational Studies and is currently serving as the Dean of Diversity & Equity (Campus Diversity Officer) for University of Washington Bothell. He is a long-time editor for the social justice teaching magazine, *Rethinking Schools*, and his work focuses on both academic and public scholarship about high-stakes testing, charter schools, teaching for social justice, and anti-racist education. Recently, Dr. Au has been working in the Puget Sound area to support Black Lives Matter and Ethnic Studies in Seattle Schools and surrounding districts. His recent books include *Rethinking Ethnic Studies* (co-edited with Tolteka Cuahatin, Miguel Zavala, & Christine Sleeter, Rethinking Schools, 2019), *Teaching for Black Lives* (co-edited with Dyan Watson and Jesse Hagopian, Rethinking Schools, 2018), *A Marxist Education* (Haymarket, 2018), and *Reclaiming the Multicultural Roots of the U.S. Curriculum* (co-authored with Anthony Brown and Dolores Calderon, TC Press, 2016). He was honored with the UWB Distinguished Teaching Award in 2015, given the William H. Watkins award for scholar activism from the Society of Professors of Education in 2017, and was honored with the Distinguished K-12 Educational Leader Award from the Evergreen State College MiT program in 2019.

Post Lecture Reception

7:00 pm – 8:00 pm | Atrium/Harborview

PRESIDENTIAL ADDRESS

Saturday, November 2nd

3:30 pm – 5:00 pm | The Maryland Suite (Frederick)



Roland Sintos Coloma

Wayne State University

Decolonizing Urban Education

Introduction by Binaya Subedi
The Ohio State University

Roland Sintos Coloma is professor and assistant dean of Teacher Education and co-director of the Kaplan Center for Research on Urban Education at Wayne State University in Detroit, Michigan. A student of history, cultural studies, and education, his research and teaching focus on urban and global education; curriculum, policy, and teacher preparation; race, sexuality, diaspora, and intersectionality; equity and anti-oppression. Roland is working on three projects: a book on US empire and Filipino education in the early 20th century; an encyclopedia volume on diversity, democracy, and social justice; and a research project on teacher diversity, pathways, and cultural competence. He is a recent past editor of the *Educational Studies* journal, and currently serves as program co-chair of the Social Context of Education Division (Division G) of the American Educational Research Association (AERA). He received the 2017 Distinguished Scholar Award and 2015 Article of the Year Award from AERA's Asian Pacific American and Queer Studies special interest groups, respectively. In 2018, he was honored by the National Ethnic Press and Media Council of Canada for his distinguished service to education and community. Born in the Philippines and raised in California, Roland grew up in an immigrant, working-class family. He completed his BA and MA at the University of California, Riverside, his teaching credential at the California Polytechnic State University, Pomona, and his PhD in Cultural Studies in Education with a Minor in African American and African Studies at The Ohio State University. Prior to joining Wayne State University, he was a high school English teacher and a university student affairs staff member in the Los Angeles area, and was a faculty member and administrator in Ohio (Miami and Otterbein universities), Kentucky (Northern Kentucky University), and Canada (OISE University of Toronto).

BUSINESS MEETING AND AWARDS CEREMONY

5:15 PM – 6:45 PM | The Maryland Suite (Frederick)

FEATURED INVITED SESSIONS

Details on the pages that follow.

Lifetime Achievement Award Special Session

Thursday, October 31st 1:45 pm – 3:15 pm | Chesapeake A

President-Elect Invited Session

Friday, November 1st 3:30 pm – 5:00 pm | Constellation D

Presidential Invited Session

Saturday, November 2nd 12:00 pm – 1:30 pm | Constellation B

Past President's Invited Session

Saturday, November 2nd 1:45 pm – 3:15 pm | Constellation C

GRADUATE STUDENT COALITION INVITED SESSIONS

Details on the pages that follow.

AESA Graduate Student Coalition Invited Session

Thursday, October 31st 3:30 pm – 5:00 pm | Constellation D

AESA Graduate Student Coalition Invited Session

Saturday, November 2nd 1:45 pm – 3:15 pm | Chesapeake A

LIFETIME ACHIEVEMENT AWARD WINNER SPECIAL SESSION

Thursday, October 31th
1:45 pm – 3:15 pm | Chesapeake A



Cynthia B. Dillard (Nana Mansa II of Mpeasem, Ghana, West Africa)

The University of Georgia

(Re)membering the Work that is Mine to Do: A Talk with Cynthia B. Dillard

In this special session, the 2019 AESA Lifetime Achievement Award winner, Dr. Cynthia B. Dillard will share some opening remarks about the meanings of a lifetime of foundations work and then engage in a dialogue with all those in attendance through a question and answer session that she will facilitate.

Dr. Cynthia B. Dillard (Nana Mansa II of Mpeasem, Ghana, West Africa) is the Mary Frances Early Professor in Teacher Education in the Department of Educational Theory and Practice at The University of Georgia. Her research interests include critical teacher education, spirituality in education, and African/African American feminist studies. Beyond numerous published articles, book chapters, and scholarly presentations across the globe, two of her books, *On spiritual strivings: Transforming an African American woman's academic life* (SUNY Press, 2006) and *Learning to (re)member the things we've learned to forget: Endarkened feminisms, spirituality and the sacred nature of research* (Peter Lang, 2012) were selected as Critics' Choice Book Award winners by the American Educational Studies Association (AESA). Her fourth book, *We (Re)member: Black women teachers and the spirit of our work* is currently under contract with Beacon Press and will be published in 2020. In addition to receiving numerous awards related to teaching, Dr. Dillard was the 2012 recipient of the AERA Distinguished Contributions to Gender Equity in Education Research Award, given for her distinguished research and practices that advance public understanding of gender in education. She also received the Division G Henry T. Trueba Award at the 2016 AERA annual meeting. This prestigious award honors a researcher whose scholarship and teaching has led to the transformation of the social context of education. Dr. Dillard is also the Director of the University of Georgia's Ghana Study Abroad in Education Program and has founded and directs a preschool and elementary school in Mpeasem (M-pee-a-sem) in the Central Region of Ghana, West Africa. There, she also holds the distinct honor of being enstooled as Queen Mother of Development (Nkosua Ohemaa) for the village, an esteemed lifetime leadership position within the community. She also offers numerous and popular retreats to Ghana, West Africa through her small business, Full Circle Retreats. In addition, Dr. Dillard serves as the Executive Director and President of GIVE.BUILD.SHARE, a nonprofit organization designed to support educational opportunities for children and families by building schools in Ghana.

PRESIDENT-ELECT INVITED SESSION

Friday, November 1st
3:30 pm – 5:00 pm | Constellation D

Critical Community Building with and among LGBTQ People in Education

Participants



Lance T. McCready
University of Toronto, Ontario



Boni Wozolek
Penn State Abington



Dana Stachowiak
University of North Carolina, Wilmington

Chair



Silvia Cristina Bettez
University of North Carolina, Greensboro

Join us for an intimate conversation between LGBTQ-identified scholars who engage in LGBTQ-focused research. Panelists will discuss LGBTQ-centered research, supporting LGBTQ students, how LGBTQ scholars might support one another, and suggestions for those who wish to work in solidarity with LGBTQ peers.

PRESIDENTIAL INVITED SESSION

Saturday, November 2nd
12:00 pm – 1:30 pm | Constellation B

Diversity, Democracy, and Social Justice in Education

Chair



Jeong-eun Rhee
Long Island University



George Sefa Dei
OISE University of Toronto, Canada



Cynthia Dillard
(Nana Mansa II of Mpeasem, Ghana, West Africa)
University of Georgia



Nirmala Erevelles,
University of Alabama



Fazal Rizvi
University of Melbourne, Australia

PAST PRESIDENT'S INVITED SESSION

Saturday, November 2nd
1:45 pm – 3:15 pm | Constellation C

Author Meets Critics: Subjectivities, Identities, and Education after Neoliberalism by Abraham P. DeLeon

Chair



Hilton Kelly
Livingston College

Discussant



Abraham DeLeon
University of Texas, San Antonio

Participants



John Lupinacci
Washington State



Heather Moore Roberson
Allegheny College

In this Past President Session, AESA member Abraham P. DeLeon's new book *Subjectivities, Identities and Education after Neoliberalism: Rising from the Rubble* will be under consideration by his peers in Educational Studies. Three critics will offer an interpretation and evaluation of the book, which will be followed by a response from the author that considers points that critics raise. DeLeon's book presents a critique of contemporary neoliberalism through a metaphor of social collapse and considers what kind of person emerges from the rubble. Questioning the foundations of empiricism, standardization and "reproducible" results that reject new forms of social and political projects from materializing, DeLeon constructs a radical, interdisciplinary vision that challenges us to think about transforming our collective future(s), one in which we construct a new kind of person ready to tackle the challenges of a potentially liberatory future and what this might entail.



Boni Wozolek
Penn State Abington

GRADUATE STUDENT COALITION INVITED SESSION

Thursday, October 31th

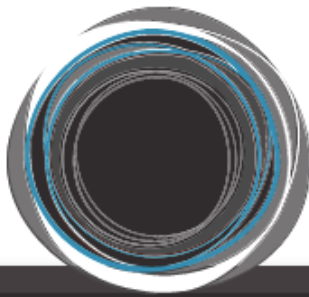
3:30 pm – 5:00 pm | Constellation D

Baltimore Racial Justice Action: Anti-Racism Workshop

Limited to 30 Participants – Pre-Registration Required

Reserve your slot: <http://bit.ly/AESAAntiracism>

Guest Speakers: Representatives from Baltimore Racial Justice Action



**Baltimore
Racial
Justice
Action**

BRJA

Racial Justice Action (BRJA) has become a hub for racial justice educational events, workshops, and consultation services in the Baltimore metropolitan area and nationally. Starting as a small group of racial equity consultants supporting each other, BRJA has grown into a staffed organization that provides training, consulting, and coaching for organizations seeking transformative change; regular workshops for individuals interested in taking action to dismantle racism; and free monthly dialogue events that explore intersections between racism and other important issues. Our work aims to inspire continuous dialogue, learning, action, and connection to achieve racial equity.

GRADUATE STUDENT COALITION INVITED SESSION

Saturday, November 2nd

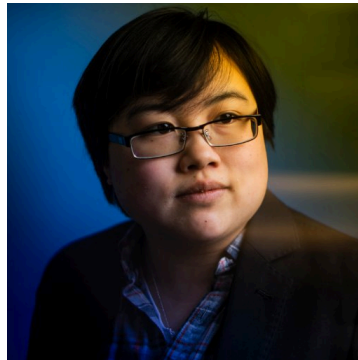
1:45 pm – 3:15 pm | Chesapeake A

Community Scholarship and Activism: Collective Struggle Beyond the Academy

Moderator: Nirmala Erevelles



Nicole Hanson,
Out4Justice Baltimore



Lydia X.Z. Brown,
Disability Justice
Advocate,
Activist, and Author



Subini Annamama, PhD,
Stanford University

Join us for a panel discussion bringing together scholars and community organizers from the local Baltimore community to discuss the intersections between racial justice and disability justice, collective struggle and organizing within and beyond the academy.

Thursday October 31, 2019

8:30 - 10:00 AM

001. AESA Executive Council Business Meeting #1

Thursday | 8:00am -12:00pm | Executive Board Room

*note this meeting runs longer than the session time

002. Building Solidarity Among Youth

Thursday | 8:30-10:00 | President

Youth Voice: Moving Toward Critical Community Building and Solidarity

Melanie Bertrand, Arizona State University; Maneka Deanna Brooks, Texas State University

Value-Creating Dialogue to Develop Empathy: Bridging Refugee Students and Their Peers in the U.S. Classroom

Ritsuko Rita, DePaul University; Yacoub Aljaffery, DePaul University

003. Love in Education

Thursday | 8:30-10:00 | Calvert

Critical Dialogue Through Love and Community: Duoethnographic Counternarratives of Leadership in a Latinx Precollegiate Program

Antonette M. Aragon, Colorado State University; Hsiao-Ching (Kirsten) Lin Hehn, Colorado State University

Teaching (and Learning) Through Despair with Philosophy and Love as Hope

Becky L. Noël Smith, California State University, Fresno; Randy Hewitt, University of Central Florida

"We Use Math to Build Good Power": Radical Love in a Community-Based Summer Mathematics Program

Carolyn Hetrick, University of Michigan

Thursday October 31, 2019

004. Practices, Assessment, and Curricular Tools in Teacher Education

Thursday | 8:30-10:00 | Lombard

Archives in the Classroom and Community

Min Yu, Wayne State University; Christopher B. Crowley, Wayne State University; Meghan Courtney, Wayne State University; Dan Golodner, Wayne State University

Building Civility and Citizenship in Fifth-Year Residency Program

Martha Ritter, Cabrini University

Critical Literacy Practices: Investigating a Beginning Teacher's Journey from Preservice Teacher to First-Year Teacher

Katherine E. Batchelor, Miami University

005. Teaching and Learning and Relationships Between Individuals, Community, and Democracy

Thursday | 8:30-10:00 | Camden

Shifting Narratives of Personalized Learning

Nick Welna, Teachers College, Columbia University

Three Varieties of Communitarianism: Enlivening Educational Reform and Building Community

