AFFIRMING DIVERSITY/CHALLENGING INEQUALITY: ARE WE “MAKING PROGRESS”?
In Memorial

This conference is dedicated to the memory of Landon Beyer, who died April 15, 2006, at the age of 56. Dr. Beyer received his Ph.D. from the University of Wisconsin-Madison in curriculum and instruction in 1981 and was, most recently, Professor and Associate Dean for Teacher Education, Indiana University. He was a frequent contributor to AESA conferences over two decades. Aside from being a great human being, he will be remembered for his unswerving commitment to the promise of democratic education and public life.
Affirming Diversity/Challenging Inequality:
Are We “Making Progress”?
The role of AESA is to provide a cross-disciplinary forum in which scholars can gather to exchange and debate theoretical issues and empirical research that addresses the social context of education. The cross-disciplinary commitment of the organization creates a landscape for the discussion of a broad range of issues involving multiculturalism and diversity, globalization, the politics of education, and pedagogical practice.

For further information about the association, please visit our website at www.uakron.edu/aesa.

AESA Officers

President, Steve Tozer, University of Illinois at Chicago
President-Elect and Program Chair, Dennis Carlson, Miami University
Vice President, Susan Franzosa, Fairfield University
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AESA Executive Council

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2006 AESA Program Committee

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Kneller Lecture Committee
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Kathy Hytten, Southern Illinois University
Kathleen Knight-Abowitz, Miami University

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Staff and Other Conference Contributors
Rebecca Martusewicz, Eastern Michigan University: editor, Educational Studies
Jana Noel, California State University at Sacramento: editor of AESA newsletter
Huey-li Li, University of Akron: AESA listserve and webpage editor
Sandra Spickard Prettyman, University of Akron, conference site-selection coordinator
Bernardo Gallegos, Washington State University, conference on-site coordinator
Cathryn Chappell, Ashland University: book exhibit coordinator
Theodorea Berry, Lewis University: graduate student coordinator
Richard D. Lakes and Patricia A. Carter, Georgia State University: AESA historians
Kathryn LaFever, Miami University: assistant in conference organization
Kathryn and Greg LaFever, program cover art
REGISTRATION

Wednesday, November 1, 5:00-7:00 p.m.
Thursday-Saturday, 8:00-5:00 p.m.

SPECIAL MEETINGS

Graduate Students meeting, Chaired by Theodora Berry
Saturday, November 4, 8:30–10:00 a.m.
Corbin, 4th Floor

AESA Executive Council
Thursday, Nov. 2, 9 a.m.–Noon
Sunday, November 5, 8–11:00 a.m.
Riverside I, 4th Floor

Committee on Academic Standards and Accreditation (CASA)
Business Meeting
Friday, November 3, 1:30–3:00 p.m.
Riverside I, 4th Floor

Council of Social Foundations of Education (CFSE)
Business Meeting
Friday, November 3, 8:30–10:00 a.m.
Riverside I, 4th Floor

Educational Studies Editorial Board Meeting
Thursday, November 2, 8:30–10:00 a.m.
Riverside II, 4th Floor
2006 AESA BOOKS EXHIBIT: Hours and Information

We are very excited about this year’s book exhibit, as we have a number of new and returning publishers, along with several planned events. Hours for the Book Exhibits Room continue to provide time both before and after sessions so conference participants have ample opportunity to attend. In addition to the publishers’ tables, AESA authors and Critics’ Choice books will be on display, so please look for these special tables. Again this year we are very excited to offer the publishing workshop in the Book Exhibits Room. This is scheduled for Thursday afternoon and focuses on tips for journal and book publishing. In addition, the ever-popular Book Distribution will take place Saturday at 1:00 pm. Make sure to schedule time for a visit to the Book Exhibits Room to peruse the latest publications of interest to foundations scholars.