Suzanne Rice, University of Kansas

Developing Educational Theory Materially Supportive of Democratic Teaching

Greg Seals, College of Staten Island/CUNY

(Reveal)ing (Rebel)lious Traditions and Perspectives for Understanding Education

Cristina Valencia Mazzanti, University of Georgia

006. The Contributions of Dewey to Educational Policy, Community Building, and Service Learning

Thursday | 8:30-10:00 | Douglass

Chair:

Ali H. Hachem, Stephen F. Austin State University

The Uses of Dewey: How Service-Learning Educators Structure Service-Learning

Megan Snider Bailey, The University of Alabama

Thursday October 31, 2019

Revisiting John Dewey's Theory of Community: Presenting a Challenge to Anti-democratic Community

Sam F. Stack Jr., West Virginia University

The Fantasies of Educational Policy: A Pragmatist Reconstruction

Ali H. Hachem, Stephen F. Austin State University

007. Issues and Insights in Teaching English Language Learners

Thursday | 8:30-10:00 | Pratt

Employing Critical Reflexivity Through Intersectional Approaches to Identity Texts: Anti-Oppressive Pedagogies in TESOL Teacher Education

Crissa Stephens, Georgetown University; Jamie Lee Schissel, University of North Carolina at Greensboro

A Soka Lens on the ISTE Technology Standards for Educators to Create Value and Build Community

Margaret Essig, DePaul University

"[R]ace Had Never Been an Issue": Examining White Supremacy in English Language Teaching

Chelsea Stinson, Syracuse University; Valentina Migliarini, University of Bologna

008. The Educational Technofix: Controlling Threatening Populations

Thursday | 8:30-10:00 | Chesapeake A

Participants:

Alan Stephen Canestrari, Roger Williams University

Bruce A. Marlowe, University of South Carolina Beaufort

Ann Gibson Winfield, Roger Williams University

009. Theorizing Race, Capital, and Coloniality in the Political Economy of Education

Thursday | 8:30-10:00 | Chesapeake B

Toward a Decolonial Analytic of Capital in Education

Noah De Lissovoy, University of Texas at Austin

Thursday October 31, 2019

Navigating the Ascriptive Political Economy

Frank Margonis, University of Utah

Dialectics of Disinvestment in the Ruins of Public Education

Graham B. Slater, University of Nevada Reno

010. Building Critical Community through Mindfulness in Schools - Alternative Session

Thursday | 1:45 – 3:15 | Constellation C

Tania Ramalho, SUNY Oswego

Barbara A. Beyerbach, SUNY Oswego

10:15 - 11:45 AM

011. The Impact of Anti-LGBTQ Policies

Thursday | 10:15 - 11:45 | President

Blue State Privilege: A Philosophical Argument Against State-Imposed Travel Bans

David Andrew Appleton, University of Tennessee, Knoxville; Zachary Stumbo, University of Tennessee, Knoxville

What Do You Say? Considering LGBT-Q Teachers' Responses to Student-Inquiry Regarding Personal Lives in Conservative Communities

Zachary Stumbo, University of Tennessee, Knoxville

Militant Homosexuals, Homosexual Conduct, and American Values: The Brigg's Initiative Revisited

Caitlin O'Loughlin, University of North Carolina Chapel Hill

012. Experiences of Latinx, Indigenous Latinx, and Mexican Students with Arts and Community Education

Thursday | 10:15 - 11:45 | Calvert

AmaZINE Possibilities: Anticolonial Community Building Projects of Indigenous Latinx and Xicanx Youth

Judith Landeros, The University of Texas at Austin; Pablo Montes, University of Texas at Austin

Thursday October 31, 2019

Zapatista Narrative Epistemology, Latinx-American Students

Raul Olmo Fregoso Bailon, West Chester University of Pennsylvania

“Una Biblioteca Viva”: Learning in a Community-Based Library in a Rural Indigenous Pueblo in Mexico

Luis Urrieta, University of Texas at Austin

013. Toward Realizing Dewey’s Democratic Ideal: Educating in Schools, Communities, and Fairytales

Thursday | 10:15 - 11:45 | Lombard

Chair:

Virginia Ann Worley, Oklahoma State University

The Decorative Fairytale: An Aesthetic Learning Experience

Lori A. Palmer, Connors State

Education for a Democracy or Schooling for Capitalism? The Case for Dewey in the 21st Century

Jessica A. Bridges, Oklahoma State University

Analyzing School-Place Renaming through the Deweyan Lens of ‘Habit’

Joan A. Brown, Oklahoma State University

Discourses on Discipline: Analyzing Foucault’s Concept of Discipline through a Deweyan Theoretical Lens

Jinan A. El Sabbagh, Oklahoma State University

Dewey’s Philosophy of Democracy and Education: A Philosophy of Educating to Prevent War

Virginia Ann Worley, Oklahoma State University

014. Access Granted, Perspectives Denied: Challenges to Telling the Stories of Desegregation in Southern Educational Institutions through Archival Data

Thursday | 10:15 - 11:45 | Camden

Chair:

Natalie Guice Adams, University of Alabama

Thursday October 31, 2019

Participants:

James Adams, Mississippi State University
Jean Swindle, East Tennessee State University
Amanda Ingram, The University of Alabama

015. Activism and Organizing for Social Justice

Thursday | 10:15 - 11:45 | Pratt

Blessed are the Organized (for Power): Faith-Based Organizing as Catalyst or Partner for Educational Equity

Timothy Conder, University of North Carolina at Chapel Hill

A Past to Cherish and a Future to Fulfill: A Conversation Between Black Female Student Activists from the SNCC Era and Contemporary Movement.

Tracia Cloud, Brenau University

A Voice for Tomorrow: Inspiration, Moral Authority and the Young Activist

Jennifer Bethune, Brock University

Affective Relationality & More Than Human Activist Research

S. Gavin Weiser, Illinois State University

016. Through the Eyes of a Commodity: International Adoption and the Economics of "Missing Persons" Identity - Alternative Session

Thursday | 10:15 - 11:45 | Chesapeake A - Alternative Session

Andrew Garbisch, University of North Carolina at Chapel Hill

017. Narratives of Resistance in a Post-Truth Era

Thursday | 10:15 - 11:45 | Chesapeake B

Chair:

Juan Carrillo, University of North Carolina at Chapel Hill

Discussant:

Noah De Lissovoy, University of Texas at Austin

Thursday October 31, 2019

Participants:

Shiv R. Desai, University of New Mexico

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

Jason Mendez, University of Pittsburgh

Sue Kasun, Georgia State University

Berenice Alfaro-Ponce, Universidad Autónoma del Estado de Hidalgo

018. Journey Lines of Courage: Stories of Courageous Acts that Lead to Educational Justice - Alternative Session

Thursday | 10:15 - 11:45 | Constellation C

Chair:

Gretchen Givens Generett, Duquesne University

Participants:

Amy Olson, Duquesne University

Ramona Crawford, Duquesne University

Triantafyllia Sarri, Duquesne University

019. Self-Study of Intersectional and Emotional Narratives: Narrative Inquiry, Dis/ability Studies in Education, and Praxis

Thursday | 10:15 - 11:45 | Constellation D

Chair:

Emily Nusbaum, Independent Scholar

Participants:

Lisa Boskovich, Chapman University

David Hernandez-Saca, University of Northern Iowa

Mercedes Adell Cannon, Indiana University-Purdue University Indianapolis

Laurie Gutmann Kahn, Moravian College

Thursday October 31, 2019

12:00 – 1:30 PM

020. Considering the Impact of Meritocracy and Deficit Perspectives on the Organization of Schools and Research Outcomes

Thursday | 12:00 – 1:30 | President

Creating & Commodifying the Neoliberal Self: A Weberian Analysis of an International Education Course

Ashlee Anderson, University of Tennessee and Andrea Arce-Trigatti, University of Tennessee

Falling Further Behind: Inflating Inequities in a Schooled Society

Sarah D. Greywitt, Kent State University

The Story of Me. The Story of We. The Story of Us: Disrupting Merit Narratives that Undermine Success for Urban Youth

Amy Olson, Duquesne University and Gretchen Givens Generett, Duquesne University

Examining “Diversity” Research in Educational Psychology: Deficit Discourses and Individualizing Responsibility

Kamden Strunk, Auburn University, Wilson Lester, Auburn University and Payton Hoover, Auburn University

021. Examining Oppressive Dynamics in Schools: Rezoning, School Choice, Privatization, and Neoliberalism

Thursday | 12:00 – 1:30 | Calvert

The Politics of School Rezoning: Social Movements, Settler Colonialism, and the Culture of Home Ownership

Jennifer Bickham-Mendez, The College of William and Mary; Amy Quark, The College of William and Mary; Kayla Nicole Aaron, The College of William and Mary

Persistence as Protest: Willful Coalition Building Amidst School Choice Privatization

Alycia Elfreich, Indiana University; Charity Scott, The Ohio State

Exploratory Study: Neoliberalism, Managerialism, and ‘New Racism’ at a Racially Integrated ‘Prestige’ Urban Charter School

Jeremy Lee Singer, Wayne State University

Thursday October 31, 2019

022. Issues in Rural and Urban School Contexts

Thursday | 12:00 – 1:30 | Lombard

Family-School Partnerships in Rural Middle Schools: How Can We Connect?

Anthony Andrew Barton, University of North Carolina at Wilmington; Jennifer Krystal West, Public Schools of Robeson County

Tech Inequity: Preservice Teachers Combating the Digital Divide in an Urban School

Abiola Farinde-Wu, University of Massachusetts Boston; Aaron J. Griffen, DSST Public Schools

You've Got (No) Mail: Rural Schools and the Technology Divide

Abigail Spencer Ruth, Georgia State University

023. Disability Studies Pedagogy and What Students' Lived Experiences Have to Offer Pedagogical Praxis

Thursday | 12:00 – 1:30 | Camden

Spatiality of Collective Accountability Across Higher Education Institutions: Evolving Towards a Culture of Anti-Ableist Interdependence

Holly Pearson, Framingham State University

A Qualitative Investigation of Teaching and Learning Mathematics from a Non-Visual and Disability Studies Perspectives

Ishtiaq Ahmed, The Ohio State University

Interdependence and Collective Access as Disability Studies Pedagogy

Joanne Woiak, University of Washington; Devva Kasnitz, Society for Disability Studies, CUNY

024. Learning to Re-member What We've Been Taught to Forget Curriculum in the/as the Afterlife of Slavery

Thursday | 12:00 – 1:30 | Douglass

Chair:

Denise Taliaferro Baszile, Miami University

Participants:

Rachel McMillan, Miami University

Phyllis Kyei Mensah, Miami University

C. Darius Gordon, University of California, Berkley

Thursday October 31, 2019

025. Moving Outdoors in Education: Lessons From an Urban Community Garden, the Forest

Thursday | 12:00 – 1:30 | Pratt

Re-imagining Posthuman Science Education: The Outdoor School as a Site of Critical Ethnographic Research

Tristan Gleason, Moravian College

Forest Kindergarten: Participants' Perceptions of a Novel Approach to Public School Kindergarten

Christopher Michael Hansen, University of Tennessee Chattanooga; Rebecca Boyer, University of Tennessee Chattanooga

“Creating the World Anew:” An Urban Garden’s Community-Building Public Pedagogy

Lisa M. Perhamus, Grand Valley State University; Myrtle Thompson-Curtis, Freedom Growers

026. Models of Solidarity with Communities and Schools in South Texas: One University’s Experience

Thursday | 12:00 – 1:30 | Chesapeake A

Whose Side are We On?: A Call for Critical Solidarity with Participants in Education Research

Michael Lee Boucher, Jr., Texas A&M University- San Antonio

Coming Together: How a University Partnership Empowered a School to Restructure and Reconnect with an Urban Community.

Karen Louise Boucher Burgard, Texas A&M University- San Antonio

Preservice Teachers Experiences in Literacy Instruction: Community Partnership in Action

Ramona Pittman, Texas A&M University- San Antonio; Rebekah Piper, Texas A&M University- San Antonio

Building Capacity from Within: An Examination of a Solidarity Leadership Program on Student Self-Efficacy from Underrepresented Populations

Lawrence Scott, Texas A&M University- San Antonio

Partners, Unconventional Practices: Reconceptualizing Research Partnerships to Promote Community Building

Melissa Jozwiak, Texas A&M University- San Antonio

Thursday October 31, 2019

027. Writing as an Act of Rebellion: United Voices of LGBTQ Scholars of Color in Academia - Alternative Session

Thursday | 12:00 – 1:30 | Chesapeake B

Participants:

Ethan Trinh, Georgia State University

Luis Javier Pentón Herrera, Maryland TESOL

028. Building Critical Communities through Experiential Education - Alternative Session

Thursday | 12:00 – 1:30 | Constellation C

Participants:

Frannie Varker, UNC Greensboro

Evan Small, Elon University

029. Beyond Education: Radical Studying for Another World

Thursday | 12:00 – 1:30 | Constellation D

Chair:

Erin Dyke, Oklahoma State University

Discussant:

Eli Meyerhoff, Duke University

Beyond Education: Radical Studying for Another World

Eli Meyerhoff, Duke University

Haciendo Camino Juntos: A Latinx Youth-Centered Praxis of Healing and Transformation

Edwin Mayorga, Swarthmore College

Education Beyond Boundaries: The Pedagogy of C.L.R. James

Amanda Huron, University of the District of Columbia

The Limits of “Education” in Contemporary K12 Teacher Labor Organizing

Erin Dyke, Oklahoma State University

Before We Wake Up: Creating School Spaces Deserving of Lives, Languages, and Knowledge

Jenna Cushing-Leubner, University of Wisconsin-Whitewater

Thursday October 31, 2019

1:45 – 3:15 PM

030. Building Critical Community and Solidarity for Racial Justice

Thursday | 1:45 – 3:15 | President

Building Cross-Racial Solidarity through Counterstory: Critical Race Theory as Embedded Practice

Benjamin Blaisdell, East Carolina University

Critical Community Building in Action: A Triad of Faculty, Graduate and Undergraduate Students Working for Racial Justice

Brittany Aronson, Miami University; Dominique Brown, Miami University; Jazmin Tangi, Miami University

Building Critical Community through School-Wide Study Groups on Anti-Racism Education

Tania Ramalho, SUNY Oswego

031. Disrupting Teachers' Initial Conceptions When Teaching Social Justice

Thursday | 1:45 – 3:15 | Calvert

Discourses of Complicity in Social Justice Education

Robyn Stout Sheridan, SUNY New Paltz

Disruption as Habit: What Mr. Duncan is Good For

Elizabeth Self, Vanderbilt University

032. Issues of Civility and Diversity in Higher Education

Thursday | 1:45 – 3:15 | Lombard

"Diversity and Inclusion and Free Speech and Civility": Oppression and Marginalization through Diversity Rhetoric

Kamden Strunk, Auburn University; Hannah Carson Baggett, Auburn University; Ivan Watts, Auburn University

Contemporary CDOs and Plantation Drivers: Critical Considerations for Leading Institutional Change Efforts in Divisive Times

Franklin Tuitt, University of Denver

Thursday October 31, 2019

Nurturing Idiocy: The Curious Case of Prager University

Peter C. Renn, Seattle Pacific University; Trisha Engel, Indiana University; Pamela Jane Konkol, Concordia University Chicago

033. What's Disability Got to Do With It?: Educational Studies and its Intersectionalities

Thursday | 1:45 – 3:15 | Camden

Chair:

Lisa Loutzenheiser, University of British Columbia

Discussant:

Nirmala Erevelles, University of Alabama

A Brief Contextualizing of Intersectionalities and Critical Disability Studies

Lisa Loutzenheiser, University of British Columbia

The Problem Isn't Yourself Overcoming, it's Other People overcoming you": A Decolonizing Global Mental Health DSE Curricular Cripstemology

David Hernandez-Saca, University of Northern Iowa; Laurie Gutmann Kahn, Moravian College

Haunted Trauma Narratives of Inclusion, Race, and Disability in a School Community

Irene Yoon, University of Utah

Same As it Ever Was: The Nexus of Race, Ability, and Place

Julia Maxine White, Syracuse University

034. The Impact of Social Movements

Thursday | 1:45 – 3:15 | Douglass

Critical Connections Between Communities: The Polynesian Panthers of Aotearoa and the US Black Power Movement(s)

Jeremiah Sataraka, Washington State University

Paulo Freire's Liberatory Pedagogy and Feminist Movements in Education

Miriam Furlan Brighente, Eastern Michigan University

José Martí's Vision for Education in the Cuban Republic and What Remains Today

Denni Blum, Oklahoma State University

Thursday October 31, 2019

035. Whiteness, Colonialism and American Exceptionalism in History and Social Studies Curriculum

Thursday | 1:45 – 3:15 | Pratt

The Passive Investment in Whiteness: Tracing Epistemic and Discursive Violence in World History Curriculum

Tadashi Dozono, California State University Channel Islands

Dismantling Technologies of Whiteness in the History Classroom

Travis Seay, University of Florida

Teaching Settler Colonialism: K-12 Anti-Colonial Curricula for Majority Settler Classrooms

Gardner Seawright, The Prairie School; Anne Innis, University of Utah

Hypocrisy, Education, and the Teaching of Human Rights Violations

Hannah Spector, Penn State University - Harrisburg

036. Sharing the Burden Differently: A Loving Critique of Critical Whiteness Studies

Thursday | 1:45 – 3:15 | Chesapeake B

Chair:

Ariana Yang, University of Minnesota

Disrupting the Insulation of Whiteness: When/Where/How Scholars of Color Enter the Space of Critical Whiteness Studies

Ariana Yang, University of Minnesota

Queer Subjectivities in Critical Whiteness Studies: The Possibilities and Paradoxes of Antiracist Teaching

Finn Schneider, University of Minnesota Twin Cities

The Praxis of Equity Consciousness

Noah "NuhuBabuKubwa" Isaiah Sims, University of Minnesota

Critical Responsibility Beyond the U.S. Context

Younkyung Hong, University of Minnesota

Toward Intersectional Collectivity in Critical Whiteness Studies

Thursday October 31, 2019

Ann Mogush Mason, University of Minnesota; Ryan C. Kiesel, University of Minnesota; Noah "NuhuBabuKubwa" Isaiah Sims, University of Minnesota; Younkyung Hong, University of Minnesota; Finn Schneider, University of Minnesota Twin Cities; Ariana Yang, University of Minnesota

037. Latin American Foundations of Education. Argentina, Mexico, Chile and U.S./Mexico border: Teacher Education and Epistemology

Thursday | 1:45 – 3:15 | Constellation C

Chair:

Raul Olmo Fregoso Bailon, West Chester University of Pennsylvania

Discussant:

Sheila Shannon, University of Colorado Denver

Teacher's Identity in Higher Education: Testimonials from Mexican teachers

Maura Pompa Mansilla, National Autonomous University of Mexico

Interculturality and Educational Field in Argentina: Reflections from Ethnographic Research

María Laura Diez, Universidad de Buenos Aires

Borderland Pedagogies of Cariño: Revealing the Interpersonal and Intimate Aspects of Care

Ganiva Reyes, Miami University

Teacher Educator's Responses to Policy in Chile

Maria Beatriz Fernandez, Universidad de Chile

038. Lifetime Achievement Award Winner Special Session: (Re)membering the Work That Is Mine to Do: A Talk with Cynthia B. Dillard (Nana Mansa II of Mpeasem, Ghana, West Africa)

Thursday | 1:45 – 3:15 | Constellation D

3:30 – 5:00 PM

039. Dare We Adopt A Justice Oriented Approach to Teacher Preparation? Re-Centering Students, Schools, and Communities

Thursday | 3:30 – 5:00 | President

Thursday October 31, 2019

Chair:

Nooshin Shafaei, University at Buffalo, SUNY

Discussant:

Isabel Nuñez, Purdue University Fort Wayne

A Justice Oriented Approach to Teacher Preparation: The UBTR

Suzanne Rosenblith, University at Buffalo, SUNY

Modularization: Transforming Curriculum and Pedagogy

Julie Gorlewski, University at Buffalo, SUNY

Collaborative Professionalism

Corrie Stone Johnson, University at Buffalo, SUNY

Teacher Residency Summer Institute: Creating a Shared Narrative

Amanda Winkelsas, University at Buffalo, SUNY; Elisabeth Etopio, University at Buffalo, SUNY

040. Youth and Young Adult Activism

Thursday | 3:30 – 5:00 | Calvert

Precarious Choreography: Activists and Academics in Collaboration

S. Gavin Weiser, Illinois State University

Student Activism: The Governmentality of Race, Class, Gender, and Sexuality

Gerson Sanchez, Florida International University; Benjamin Baez, Florida International University

Mobilizing Youth Voices for Racial Justice & Democracy

Erika C. Bullock, University of Wisconsin-Madison; Bianca J. Baldrige, University of Wisconsin-Madison; Kendra P. Alexander, University of Wisconsin-Madison; John B. Diamond, University of Wisconsin-Madison

041. The Impact of Iconography, Names, and Sounds on the Lived Experiences in Schools

Thursday | 3:30 – 5:00 | Lombard

American Iconography: National Symbolism in the Architectural Ornamentation of Progressive Era Public Schools

Thursday October 31, 2019

Benjamin Parker, Millersville University

A Call for Soundscape in Classroom Critical Discourse Analyses

Sarah Bausell, UNC Chapel Hill

The Perceptions and Effects of Schools' Names on Black Professional Educators and Their Students

Gregg Suzanne Ferguson, Educational Leadership

042. Reclaiming the Parenthetical: Rebuilding Community via Critical Disability Studies and Curriculum Studies

Thursday | 3:30 – 5:00 | Camden

Chair:

Nirmala Erevelles, University of Alabama

Discussant:

Rubén Gaztambide-Fernández, Ontario Institute for Studies in Education

Participants:

Gillian Parekh, York University

Elizabeth Grace, Independent Scholar

Lisa Loutzenheiser, University of British Columbia

Nirmala Erevelles, University of Alabama

043. Toward Mending Divisions: Critical Scholars' Auto-Ethnographic Community-Building Efforts

Thursday | 3:30 – 5:00 | Douglass

Islamophobia and Parrhesia: Knots of Truth-Telling in Institutional Spaces

Amanda Bethel Richey, Kennesaw State University

Bearing Witness: Solidarity Through Listening to Hanade in Birzeit, Palestine

Anita Bright, Portland State University

Complexity: Anti-racist Whites' Facilitation of Native Science Learning with Teachers in Mexico

Sue Kasun, Georgia State University; M. Garrett Delavan, California State University, San

Marcos; Sara Itzel Bareirra Arcos, Universidad Veracruzana Intercultural; Angelica Hernandez

Vasquez, Universidad Veracruzana Intercultural

Thursday October 31, 2019

044. Lived Experiences of Minoritized Students in Higher Education

Thursday | 3:30 – 5:00 | Pratt

Differences and Commonalities Among Caribbean Student Experiences

Hazael Andrew, Student

Resisting Conformity: How College Students Build Identity Alongside Community

Blake R. Silver, George Mason University

Building a Foundation of Love: Let's Write Toward Compassion, Connections, Bridging and Rebornness

Ethan T. Trinh, Georgia State University

045. Decolonizing Education: From Policy to Pedagogy and Research Part I – Alternative Session

Thursday | 3:30 – 5:00 | Chesapeake A

Participants:

Joe Palencia, Miami University

Rachel McMillian, Miami University

Phyllis Kyei Mensah, Miami University

Lisa D. Weems, Miami University

046. Countering Coloniality

Thursday | 3:30 – 5:00 | Chesapeake B

Positioning Afrofuturism as a Counternarrative to Colonialist Logics to Build Critical Community in the K-12 Classroom

Dara Nix-Stevenson, The Experiential School of Greensboro; Laura Shelton, The Experiential School of Greensboro

Working Against Colonial Reproduction in Higher Education: Embracing a Decolonial Epistemological and Pedagogical Approach

Yvette Prinsloo Franklin, University of Tennessee/Tennessee Technological University; Björn Freter, Independent Researcher

Thursday October 31, 2019

Latin American Foundations Of Education: From Postcolonialism, Coloniality Of Power to Ayotinapa and the Normalistas.

Raul Olmo Fregoso Bailon, West Chester University of Pennsylvania

Schooling as a Technology of Manufactured Consent: Settle Colonialism in Central Asia

Nigora Erkaeva, Eastern Michigan University

047. Tracking the Money I: Conservative Philanthropies, Ideologies, and Actions Shaping U.S. Educational Policy and Practice

Thursday | 3:30 – 5:00 | Constellation C

Chair:

Kathleen deMarrais, University of Georgia

Discussant:

T. Jameson Brewer, University of North Georgia

Ideology and the Education Debate: Examining the Powell Memorandum's Influence on Education Policy and Neoliberal Reform Models

Jamie Craig Atkinson, Missouri State University

The Federalist Society and the Institute for Justice

Brian Wayne Dotts, University of Georgia

U.S. Secretary of Education Betsy DeVos: A Career of Philanthropic and Political Efforts to Dismantle Public Education

Jamie Lewis, Georgia Gwinnett College

Lifelong Learning and Local news: How Sinclair Broadcasting and the Nationalization of Local News is Miseducating Our Communities

Janie R Copple, University of Georgia; Brigitte Adair Herron, The University of Georgia;

Kathleen deMarrais, University of Georgia

Thursday October 31, 2019

048. Graduate Student Council Session: Anti-Racism Workshop with Baltimore Racial Justice Action- Alternative Session

Thursday | 3:30 – 5:00 | Constellation D

Chair:

Robin Roscigno, Rutgers University

Discussant:

Nora A. Devlin, Rutgers Graduate School of Education

049. Committee for Academic Standards and Accreditation Business Meeting

Thursday | 3:30 – 5:00 | Executive Boardroom

Evening Lecture and Reception

050. George F. Kneller Lecture

Thursday | 5:30-7:00 | Constellation B

051. George F. Kneller Reception

Thursday | 7:00 – 8:00 | Atrium/Harborview Room

Friday November 1, 2019

8:30 - 10:00 AM

052. Diverse Decolonial Perspectives of Epistemology, Methodology, and Professional Development

Friday | 8:30 – 10:00 | President

Decolonization and Black Feminist Perspectives on Studying Caribbean Higher Education
Stephanie Bent, University of Maryland-College Park

From Critical Epistemologies to Decolonial Epistemologies in Latin America
Raul Olmo Fregoso Bailon, West Chester University of Pennsylvania

Decolonial Relational Space for Latinx Urban Leadership
Brenda Rubio, New Mexico State University; Christopher Milk Bonilla, Texas State University – San Marcos; Randy Bell, University of Texas at Austin

053. Conceptualizing Slow Philosophies of Education: Circulation, Violence, Study

Friday | 8:30 – 10:00 | Calvert

Chair:

Graham B. Slater, University of Nevada Reno

Resisting the Circulation Fetish: Negotiating the Politics of Speed and Quantity in Education
Jonathan Crocker, University of Nevada, Reno

Racial Capitalism, Ecological Domination, and the Slow Violence of Schooling
Graham B. Slater, University of Nevada Reno

On the (Im)Possibilities of Philosophy: Slow Study, Epistemic Mattering, and the Politics of Deceleration
Gregory N. Bourassa, University of Northern Iowa

054. Student-Teacher Dynamics: Power, Agency, and Relationality

Friday | 8:30 – 10:00 | Lombard

Is Grit All Good or All Bad?: Considering a Balanced Approach
Sarah D. Greywitt, Kent State University

Friday November 1, 2019

Memories of a Critical Urban Classroom: Today's Impact

Lynn Gatto, University of Rochester/ Warner School

Reframing Student Oppositional Behavior through the Theoretical and Ideological Lens of Resistance and Resilience

Lena Elaine Boraggina-Ballard, Wayne State University

Teacher Flight: An Examination of Teacher Residency Requirements and Student-Teacher Relationships

Thomas Noel, DePaul University

055. Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis– Part I

Friday | 8:30 – 10:00 | Camden

Chair:

Nirmala Erevelles, University of Alabama

Discussant:

Elizabeth Grace, Independent Scholar

Am I the Curriculum?

Alyssa Hillary, University of Rhode Island

Dominant Narratives, Subjugated Knowledges, and the Writing/Righting of the Story of Disability in K-12 Curricula

Priya Lalvani, Montclair State University; Jessica Bacon, Montclair State University

Disciplined to Access the General Education Curriculum: Girls of Color, Dis/abilities, and Specialized Education Programming

Mildred Boveda, Arizona State University; Ganiva Reyes, Miami University, Oxford Ohio; Brittany Aronson, Miami University

Unlearning Through Mad Studies: Disruptive Pedagogical Praxis

Sarah Snyder, Ontario Institute for Studies in Education; Kendra Ann-Pitt, York University; Jijian Voronka, University of Windsor; Fady Shanouda, University of Toronto; Jenna Reid, Ryerson University

Friday November 1, 2019

056. Considering and Troubling Educational Access, Retention, and Opportunities

Friday | 8:30 – 10:00 | Douglass

Bilingual Education as Pathway for Community Building and Educational Access

Christina Passos DeNicolò, Wayne State University

“College for All” and the Silencing of Minoritized Student Voices

Lori Ann Noll, University of Pennsylvania

The Determinants of Women Dropping out of University? Empirical Study from Moroccan Data

Jabrane Amaghous, Cadi Ayyad University; Aomar Ibourk, Cadi Ayyad University

Opening the Gateway and Closing the Opportunity Gap: Seminar Instruction for Emerging Algebra Students

Rhonda Jeffries, University of South Carolina

057. Disrupting, Challenging, and Surfacing Narratives and Discourses from Early Childhood to Higher Education

Friday | 8:30 – 10:00 | Pratt

Disrupting Dominant Discourses in Early Childhood Education: Collaborative Action Research that Challenges the Status Quo

Tricia McCloskey, University of Toledo

Educating Tensions: On Religious and Queer Discourses in Teacher Education

Kevin J. Burke, University of Georgia; Adam Greteman, School of the Art Institute of Chicago

Intersectional Media Literacy: Working with Black and Brown Girls on Popular Culture Representations

Jennifer Esposito, Georgia State University; Venus Evans-Winters, Illinois State University

058. Creating Community Within a Classroom through Collaborative, Hands-On Investigations: An Interactive Duo-Currere - Alternative Session

Friday | 8:30 – 10:00 | Chesapeake A

Presenters:

Susan M. Johnson, Ball State University

Keri L. Rodgers, Indiana University

Friday November 1, 2019

059. Engaging the Affordances and Challenges of Race Epistemologies: Reflections on Methodological Choices and Knowledge Production

Friday | 8:30 – 10:00 | Chesapeake B

Chair:

Rosalie Rolon-Dow, University of Delaware

A Framework for Listening to Campus Racial Climate: Insights from a Storytelling Project

Rosalie Rolon-Dow, University of Delaware

Post Racist Soulcraft: Towards an Autobiography of a Pedagogical Concept

Janine de Novais, University of Delaware

Teaching Race, Studying Our Students and Ourselves: Lessons from a Self-Study with Critical Peers

Jill Ewing Flynn, University of Delaware

Centering Race: Homelessness, Critical Consciousness, and Youth Development

Ann M. Aviles, University of Delaware

060. Hablando Pa'tras: Developing Critical Conscious Bilingual Teacher Preparation Programs in Mexican-American/Latinophobic Times

Friday | 8:30 – 10:00 | Constellation C

Chair:

Racheal M. Banda, Miami University in Oxford

Discussant:

Ganiva Reyes, Miami University

To Switch or Not to Switch: Bilingual Preservice Teachers and Translanguaging in Teaching & Learning

Blanca Caldas, University of Minnesota - Twin Cities

A Figured World and the Fourth Pillar: Critical Pedagogy en Español in Bilingual Teacher Education

Luis Urrieta, University of Texas at Austin; Daniel Heiman, University of North Texas

Friday November 1, 2019

"This is What My Kids See Every Day": Bilingual Pre-Service Teachers Building on Community Cultural Wealth

Idalia Nuñez, University of Illinois at Urbana-Champaign; Katherine Talati-Espinoza University of Texas at Austin; Enrique David Degollado, Iowa State

Más Allá de la Lengua: Embracing the Messiness as Bilingual Teacher Educators

Blanca Caldas, University of Minnesota - Twin Cities; Daniel Heiman, University of North Texas

061. Decolonizing Education: From Policy to Pedagogy and Research Part II – Alternative Session

Friday | 8:30 – 10:00 | Constellation D

Participants:

Lisa D. Weems, Miami University

Simran Kaur, Miami University

Muna Altowajri, Miami University

Lateasha Meyers, Miami University

10:15 - 11:45 AM

062. Building Solidarity and Community Among Educators

Friday | 10:15 – 11:45 | President

Sista's/Hermana's Leveraging the Higher Order of Our Souls Through Feminist Solidarity and Intersectional Comunidad

Antonette M. Aragon, Colorado State University; Jennifer Esposito, Georgia State University; Venus E. Evans-Winters, Illinois State University

A Self-Study of Social Justice: How Critical Community Building Amongst Colleagues Builds Solidarity

Brittany Aronson, Miami University; Ganiva Reyes, Miami University; Katherine E. Batchelor, Miami University; Genesis R. Ross, Miami University; Rachel Radina, Miami University, Oxford Ohio

Critical Intersubjectivity: Lessons from Adrienne Brown's Emergent Strategy

Kathy McDonough, Curry College; Elizabeth Robinson, Suffolk University; Elsa Wiehe, unaffiliated

Friday November 1, 2019

063. Understanding and Combating Racism in Schools

Friday | 10:15 – 11:45 | Calvert

Decolonizing Knowledge about Antiracist Teaching: Lessons from Black Women Teacher Educators' Lived Experiences and Wisdom

Sherry L. Deckman, Lehman College - City University of New York; Esther Ohito, University of North Carolina at Chapel Hill

It Takes a Village: Resistance and Critical Community-Building by Black Mothers

Janelle Brady, University of Toronto, Ontario Institute for Studies in Education

The Personal is Pedagogy

Luis Fernando Macías, Fresno State University; Carlotta Michelle Penn, Ohio State University

064. Critical Community Building as Both Phenomenon of Interest and Foundation for a Participatory Methodology

Friday | 10:15 – 11:45 | Lombard

Chair:

Nancy Ares, University of Rochester, NY

Discussant:

Jeremy Smith, University of Rochester, NY

Participants:

Laura Cochell, University of Rochester, NY

Xia Wu, University of Rochester, NY

Linh Dang, University of Rochester, NY

065. Disability as Meta Curriculum: Epistemologies, Ontologies, and Transformative Praxis – Part II

Friday | 10:15 – 11:45 | Camden

Chair:

Nirmala Erevelles, University of Alabama

Discussant:

Gillian Parekh, York University

Friday November 1, 2019

DisCrit Solidarity as Curriculum Studies and Transformative Praxis

Subini Annamma, University of Kansas; Tamara Handy, University of Kelaniya

Through Space into the Flesh: Mapping Inscriptions of Anti-Black/Ableist Schooling on Young People's Bodies

Patricia Krueger-Henney, University of Massachusetts Boston

Precarious, Debilitated and Ordinary: Rethinking (In)capacity for Inclusion

Srikala Naraian, Teachers College, Columbia University

066. Decolonial Work, Community Building, and Inquiry in the Global-Local Context

Friday | 10:15 – 11:45 | Douglass

Chair:

Jeong-Eun Rhee, LIU Post

Participants:

Binaya Subedi, The Ohio State University

Sharon Subreenduth, University of Massachusetts, Lowell

Kakali Bhattacharya, University of Florida

067. Lessons From History Related to Race

Friday | 10:15 – 11:45 | Pratt

The Battle for Equality: School Choice from Brown v. Board to Today

Olivia R. Huddleston-Boatman, Vanderbilt University - Peabody College; Elizabeth Self, Vanderbilt University

Crimes Against Humanity: Reexamining The Tulsa Race Massacre Using Critical Race Theory

Sasha Hanrahan, Oklahoma State University

It's Because of What They Did to my Mama: Head Start, Black Motherhood, and 1960s Racial Capitalism

Kenzo Sung, Rowan University

Friday November 1, 2019

068. Using Our Voices: Advocating for Community and Social Justice

Friday | 10:15 – 11:45 | Chesapeake A

Chair:

Emily Ann Pisco, Kutztown University

Participants:

Leila Little, Kutztown University of Pennsylvania

Marlene Nanouh Fares, Kutztown University of Pennsylvania

Patti Tinsman-Schaffer, Kutztown University of Pennsylvania

069. Cross-Cultural and Global Relationality

Friday | 10:15 – 11:45 | Chesapeake B

Can We Picture Equity? Using Photo Elicitation to Critically Examine Cross-Cultural Short-Term Collaborations

Sara Clarke-Vivier, Washington College; Andrew Coppens, University of New Hampshire;

Shakuntala Devi Gopal, SUNY Buffalo; Sameer Honwad, SUNY Buffalo

NATO, and SHAPE Schools: The Importance of Continuing 70 years of Peacebuilding

Barbara J. Thayer-Bacon, University of Tennessee

Acrobatic Friendship: Peace Education for Adults in the Midst of the Political Storm

Kanako Ide, Soka University

070. “Fostering Leadership, Followership and Scholarship”: Historical Ethnographies of the Virginia Interscholastic Association 1954-1970

Friday | 10:15 – 11:45 | Constellation C

Chair:

Kawachi Ahmon Clemons, Virginia State University

Participants:

Joshua Kondwani Wright, University of Maryland Eastern Shore

Gretchen Givens Generett, Duquesne University

Kristal Moore Clemons, Virginia State University

Morgan Faison, University of Georgia

Latorial Faison, Virginia State University

Friday November 1, 2019

071. Tracking the Money II: Conservative Philanthropies Shaping U.S. Higher Education

Friday | 10:15 – 11:45 | Constellation D

Chair:

Jamie Lewis, Georgia Gwinnett College

Tracking Catholic School Funding from K-12 through Higher Education

Kevin J. Burke, University of Georgia

Is Walmart Good for Higher Education?: Tracking the Walton Family Foundation's Influence on Colleges and Universities

Kathleen deMarrais, University of Georgia; Brigitte Adair Herron, The University of Georgia

Operationalizing Toxic Ideology: How Radical Right-Wing Campus Organizations Undermine Democratic Engagement

T. Jameson Brewer, University of North Georgia

12:00 – 1:30 PM

072. Educational Studies Editorial Board Business Meeting

Friday | 12:00 – 2:00 | Executive Boardroom

*note this meeting runs longer than the session time

073. Challenging Limiting Beliefs, Offering Pedagogical Tools and Working From the Present Moment in Teaching Social Justice

Friday | 12:00 – 1:30 | President

Chair:

Kaori Takano, Fort Lewis College

Challenging System Justifying Beliefs in the Social Foundations Classroom

Abe Feuerstein, Bucknell University

Building a Pedagogical Bridge: Teaching Students to Design Software that Supports Educational Studies Scholars

Connie S. Barber, Southern Illinois University Edwardsville

Friday November 1, 2019

On the Immediacy of Social Justice or Against Future-Oriented Education
Oded Zipory, University of Dayton

074. Countering Curriculums of Violence

Friday | 12:00 – 1:30 | Calvert

How Do I Teach Students Who are Under Attack?: Lying as Fugitive Teacher Practice
Kyle Halle-Erby, UCLA

Queer of Color Reading Practices: Critiques of Violence and Power
Tadashi Dozono, California State University Channel Islands

"Assassination Classrooms" and "Silent Voices" - How Young Adult Manga Frame In-School Violence and Bullying
Drew Emanuel Berkowitz, independent scholar

Hidden Curriculum of Violence: Affect, Power, and Policing the Body
Boni Wozolek, Penn State University, Abington College

075. Pedagogies of Embodiment, Relationality, and Care

Friday | 12:00 – 1:30 | Lombard

Relational and Social Ethics of Care in Feminism and Soka
Nozomi Inukai, DePaul University; Karlee A. Johnson, DePaul University

Body as Pedagogy: Moving Towards Reflective Embodiment
Qui Alexander, University of Minnesota

Chicana/Latina Embodied Pedagogies of Care: A Critical Community Approach in K-16 Contexts
Racheal M. Banda, Miami University in Oxford; Blanca Caldas, University of Minnesota - Twin Cities; Ganiva Reyes, Miami University

Mindfulness as Re(Negotiating) Classroom Spaces: An Autoethnographic Study
Jinan El Sabbagh, Oklahoma State University

Friday November 1, 2019

076. Legacies of Highlander: Community Organizing and Work toward Justice

Friday | 12:00 – 1:30 | Camden

Chair:

Allison Anders, University of South Carolina

Discussant:

Jason Mendez, University of Pittsburgh

Participants:

Kristal Moore, Virginia State University

Nicholas Mariner, Woodrow Wilson High School

Josh Diem, Rhode Island College

Daniella Ann Cook, University of South Carolina

077. Critical Community Building Practices in Teacher Education Courses

Friday | 12:00 – 1:30 | Douglass

Don't "Stay in Your Lane": Collective Memory-Work and Community Building

Ramon Vasquez, University of Dayton; Rochonda Nenonene, University of Dayton; Novea McIntosh, University of Dayton

Cultivating Community: Writing and Writing Pedagogy in Teacher Education

Kaia-Marie A. Bishop, Eastern Michigan University

Critical Teacher Educators Explore the Usefulness of Journey Boxes for Justice Oriented Teacher Preparation

Jeannette Driscoll Alarcón, The University of Houston; Tommy Ender, Rhode Island College

078. Disrupting, Uncovering, and Presenting Curricular Choices and Methodological Insights from Lived Experiences

Friday | 12:00 – 1:30 | Pratt

Sound Education: Eugenics, Educational Sensibilities, and Black Joy at School

Walter S. Gershon, Kent State University

Writing Into and Out From Youth Lives: Notes on Accounting for the Experiences of Trans, Queer, and Genderqueer Youth

Sam Stiegler, Colgate University

Friday November 1, 2019

Casting the Shadow: Exploring a Positive Hidden Curriculum in Female Doctoral Experiences
Ying Wang, Texas Christian University

079. Black Women, Spirituality, and Education

Friday | 12:00 – 1:30 | Chesapeake A

Towards Pedagogies of (Re)membering: Examining Race, Culture and Spirit In Black Women's Work

Cynthia B. Dillard (Nana Mansa II of Mpeasem, Ghana), University of Georgia

Moved by the Spirit: Toward Social Justice Teacher Education Grounded in Black Teacher Spirituality

Keisha McIntosh Allen, University of Maryland Baltimore County; Montia Gardner, University of Maryland, Baltimore County

"Hold(ing) Each Other Tight and Pull(ing) Back the Veil" on Critical Interfaith Community Building

Dominique Brown, Miami University; Hannah Stohry, Miami University; Simran Kaur, Miami University

080. Teachers as learners: Grappling with Tele-Collaboration, Professional Learning, and Teacher Agency

Friday | 12:00 – 1:30 | Chesapeake B

Chair:

Spencer Clark, Kansas State University

Participants:

Joseph Lynch, Kansas State University

Shabina Kavimandan, Kansas State University

Rachael Smith, Kansas State University

Latania Marr y Ortega, Kansas State University

Graciela Berumen, Kansas State University

Maria Ortiz-Smith, Kansas State University

081. Critical Analyses of the Intersections of Race, Religion, Gender, & Class in Education.

Friday | 12:00 – 1:30 | Constellation C

Chair:

Timberly Baker, Arkansas State University

Friday November 1, 2019

Discussant:

Steven Nelson, University of Memphis

When the Spirit Says Dance: A Queer of Color Critique of Black Justice Discourse in Anti-Transgender Policy Rhetoric

Antron Mahoney, University of Louisville; Heather Harris, University of Louisville

Nativism in Immigration: The Racial Politics of Educational Sanctuaries

David Nguyen, Indiana University

CRT and Immigration: Settler Colonialism, 'foreign' Indigeneity, and the Education of Racial Perception

Josue Lopez, University of Connecticut

Contradictory Origins and Racializing Legacy of the 1968 Bilingual Education Act

Kenzo Sung, Rowan University; Ayana Allen-Handy, Drexel University

College Bound?: The Ongoing Struggle to Recognize and Ensure the Educational Rights of Students Experiencing Housing Instability

Ann M. Aviles, University of Delaware

082. Building Community Through Shared Responsibility, Identity, and Authority – A Cultural Studies Response

Friday | 12:00 – 1:30 | Constellation D

Chair:

Barbara J. Thayer-Bacon, University of Tennessee

Participants:

Yvette Prinsloo Franklin, University of Tennessee/Tennessee Technological University

Zachary Stumbo, University of Tennessee, Knoxville

Brian Kelleher Sohn, Carson Newman University

Rodney Russell, Carson Newman University

Steve Davidson, Carson Newman University

Brittany Aronson, Miami University

Zaha Alsuwailan, Kuwait University

Friday November 1, 2019

1:45 – 3:15 PM

083. Critical Community Building in Classrooms and With Colleagues

Friday | 1:45 – 3:15 | President

Critical Community Building as a Liberatory Process in Social Work Graduate Classrooms

Travis J. Albritton, University of North Carolina at Chapel Hill; Carolyn Ebeling, University of North Carolina at Chapel Hill; Allison Lowe, University of North Carolina at Chapel Hill

From Critical Friends to Critical Community: Teacher Educators' Experiences Implementing Sustained Professional Development

Jeannette Driscoll Alarcón, The University of Houston; Christy Marhatta, The University of North Carolina, Greensboro; Leila E. Villaverde, The University of North Carolina, Greensboro; Joanna Lower, Independent Scholar

084. Racial Dynamics and Positionality in Preservice Teacher Ed

Friday | 1:45 – 3:15 | Calvert

Chair:

Jonathan Lightfoot, Hofstra University

Social Justice and Preservice Teachers: The Complexities of Engagement

Liz Chase, St. John's University

"Twenty-Four White Women and Me": (De)colonizing Teacher Education

Ramon Vasquez, University of Dayton

Exploring Identities and Teaching Positionalities through Digital Testimonios

Freyca Calderon, Pennsylvania State University Altoona; Karla O'Donald, Texas Christian University; Miryam Espinosa-Dulanto, University of Texas Rio Grande Valley

085. The Challenging Implications and Possibilities of Policy Related to Struggles of Equity

Friday | 1:45 – 3:15 | Lombard

Conjoining Critical Policy Analysis and Community-Engaged Research as an Embodiment of Political Action

Katherine Cumings Mansfield, University of North Carolina at Greensboro; Anjalé D. Welton, University of Illinois

Friday November 1, 2019

Agile Advocacy: Teachers' Efforts to Support Undocumented Students Within Unclear Policy Contexts

Hillary Parkhouse, Virginia Commonwealth University; Virginia Massaro, Virginia Commonwealth University; Melissa Cuba, Virginia Commonwealth University; Carolyn Waters, Virginia Commonwealth University

Assessing Systemic Inequity: Teacher Perspectives, Solutions, and Radical Possibilities

Ashlee Anderson, University of Tennessee; Brittany Aronson, Miami University; Scott Ellison, University of Northern Iowa

086. LGBTQ+ Insights, Experiences, and Educational Offerings

Friday | 1:45 – 3:15 | Camden

Considering a Framework for Transgender as Curriculum Text Using an Autoethnographic Approach

Dana M. Stachowiak, University of North Carolina Wilmington

Experiencing Time and Movement with Trans, Queer, and Genderqueer Youth: On Mobilities, Passing Time, and Finding Space

Sam Stiegler, Colgate University

Disabled Queer Pilipinx Kapwa: Educators Building Community through Intersectional "Self in the Other" Praxis

Paulina Abustan, Washington State University

Respect, Inclusion, Safety and Equity (RISE): Queering Teacher Education within Anti-Oppressive Frameworks

Lisa Loutzenheiser, University of British Columbia; Catherine Taylor, University of Winnipeg; Christopher Peter Campbell, University of Winnipeg; Tracey Peters, University of Manitoba; Kristopher Wells, MacEwan University; Alex Wilson, University of Saskatchewan

087. Canon, Curriculum, and Desuperiorization

Friday | 1:45 – 3:15 | Douglass

The Cycle of Superiorism. On the necessity of a reevaluation of the philosophical canon

Björn Freter, Independent Researcher

Jefferson's Declaration: "Never Did a Man Achieve More Fame for What He Did Not Do."

Yvette Prinsloo Franklin, University of Tennessee/Tennessee Technological University

Friday November 1, 2019

Beyond Subversion: Rethinking Curriculum for Liberation in the Neoliberal Era

Noah De Lissovoy, University of Texas at Austin; Alex Joseph Armonda, University of Texas at Austin

088. Issues English Language Learners Face in Schools and State Policy

Friday | 1:45 – 3:15 | Pratt

Teaching English Language Learners: A Reconsideration of Assimilation Pedagogy in U.S. Schools

Jessica Watts, Oklahoma State University

Investigating Accountability: Language Ideologies & Internalization at a New Mexican High School

Leonor Morrow, Georgetown University

Circumventing Responsibility: How States Leverage Language to Pass Restrictive Education Policy for English Language Learners

Juliane Bilotta, Rutgers Graduate School of Education

Exploring Teachers' Perceptions of Culturally and Linguistically Diverse Students

Nilufer Guler, Avila University

089. An Accidental Community: From Charismatic Leadership to Communal Care to Political Action - Alternative Session

Friday | 1:45 – 3:15 | Chesapeake A

Chair:

Barbara S Stengel, Peabody College Vanderbilt University

Participants:

Cheryl Desmond, Millersville University

Tracey Weis, Millersville University

Theresa Russell-Loretz, Millersville University

Lesley Colabucci, Millersville University

Ismail Smith Wade-El, Lancaster City Council

Sandy Brown, School District of Lancaster

Barb Smentek, School District of Lancaster

Friday November 1, 2019

090. Beyond Markers: Reflections on Universities' Roles, Responsibilities and Reparations

- Alternative Session

Friday | 1:45 – 3:15 | Chesapeake B

Chair:

Daniella Ann Cook, University of South Carolina

Discussant:

Allison Anders, University of South Carolina

Participants:

William "Sandy" Darity, Duke University

Kirsten Mullen, Artefactual

Bobby Donaldson, University of South Carolina

Daniella Ann Cook, University of South Carolina

091. (Re)memory, Documentation, and Embodiment: Critical Practices for Black Survival in Educative Spaces

Friday | 1:45 – 3:15 | Constellation C

Chair:

Dominique Hill, Amherst College

Discussant:

Durell Callier, Miami University

Participants:

Brenda Sanya, Colgate University

Wilson Okello, Miami University in Oxford

092. Luxury, Elegance, and Pleasure in Education

Friday | 1:45 – 3:15 | Constellation D

Chair:

Kaori Takano, Fort Lewis College

Communalizing Efficiency with Elegance: Exploring Undeveloped Aesthetic Dimensions of Taylorist Schools

Greg Seals, College of Staten Island/CUNY; Brenda Seals, The College of New Jersey

Friday November 1, 2019

Higher Education and the Politics of Need

Benjamin Baez, Florida International University

Sadistic Lessons: Sade and the Pleasures of Education

Adam Greteman, School of the Art Institute of Chicago

3:30 – 5:00 PM

093. Engaging Space, Schools, and Community

Friday | 3:30 – 5:00 | President

Place-Based Education, Feminist Theory, and New Possibilities: Reconceptualizing Place-Based Education as Feminist Pedagogy

Elaine Alvey, University of Georgia; Caleb Chandler, University of Georgia; Amelia Haynes Wheeler, University of Georgia

CRT and Spatial Theory: An Approach to Expose the Hidden Curriculum in Campus Planning and College Space

Amara Pérez, University of North Carolina at Greensboro

Engaging Geography to Foster a Critical Community of Learning

Racheal M. Banda, Miami University in Oxford; Nathaniel Bryan, University of South Carolina

Learning in Third Space: Counter-Hegemonic Pedagogies Under the Radar

Gary Anderson, New York University; Dipti Desai, New York University; Carol Anne Spreen, New York University

094. Racism and Whiteness in the Classroom

Friday | 3:30 – 5:00 | Calvert

Traversing the Terrain of the (Un)Sayable: Troubling Talk in Antiracist Teaching

Esther Ohito, University of North Carolina at Chapel Hill; Sherry L. Deckman, Lehman College - City University of New York

"I Goofed on Something": White Teachers' Negotiations of Power and Knowledge in the Classroom

Diana Chandara, University of Minnesota, Twin Cities; Shakita Thomas, University of Minnesota, Twin Cities; Ariana Yang, University of Minnesota

Friday November 1, 2019

“Scared of Being Called a Racist”: Exploring Whiteness as a Barrier to Equity in Education
Diane M. Codding, University of Delaware

095. Examining and Critiquing Curriculum and School Practices to Enhance Cultural Responsiveness

Friday | 3:30 – 5:00 | Lombard

Chair:

Kaori Takano, Fort Lewis College

Talking Down. Talking Back: Can the People be United by Reframing the Bishops’ Curricular Framework?

Kathleen Marie Sellers, Miami University - Oxford

Transforming Curriculum, Exploring Identity, and Cultivating Cultural Responsive Educators
Tonya Walls, Touro University of Nevada; Cynthia Zwicky, University of Minnesota

English Learners and the Anthropocene: Climate Migration as Curriculum and Pedagogy in ESL

Jason Goulah, DePaul University

Ethnographers as Colleagues: Connecting Schools to the Communities They Serve

Greg Seals, College of Staten Island/CUNY; Brenda Seals, The College of New Jersey

096. Constructions of Disability

Friday | 3:30 – 5:00 | Camden

Intersectional Disablism: A Qualitative Research Synthesis of Disability Research

Shehreen Iqtadar, University of Northern Iowa; David Hernandez-Saca, University of Northern Iowa; Scott Ellison, University of Northern Iowa; Danielle Cowley, University of Northern Iowa

Making a Paradigm Shift on ‘Learning Disability’

Jung-ah Choi, St. Peter's University

Autism, Inc.: The Autism Industrial Complex

Robin Roscigno, Rutgers University; Alicia Broderick, Montclair State University

Friday November 1, 2019

097. Issues of Representation in K-12 Curricular Tools

Friday | 3:30 – 5:00 | Douglass

Incorporating Multicultural Literature in the Classroom

Thuraya Zeidan, Independent Scholar

Together or Apart, But in the Same Boat: Textbooks and Responses to Environmental Issues

Agnes Krynski, Eastern Michigan University

National Geographic Reframed: Pedagogically Reconciling a Discriminatory Past with a Woke Future

Benjamin Parker, Millersville University

098. Learning and (Re)Learning to Build Community-Based Indigenous Science Curriculum

Friday | 3:30 – 5:00 | Pratt

Discussant:

Paula Groves Price, Washington State University

Participants:

Carolina Silva, Washington State University

Francene Watson, Washington State University

Landon Charlo, Washington State University

Sandra Esmeralda Larios, Washington State University

099. Fictive Kinship: Circles of Community Building and Care

Friday | 3:30 – 5:00 | Chesapeake A

Chair:

Loyce E. Caruthers, University of Missouri- Kansas City

Discussant:

Dianne Smith, University of Missouri- Kansas City

Participants:

Shaunda Fowler, Hickman Mills School District

Friday November 1, 2019

100. Circling Up in the University Classroom - Alternative Session

Friday | 3:30 – 5:00 | Chesapeake B

Jodi Bornstein, Arcadia University

101. Accountability for What and for Whom? A Critical Analysis of the Ontario Equity Strategy Policy

Friday | 3:30 – 5:00 | Constellation C

Chair:

John Peter Portelli, University of Toronto Ontario Institute for Studies in Education

Discussant:

George J. Sefa Dei, University of Toronto, Ontario Institute for Studies in Education

Goli Rezai-Rashti, The University of Western Ontario

Awad Ibrahim, Independent Scholar

Soudeh Oladi, University of Toronto

102. Invited President Elect Session: LGBTQ+ Issues in Education

Friday | 3:30 – 5:00 | Constellation D

Chair:

Silvia C.Bettez, University of North Carolina at Greensboro

Participants:

Lance McCreedy, University of Toronto, Ontario Institute for Studies in Education

Boni Wozolek, Penn State University, Abington College

Dana M. Stachowiak, University of North Carolina Wilmington

103. Eco-Democratic Reforms in Education SIG Business Meeting

Friday | 3:30 – 5:00 | Executive Boardroom

104. Graduate Student Business Meeting

Friday | 8:00 – 9:30 | President

Friday November 1, 2019

Evening Lecture and Reception

105. R. Freeman Butts Lecture

Friday | 5:30 – 7:00 | Constellation B

106. R. Freeman Butts Reception

Friday | 7:00 – 7:45 | Atrium/Harborview Room

107. Memorial Gathering Remembering Dr. Bernardo Gallegos

Friday | 7:45 – 8:30 | Constellation B

In Memory of Dr. Bernardo Gallegos



1997 AESA President

Saturday November 2, 2019

8:30 – 10:00 AM

108. Social Media, Public Pedagogy, and Social Justice Activism

Saturday | 8:30 – 10:00 | President

Social Media Connections Among Teacher Activists, Social Movements, and Political Candidates: Critical Community Building through Twitter

Tricia Niesz, Kent State University

WokeWednesdays: Power, Activism, and Social Media

Gerson Sanchez, Florida International University

So Moved: A Critical Analysis of Public Pedagogy and Social Movement Organizing for Educational Justice

Timothy Conder, University of North Carolina at Chapel Hill

109. Teacher Organizing for Social Justice

Saturday | 8:30 – 10:00 | Calvert

“We’re Trying to Create a Different World”: The Micropolitics of Educator Organizing

Lauren Ware Stark, University of Virginia

Red State Rebels: Grappling with Power and Difference in the Education Labor Movement

Erin Dyke, Oklahoma State University; Brendan Muckian-Bates, Weir High School, WV

Teacher Rebellion: Implications of the Educator Strike Wave

Noah Karvelis, University of Wisconsin-Madison

110. Policing Crime Policies and Curriculum: Historical and Contemporary Examples Across Cities

Saturday | 8:30 – 10:00 | Lombard

Police, Delinquency, and Curriculum: A History of Cincinnati's Police-Attitude Project, 1965-1968

Kenneth A. Noble, Independent Scholar

The Liberal Promise to Reform Education in an Era of Anti-Crime & Poverty

Anita Juarez, University of Utah

Saturday November 2, 2019

Critical Community Responses to “Disruptive Student” Policies in Chicago

Stacey Krueger, University of Illinois at Chicago

Policing as Curriculum: The Baltimore Uprising and Spaces of Exception

Robert Helfenbein, Loyola University Maryland

111. Crippin’ Educational Studies at the Intersections

Saturday | 8:30 – 10:00 | Camden

Chair:

Nirmala Erevelles, University of Alabama

Discussant:

Lisa Loutzenheiser, University of British Columbia

Contextualizing the Nexus: Intersectionality and Critical Disability Studies

Nirmala Erevelles, University of Alabama

Racism and Ableism in Early Behaviorism’s “Quiet Revolution”: Control Society as Curriculum

Robin Roscigno, Rutgers University

Special Education as Neoliberal Property: The Racecraft, Biopolitics, and Immunization of Disability

Benjamin Kearl, Purdue University Fort Wayne

Black Feminist Thought, Unruliness and the Radical Transformation of Postsecondary Educational Spaces

Ialenna Harrington, University of North Carolina at Greensboro

Crippling Human Rights Education with Disability Studies

Maya Steinborn, Canyon Springs High School; Emily Nussbaum, Independent Scholar

112. Experiences of Students of Color in Higher Education

Saturday | 8:30 – 10:00 | Douglass

Chair:

Jonathan Lightfoot, Hofstra University

Saturday November 2, 2019

Constructing Possible Selves of Korean American Students in Community College
Hye Jung Choi, Canari Media, Inc

Las Voces de Nuestras Mujeres Importan: The Borderland Experience Transitioning into Higher Education
Sandra Esmeralda Larios, Washington State University

Distance, Alignment, and Boundaries: How Second-Generation Immigrants Navigate Parental Involvement in the Senior-Year
Blake R. Silver, George Mason University; Tharuna Kalaivanan, George Mason University; Lily Krietzberg, George Mason University

113. Social Justice Education Curriculum Practices for Increased Civic Literacy
Saturday | 8:30 – 10:00 | Pratt

Critical Education for Democracy: Deconstructing Inequalities in Communication
Steven Paul Camicia, Utah State University; Ryan Knowles, Utah State University

Teaching Current Events for Increasing Sociopolitical Awareness in an Elementary Classroom
HyeKyoung Lee, Utah State University

Teaching Toward Student Activism: Growing Student Critical Civic Literacy through the Teaching of War
Brian Gibbs, University of North Carolina at Chapel Hill

Power Music: Hip-Hop as a Pedagogical Tool for Youth Engagement in West Africa
Noella Binda Niati, University of South Carolina

114. How the Global-Local Happens: Decolonial-Transnational Approaches to Educational Inquiries
Saturday | 8:30 – 10:00 | Chesapeake A

(Un)learning to Notice Intimacies of Discrete Experiences: Inquiry Beyond the Limits of What Is Already Understandable
Jeong-Eun Rhee, LIU Post

Anxiety and Citizenship Narratives within a Displaced Community
Binaya Subedi, The Ohio State University

Saturday November 2, 2019

Importing Filipinos: US Teacher Shortage and the Postcolonial Return

Roland Sintos Coloma, Wayne State University

De/colonizing Social Justice Practices: Transnational Educator Narratives from the Global South

Sharon Subreenduth, University of Massachusettes, Lowell

Darkening Ontology: Homework Assignments from Fred Moten, Franz Fanon, Gayatri Spivak, and Gilles Deleuze

Stephanie Curley, Manchester Metropolitan University

115. Relationships (Relational Learning) in Global Educational Partnerships and Study Abroad Programs

Saturday | 8:30 – 10:00 | Chesapeake B

Understanding culture in Mexico: Gaining Knowledge from the Host Family in a Study Abroad Program

Beth Marks, Georgia State University; Sue Kasun, Georgia State University; Maria Paula Prieto, Georgia State University

Understanding Cultural Differences in Classroom Practices: Teachers' Experiences Abroad

Rachel Balenger Davies, The University of Illinois at Urbana-Champaign; Allison Mary Witt, The University of Illinois at Urbana-Champaign

Building a Critical Community of Learners at a Global Scale

Eric Domingo Torres, University of Wisconsin-Eau Claire

116. Artifice as Experience: Reconsidering 'Experience' When Educating Teachers for Equity

Saturday | 8:30 – 10:00 | Constellation C

Chair:

Barbara S. Stengel, Peabody College Vanderbilt University

Participants:

Elizabeth Self, Vanderbilt University

Audrey Thompson, University of Utah

Jamy Stillman, University of Colorado at Boulder

Saturday November 2, 2019

117. Education for Future Human Development: Envisioning a Teacher Education Program Focused on EcoJustice Education

Saturday | 8:30 – 10:00 | Constellation D

Chair:

Nataly Chesky, State University of New York - New Paltz

Discussant:

John Lupinacci, Washington State University

Participants:

Mark Wolfmeyer, Kutztown University of Pennsylvania

Lizabeth Cain, State University of New York - New Paltz

Andrea M. Noel, State University of New York - New Paltz

10:15 - 11:45 AM

118. Using Arts to Foster Community, Critical Hope, and Civic Engagement in Education

Saturday | 10:15 – 11:45 | President

Building Solidarity through Youth Arts Ensembles: Three Facets from Racially Diverse Community-Based Arts Programs

Betsy Maloney Leaf, University of Minnesota; Bic Ngo, University of Minnesota

Devising An Inclusive “Learning Place”: Lessons Learned Using Theater to Build a Critical Classroom Community

Ialjenja Harrington, University of North Carolina at Greensboro

Stories that Matter: Community Theatre for Democratic Higher Education

Engin Atasay, Bristol Community College

“We Decided to Change It”: Multimodal Arts Residency Capturing Youth Desire as Agentic

Diana Chandara, University of Minnesota, Twin Cities; Betsy Maloney Leaf, University of Minnesota; Bic Ngo, University of Minnesota

Saturday November 2, 2019

119. Centering Children's Voices and Agency in Elementary Education

Saturday | 10:15 – 11:45 | Calvert

Children's Voices, Hopeful Paths for Teacher Education

Cristina Valencia Mazzanti, University of Georgia; Beth Tolley, University of Georgia

"Maybe it's Time We Let the Kids Lead": Children as (Voting) Citizens

Anthony DeCesare, Saint Louis University; Katherine Booher, Saint Louis University

Teaching Justice-Oriented Citizenship through Critical Literacy in Elementary Social Studies

HyeKyoung Lee, Utah State University

120. Healing and Trauma in the Classroom

Saturday | 10:15 – 11:45 | Lombard

The Humanizing Practices and Pedagogies of Ethnic Studies that Promote Healing and Wellness

Shiv R.Desai, University of New Mexico; Myrella Gonzalez, University of New Mexico; Andrea Abeita, University of New Mexico

More Than Our Pain: Examining Emergent Identities of College Students Enrolled in a Healing-Centered Course.

Asif Wilson, Harold Washington College

Strengthening the Roots of Well-Being: Healing-Centered Engagement as a Component of Critical Community Building Practice

Dana M. Stachowiak, University of North Carolina Wilmington

The New Suspension?: Problems with Trauma-based and Social Emotional Learning Programs

Anne Crampton, St. Olaf University; Tracey M. Pyscher, Western Washington University

121. Educational leadership and teacher Leadership: Moral Purpose, Social Change, and Power

Saturday | 10:15 – 11:45 | Camden

Teacher Leadership and School Culture in Jamaica and the United States: Narratives of Power and Agency

Eleanor J. Blair, Western Carolina University

Saturday November 2, 2019

Educational Leadership as a Social Change Agent: Addressing the Needs of Marginalized Students through Social Justice Leadership in University-based Preparation Programs

Kristal Moore Clemons, Virginia State University; Michael McIntosh, 109 J; Pascal Barreau, Virginia State University

Illinois Superintendent Leadership of Nontraditional Teacher Pay: A Qualitative Inquiry of Moral Purpose

Nathan Scott Schilling, Concordia University Chicago

122. Esoteric Practices and Knowledge Formations: Mapping New Terrains for the Social Foundations

Saturday | 10:15 – 11: 45 | Douglass

The Sacred and the Profane: Occult Currents and Philosophical Wanderings

Abraham P. DeLeon, University of Texas at San Antonio

No Gods, No Masters: Overcoming the Tyranny of the Ego and Egotistical Tyrants through the Tao of Anarchy

Kevin James Holohan, Grand Valley State University

(Re)Imagining Futures in Gylany: Esoteric Knowledges of Goddesses, Gaia, and Witches in Pre-enlightenment Europe

John Lupinacci, Washington State University; Alison Happel-Parkins, University of Memphis

123. Experiences of Oppression, Pain, and Privilege in Higher Education

Saturday | 10:15 – 11: 45 | Pratt

Their Voices Must Be Heard: The Influence of Race in Teaching Evaluations

LaVada Taylor, Purdue Northwest University

Students, Faculty, and Administrators of Color at PWIs: Examining Tensions and Opportunity at the Intersections

Candice Powell, University of North Carolina at Chapel Hill

Intrinsic Indignities for Chicanos in Teacher Education

Ramon Vasquez, University of Dayton

A Negotiated Relationship: Educators' Positioned Understandings of Biraciality and Whiteness

Brittany Aronson, Miami University; Hannah Stohry, Miami University

Saturday November 2, 2019

124. Pedagogical Issues and Approaches in Divisive Times

Saturday | 10:15 – 11: 45 | Chesapeake A

A Pedagogy for Life and Death: Living Fully and Interdependently in Divisive & Co-Annihilating Times

Jason Goulah, DePaul University

Going from “Bad Hombres” to “Familia”: Resisting Trumpism in Culturally Responsive School and Community Programs

Marina Lambrinou, University of North Carolina at Greensboro; Katherine Cumings Mansfield, University of North Carolina at Greensboro; Sophia Rodriguez, University of North Carolina, Greensboro

Teaching About (Im)migration in Urgent Times: Epistemological and Pedagogical Reflections from an Immigrant Profesora

Maria Isabel Morales, The Evergreen State College

Re-imagining the Conversation around International Migrants in School: A Social Ecological Approach

Martha J. Strickland, Penn State Harrisburg

125. Critical Community Building among Qualitative Researchers in Neoliberal Times

Saturday | 10:15 – 11: 45 | Chesapeake B

Chair:

Kathryn Roulston, University of Georgia

Discussant:

Kakali Bhattacharya, University of Florida

Describing Interviews in Research – “Could You Tell Me More About What You Did There?”

Ameya Sudhir Sawadkar, University of Georgia

Critical Community Building in the Feminist Research Interview

Brigette Adair Herron, University of Georgia

Not Just “Talking the Talk”: Critical Community Building Within the Qualitative Research Community

Kathryn Roulston, University of Georgia

Saturday November 2, 2019

126. Re-shaping the Teachers Union: Baltimore Teachers Organizing for Social Justice

Saturday | 10:15 – 11: 45 | Constellation C

Jessica Shiller, Towson University

Corey Gaber, Baltimore City Public Schools

Natalia Bacchus, BMORE Baltimore Movement of Rank-and-File Educators

127. Insights from the Youth Research Lab: School-based YPAR with/for/by Latinx and Indigenous Youth - Alternative Session

Saturday | 10:15 – 11: 45 | Constellation D

Discussant:

Rubén Gaztambide-Fernández, Ontario Institute for Studies in Education

Participants:

Kaitlind Peters, Ontario Institute for Studies in Education

Cristina Guerrero, Toronto District School Board

Michael Carlson, Toronto District School Board

128. Society for Educating Women (SEW) Business Meeting

Saturday | 10:15 – 11: 45 | Executive Boardroom

12:00 – 1:30 PM

129. Society of Professors of Education (SPE) Business Meeting

Saturday | 12:00 – 1: 30 | Constellation D

130. Troubling the “Innocence” of Childhood in Schools and Media

Saturday | 12:00 – 1: 30 | Calvert

Who's Afraid of the Big "Bad" Queer? Gender Discipline and Surveillance in Early Childhood

Alisha Nguyen, Boston College

Interrogating the Spectre of Childhood for Socially Just Pedagogies: How Teachers Remember Childhood

Julie C. Garlen, Carleton University; Sandra Chang-Kredl, McGill University; Debbie Sonu, City University of New York; Lisa Farley, York University

Imagineering Childhood: Disney's Curriculum of Innocence

Julie C. Garlen, Carleton University

Saturday November 2, 2019

131. Mindfulness Practices for Social Justice

Saturday | 12:00 – 1: 30 | Lombard

Mindfulness for Critical Community Building in the Elementary Classroom

Dana M. Stachowiak, University of North Carolina Wilmington; Elizabeth DeWitte, The University of North Carolina Wilmington

Compassionate Communities: How Mindfulness Practices Support Social Justice Education

Elizabeth Baker, University of North Carolina at Greensboro

Yoga for Social Justice: Critical Community Building for Social Justice Through Yoga

Valin Jordan, University of Louisiana at Lafayette

132. Disability Justice in the Classroom: Disability Politics, Pedagogy and Poetics at the Intersections of Multiple Identities

Saturday | 12:00 – 1: 30 | Camden

Discussant:

Alicia Broderick, Montclair State University

Identity Work at the Intersections of Power: A Qualitative Research Synthesis (QRS) of Dis/ability Research

Shehreen Iqtadar, University of Northern Iowa; David Hernandez-Saca, University of Northern Iowa; Scott Ellison, University of Northern Iowa; Danielle Cowley, University of Northern Iowa

Justice for the Mother Tongue: The Need for Disability Studies in ELL Education

Chelsea Stinson, Syracuse University

Humanizing Essence and Existence: Emotion, Behavior, and Disordering in Special Education Research

Nicky Coomer, Indiana University (IUPUI)

Neurodiversity as “Nonce Taxonomy”: An Autistic Autoethnography of Disability Justice Work

Robin Roscigno, Rutgers University

Saturday November 2, 2019

133. Arrieros Somos y En El Camino Andamos

Saturday | 12:00 – 1: 30 | Douglass

Presenters:

Diana Soriano, Graduate Student

Tricia Rosado, Graduate Student

Jose Perales, Graduate Student

Rosalva Medina, Graduate Student

Michelle Ortiz Wortel, Graduate Student

Jesus Ruiz, Graduate Student

134. Black Women and Girls' Oppression and Resistance in Schools

Saturday | 12:00 – 1: 30 | Pratt

"I Wasn't College Material": African American Women's Negative Foundational Experiences in Education

Jamison Jensen, Washington College; Sara Clarke-Vivier, Washington College

Behind the Mask: How Undergraduate Women of Color Experience the Superwoman Syndrome

Erica Wallace, University of North Carolina at Greensboro

"Just Call me Black" Solidarity against Anti-Blackness: The Relationship Between Curriculum and Black Girls' Live Experiences

Donna-Marie Cole-Malott, Penn State

135. The Black Intellectual Thought Collective: Becoming/Being a Critical Community

Saturday | 12:00 – 1: 30 | Chesapeake A

Chairs:

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

Oliver Melton-Christian Thomas, University of North Carolina at Greensboro

Discussants:

Ialjenja harrington, University of North Carolina at Greensboro

Erica Horhn, University of North Carolina at Greensboro

Saturday November 2, 2019

136. The URBAN Network: Critical Community Building for Social Justice

Saturday | 12:00 – 1: 30 | Chesapeake B

Chair:

Joy Howard, University of Southern Indiana

Discussant:

Michelle Fine, CUNY Graduate Center

Participants:

Kindel Nash, University of Maryland Baltimore County

Joshua L. Michael, University of Maryland Baltimore County

Kimberly Moffitt, University of Maryland Baltimore County

Sedrick Smith, University of Maryland Baltimore County

Kristen Goessling, Penn State Brandywine Campus

Sophia Rodriguez, University of North Carolina, Greensboro

Ana Carolina Fernandes de Bessa Antunes, University of Utah

137. Invited Presidential Session: Diversity, Democracy, and Social Justice in Education

Thursday | 12:00 – 1:30 | Constellation B

Chair:

Jeong-Eun Rhee, LIU Post

Roland Sintos Coloma, Wayne State University

Participants:

Fazal Rizvi, University of Melbourne, Australia

Cynthia B. Dillard, University of Georgia

Nirmala Erevelles, University of Alabama

George J. Sefa Dei, University of Toronto

138. White Trash in the Ivory Tower: Messin' with Whiteness, Class, and Solidarity

Saturday | 12:00 – 1: 30 | Constellation C

Chair:

Kate McCoy, SUNY New Paltz

Discussant:

Saturday November 2, 2019

Lisa Loutzenheiser, University of British Columbia

White Trash Escape Narratives, Meritocracy, and the Problem of Cross-Racial Solidarity

Kate McCoy, SUNY New Paltz

Next Generation White Trash

Sara M. Childers, Ohio State University

Something's Not Quite White: Contingency and the Epistemologies of Transgressive Whiteness

Robyn Stout Sheridan, SUNY New Paltz

139. Abandoning Shame and Guilt for Radical Love: Youth Participatory Action Research as “Pueblo” Work

Saturday | 12:00 – 1: 30 | President

Chair and Discussant:

Patricia Krueger-Henney, University of Massachusetts Boston

“Do Not Ignore My Voice!” A Call for Action From Gender Expansive Youth

Samantha Hoyos, University of Massachusetts Boston

Her Seat at the Table: A Youth Participatory Examination of Food Insecurity Among Latina Youth

Jessica Arrendol-Kiely, University of Massachusetts Boston

Community College Non-Completion: Inserting the Voices of Marginalized Students in Education Policy and Practices

Tara Gully-Hightower, University of Massachusetts Boston

Ms. That Class is for White People.” Black and Latinx students’ Experiences with Advanced Placement

Cynthia Massillon, University of Massachusetts Boston

140. Society for Educating Women (SEW) Panel Discussion

Saturday | 12:00 – 1: 30 | Executive Boardroom

Saturday November 2, 2019

1:45 – 3:15 PM

141. A Journey Back to (Re)member: What Ghana Teaches About African Diasporic Education in the U.S.

Saturday | 1:45 – 3:15 | President

Chair:

Cynthia B. Dillard, University of Georgia

(Re)membering African Science as an Act of Decolonization

Jordan Henley, University of Georgia

(Re)membering the Afterlife of Slavery from Ghana, West Africa to the U.S.

Amber Neal, University of Georgia

The Role of Culture in Family-School-Community Partnerships

Cheryl Fields-Smith, University of Georgia

Learning for Liberation: Critical Educational Connections in the African Diaspora

Alex Chisholm, University of Georgia

142. Refusing, Resisting, and Reconfiguring Hegemonic Notions of Blackness

Saturday | 1:45 – 3:15 | Calvert

Honoring One Black Man's Resistance to Teaching Narrative

Adam J. Alvarez, Rowan University

Living Curriculum in the Afterlife of Slavery: Freedom, Fugitivity, and Futurity in Two University Classrooms

Esther Ohito, University of North Carolina at Chapel Hill; Keffrelyn Brown, The University of Texas at Austin

Refuse What Has Been Refused to You: The Power of Black Boy Joy

Amir Asim Gilmore, Washington State University

Saturday November 2, 2019

143. Students and Parents/Caregivers Navigating Oppressive Power Dynamics in Schools

Saturday | 1:45 – 3:15 | Lombard

Community-Level Resources that Promote Resiliency: Investigating African American Parent Networks in Predominantly White School Districts

Chasity Bailey-Fakhoury, Grand Valley State University

Critical Caregiver Communities: Leveraging the CDF Freedom Schools Model for Community Building

Alison E. LaGarry, University of North Carolina at Chapel Hill; Dani Parker Moore, Wake Forest University

Parent Advocacy in Special Education: A Disability Studies Approach to Parent-Led School Groups

Gia Super, University of Illinois at Chicago

144. Incorporating Indigenous Concepts in Curriculum

Saturday | 1:45 – 3:15 | Camden

Ways of Knowing from Latin America: Knowledge from Coloniality

Raul Olmo Fregoso Bailon, West Chester University of Pennsylvania

Resituating the Subject: Decolonizing and Africanizing University Curricula in South Africa

John Ambrosio, Ball State University

Neoliberalism, NZ, and the Efforts to Return to Indigenous Concepts of Education

Jessica Shiller, Towson University

145. Invited Past President Session: Subjectivities, Identities, and Education After Neoliberalism: Rising from the Rubble

Saturday | 1:45 – 3:15 | Constellation C

Chair:

Hilton Kelly, Livingstone College

Participants:

John Lupinacci, Washington State University

Heather Moore Roberson, Allegheny College

Boni Wozolek, Penn State University, Abington College

Saturday November 2, 2019

146. Identifying and Disrupting the Hegemony of Whiteness

Saturday | 1:45 – 3:15 | Pratt

White Feminist Hegemony and Racialized Academic Incivility Among Femme Faculty
e. alexander, The Ohio State University

Whiteness in the Wake and a Wake for Whiteness: An Invitation to White Scholars/Educators
Sean David Hernandez Adkins, University of North Carolina at Chapel Hill; Lucia Iraida Mock Muñoz de Luna, UNC Chapel Hill

The Color of Democracy: Outlining, Owning Up to and (Maybe) Overcoming Democracy's Whiteness Problem

Kurt Stenhagen, Virginia Commonwealth University; Kathy Hytten, University of North Carolina at Greensboro

147. Graduate Student Council Session: Community Scholarship and Activism: Collective Struggle Beyond the Academy - Alternative Session

Saturday | 1:45 – 3:15 | Chesapeake A

Chairs:

Robin Roscigno, Rutgers University

Nora A. Devlin, Rutgers Graduate School of Education

148. Fighting for Ourselves and Our Children: Black Mother-Scholars, Anti-Blackness, and STEM

Saturday | 1:45 – 3:15 | Douglass

Chair:

Paula Groves Price, Washington State University

Can We Broaden Black Liberatory Spaces Instead of "Participation" in STEM?

Paula Groves Price, Washington State University

Decoding the Architecture of Anti-Blackness in STEM: A Critical Black Feminist Approach

Courtney P. Benjamin, Washington State University

Resisting Anti-Blackness in STEM Education: A Former Female Principal Perspective

Veneice Guillory-Lacy, Washington State University

Saturday November 2, 2019

My Research Didn't Save Her: A Mother-Scholar's Reflection on System Violence in STEM

Roxanne Moore, Washington State University

149. Can I get a Witness? Self-Care Plans as an Act of Radical Social Justice

Saturday | 1:45 – 3:15 | Chesapeake B

Participants:

Cherrel Miller Dyce, Elon University

Brandy Propst, Elon University

Carla Fullwood, University of North Carolina at Greensboro

150. Society of Professors of Education (SPE) Narratives for Action: Storytelling Hour for

Dr. Bernardo Gallegos - Alternative Session

Saturday | 1:45 – 3:15 | Constellation D

Chair:

M. Francyne Huckaby, Texas Christian University

Participants:

Isabel Nuñez, Purdue University Fort Wayne

Arnold Dodge, Long Island University Post

Noah De Lissovoy, University of Texas at Austin

Liz Chase, St. John's University

Pamela Jane Konkol, Concordia University Chicago

William Schubert, University of Illinois at Chicago

Bernardo Gallegos, National University

Jim Garrison, Virginia Polytechnic Institute and State University

Joe Ohlinger, Indiana University-Purdue University Fort Wayne

Ming Fang He, Georgia Southern University

151. Council for the Social Foundations in Education

Saturday | 1:45 – 3:15 | Executive Boardroom

Saturday November 2, 2019

**Evening Presidential Address,
Open Business Meeting and
Awards**

152. Presidential Address, "Decolonizing Urban Education"

Saturday | 3:30 – 5:00 | Maryland Suites (Frederick)

153. Open Business Meeting and Awards

Saturday | 5:15 – 6:45 | Maryland Suites (Frederick)

Off-Site Party

154. Off-Site Party

Saturday | 8:00 – 11:00 | Rituals Baltimore

12 W. North Ave.

Baltimore, MD 21202

AESA Off-Site Party

Come celebrate outgoing AESA President Roland Sintos Coloma

Saturday, November 2

8:00 pm – 11:00 pm

It's Halloween weekend! Feel free to dress up if you'd like!

Location:

Rituals Baltimore

12 W. North Ave.

Baltimore, MD 21202

<https://www.ritualsbaltimore.com>

8–9pm

Live Music with Singer/Songwriter

Kurt Stemhagen



9–11 pm

Dancing with DJ

Alexander Jarman



Light appetizers & FREE beer or wine for the first 150 people!

Full bar available for purchase

Note: This is about an \$11 ride from the Hyatt Regency Baltimore

Sunday November 3, 2019

155. AESA Executive Council Business Meeting #2

Sunday | 8:00am – 12:00pm | Columbia

8:30 – 10:00 AM

156. When Infrastructure is not Set Up to Support Teachers

Sunday | 8:30 – 10:00 | President

Recommendations from the Field: Creating A Supportive Community for Novice African American Teachers

Erikca Brown, Chaffey Joint Union High School District

The Emotional Toll of Teaching: Issues of Burnout in the Teachers' Strike Era

Megan L. Ruby, Oklahoma State University

"It's the Teachers' Fault": Personalizing the Gaps with School-Based Value-Added Measures

Rachel Garver, Montclair State University

157. Learn Globally, Teach Locally: Pre-service Teachers Transformation through Critical Place-Based Ecoservice Learning

Sunday | 8:30 – 10:00 | Calvert

Chair:

Marissa E. Bellino, The College of New Jersey

Discussant:

Greer C. Burroughs, The College of New Jersey

Participants:

Danielle Dequintal, The College of New Jersey

Adrienne Dell'Aquila, The College of New Jersey

Paige Deibel, The College of New Jersey

Serina Grasso, The College of New Jersey

Amanda Ianucilli, The College of New Jersey

Morgan Johnston, The College of New Jersey

Kaileigh Murphy, The College of New Jersey

158. Representations and Logics in Math Curriculum

Sunday November 3, 2019

Sunday | 8:30 – 10:00 | Lombard

Mathematics Curriculum Reform as Racial Remediation

Erika C. Bullock, University of Wisconsin-Madison

Illuminating Colonialist Logics in Mathematics Curricular Materials by Specifying Grande's (2015) Conceptualization of Colonialist Consciousness

Paul E. Madden, Boston College

159. Spirituality, Criticality, and Social Justice

Sunday | 8:30 – 10:00 | Camden

Take Me to the Water to be Rap-tized: (De)cyphering Hip-Hop's Spiritual Flow

Donovan Albert Livingston, University of North Carolina at Greensboro

Christ, Community, and Critical Race Theory: Developing a Framework of Spiritual Identity and Social Justice

Larissa Malone, Greenville University; Qiana Lachaud, University of Pittsburgh

"You Can't Forget Who You Are": Identity, Spirituality, and Solidarity

Christopher Michael Cruz, Florida International University; Shawnteria Mack, Florida International University; Megan Spring, Calvary Christian Academy

160. Social Justice Teaching and Young Adults

Sunday | 8:30 – 10:00 | Douglass

Humor in the Affective Communities of Classrooms

Mel Kutner, University of Georgia; Jim Garrett, University of Georgia; Elaine Alvey, University of Georgia; Joseph McAnulty, University of Georgia

Making Sense of Social (In)Justice: Young Adolescents' Responses to Books and Other Texts

Kaitlin Wegrzyn, University of Georgia; Caleb Chandler, University of Georgia

Teaching and Learning Social Justice in High School: The Role of Social Justice 12

LJ Slovin, University of British Columbia

161. Methodology and Methods in Teacher Education

Sunday | 8:30 – 10:00 | Pratt

Sunday November 3, 2019

Putting the Ontological Turn to Work in Teacher Education: Towards New Praxes of Practitioner Research

Tristan Gleason, Moravian College; Asilia Franklin, University of Oregon

Do Ed Students Need a Research Methods Course?

Jung-ah Choi, St. Peter's University; Jae Hoon Lim, University of North Carolina at Charlotte

Student or Learner? Engaging Desire and Collaborative Imagining in ELA Methods Courses

Emily L. Freeman, University of North Carolina at Chapel Hill; Alexandra J. Reyes, Georgia Southern University

162. Reimagining Transformative Possibilities for Higher Education

Sunday | 8:30 – 10:00 | Chesapeake A

Towards Queer Intersectional Abolitionism in the Study of School + Community Collaboration

Edwin Mayorga, Swarthmore College; Maya Henry, Swarthmore College

Teaching and Reaching for Equity in Democratic Classrooms

Lizabeth Cain, New Paltz; Monique Saastamoinen, Binghamton University

In Defense of "Coddling"

John F. Covalleskie, University of Oklahoma

10:15 - 11:45 AM

163. Exploring the Ontological Turn: Re-making Education for Existence Beyond Modernity

Sunday | 10:15 – 11:45 | President

Emergent Intersubjectivities as Ontological Praxis in Ethnography and Education: the Case of Cultural Sustainability

Rory Turner, Goucher College

Schools are for White Children: Should Black People Continue Struggling for Quality Education in a Colonial World Governed on the Logics of Anti-Black Ontological - Epistemological Worldview of Man

Ebony Rose, University of Illinois at Chicago

Relational Ontologies

Barbara J. Thayer-Bacon, University of Tennessee

Sunday November 3, 2019

Political Ontology, Decolonial Science and Pluriversal Education

Michael S. Baker, University of Rochester

164. Emotions, Ethics, and Imagination in Sex Ed

Sunday | 10:15 – 11:45 | Calvert

What Does Policy Mean to Parents? The Psychosocial Significance of Ontario's Sex Education Curriculum

Lauren Jervis, York University

Imagination Beyond Policy: Rethinking the Relationship Between Philosophy and Democracy in Education

Caitlin Howlett, DePauw University

The "How" not the "What": Teaching for Ethicality and Community-building in Sexualities Pedagogies

Alanna Goldstein, York University

165. Discussions Regarding Challenges and Strengths of Participatory Action Research, Action Research, and Community Engaged Research

Sunday | 10:15 – 11:45 | Lombard

Chair:

Ali H. Hachem, Stephen F. Austin State University

Ethnic Studies and YPAR: A Posthumanist Case Study

Thomas F. Albright, University of Massachusetts Amherst

Revisiting the Lessons From the Damned: Refusal, Critical Bifocality and the Fugitive Prospects of PAR

Miguel Novilla Abad, University of California, Irvine

Follow Your Passion, Be Prepared to Work: The Pinnacles and Pitfalls of Establishing a Community-Engaged Research Partnership

Simone Gause, University of South Carolina

Action Research as a Formalizing Project: A Textual Eventualist Critique

Ali H. Hachem, Stephen F. Austin State University

166. SDS@AESAs Town Hall: Disability Studies Expansions

Sunday November 3, 2019

Sunday | 10:15 – 11:45 | Camden

Discussant:

Phil Smith, National Louis University

Presenter:

Joanne Woiak, University of Washington

167. The School-to-Prison Nexus and Restorative Justice

Sunday | 10:15 – 11:45 | Douglass

We Have Our Priorities Misplaced: Critical Community Conversations About the School Prison Nexus

Joy Howard, University of Southern Indiana; Timberly Baker, University of Southern Indiana;
Irese Obanor, University of Southern Indiana

Rooting Restorative Practices in the School Lifeworld: An Ethnographic Case Study

Hilary Lustick, Texas State University

Taking Action: Restorative Justice for Critical Community Building with Preservice Teachers

Matthew Green, University of Louisiana at Lafayette

168. MAS Solidarities in the Movement for Mexican American Studies (MAS) in Texas Public Schools

Sunday | 10:15 – 11:45 | Pratt

Participants:

Celina Moreno, Intercultural Development And Research Association (IDRA)

Lilliana Patricia Saldaña, UTSA

Andres Lopez, Stevens High School

Marco Cervantes, University of Texas at San Antonio

Marisa Diaz, State Board of Education Member

169. Teaching to Disrupt: Supporting and Building Solidarity for “Troublemaker” Teachers

Sunday | 10:15 – 11:45 | Chesapeake A

Chair:

Jesslyn Hollar, Edgewood College

Sunday November 3, 2019

Participants:

Timothy Slekar, Edgewood College

Jessica Masterson, University of Nebraska-Lincoln

Thomas Owenby, UW Madison

Lauren Gatti, University of Nebraska-Lincoln

Jennifer McCarthy Foubert, Knox College

170. Challenging and Transforming K-12 Curriculum

Sunday | 10:15 – 11:45 | Chesapeake B

Slave Trade, Resistance and Decolonization in Tanzanian History Textbooks: A Case for (Re)membering Our Way

Amber Neal, University of Georgia

Art Moves: Filmmaking as Arts Activism in a Middle School Media Arts Residency

Betsy Maloney Leaf, University of Minnesota; Bic Ngo, University of Minnesota; Diana Chandara, University of Minnesota, Twin Cities



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