Book Exhibit Hours

Thursday: 8:00 am to 5:30 pm
Friday: 8:00 am to 5:30 pm
Saturday 9:00 am to 12:00 noon

Book Exhibit Location

Ballroom D

Book Distribution Information

The book distribution will take place on Saturday, November 5th beginning at 1:00 pm. Graduate students will be allowed to enter from 1:00 to 1:30 p.m. After this, the book distribution will be open to graduate students and faculty members. Suggested donations for this year’s distribution are $7.00 for graduate students and $10.00 for faculty members. We are able to accept checks and cash only, so come prepared. Look for more information about the Book Distribution in the Book Exhibits Room.

Book Exhibit Session

Navigating the Publication Process Thursday, November 2, Noon-1:00 p.m.

Ballroom D

Facilitators: Kathleen deMarrais, Rebecca Martusewicz, and Sandra Spickard Prettyman

This session will focus on how to navigate the publication process. Topics for consideration will include: evaluating venues for publication and how to find the best fit
OPENING SESSION (1A), 6:45 – 8:00 p.m.

Exhibit Hall, Lower Level

Welcome to the 2006 Conference

Steve Tozer
AESA President

Opening Address

Dennis Carlson
Miami University
AESA President-Elect and 2006 Program Chair

“Are We Making Progress?”

Dennis Carlson is a professor in the Department of Educational and the Center for Education and Cultural Studies at Miami University. He is the author of Teachers and Crisis: Urban School Reform and Teachers’ Work Culture (1992), Making Progress: Education and Culture and Culture in New Times (1997), and Leaving Safe Harbors: Toward a New Progressivism in American Education and Public Life. He is has also co-edited a number of books in education, including Keeping the Promise: Essays on Leadership, Democracy, and Education (With C. P. Gause, upcoming), and has published articles in major educational journals.

Welcome to the Spokane Area

Bernardo Gallegos
Washington State University

RECEPTION

Skyline Ballroom, 14th floor

Food, music, and a cash bar Sponsored by Washington State University.
2Aa  Re-visiting the Idea of Progress: Progressivism in a Postmodern Age

SESSION ONE
INDIVIDUAL PAPERS
Ballroom A, lobby level
Chair/discussant:
Heather Horsley, University of Illinois at Chicago


Greg Seals, College of Staten Island/CUNY: A Deweyan Perspective on Meeting Conditions for Progress in Education.

Haithe Anderson, Bowling Green State University: Some Notes on “Making Progress.”

2Ab  Multicultural Education and Diversity

INDIVIDUAL PAPERS
Ballroom B, lobby level
Chair/discussant:
Amee Adkins, Illinois State University

Caroline Rueckert, University of British Columbia: Models of Difference: Unpacking the Double Talk of a Suspect Liberalism.

Dymaneke Mitchell, University of Alabama: Being the “Other” With an “Other” Perspective: Problematising the Essentialization of Identities.

Jianping Xu, Syracuse University: Politics of Judgment and Interpretation: (Im)possibilities in Multicultural Education.

Barbara Kolbus, Simon Fraser University, Faculty of Education: Encountering “Other”: What Makes Multicultural Education So Difficult?

2Ac  Race and Gender in Sport:
Navigating the Shifting Landscape of Modern petition

SYMPOSIUM
Manito, lobby level
Chair/discussant:
Michelle Jay, University of South Carolina

Pamela Bettis, Washington State University, and Natalie Guise Adams, University of Alabama: Falling Female Athletes: Creating a Third Space for Women in Sports.


Sanford Richmond, WSU: Barry Bonds and the Nostalgia for White Masculinity in Sport.

Brandon Sternod, WSU: Gridiron Masculinities on Film: Reproducing the Dominant, Denying the Possibilities.

2Ad  Diversity Camp: Humor and Social Justice Pedagogy

SYMPOSIUM
Audubon, lobby level
Chair:
Jennifer Logue, University of Illinois at Urbana Champaign

Cris Mayo, University of Illinois at Urbana Champaign: “Reading” Racism: Maintaining the Tension and Pleasure of Critique

Audrey Thompson, University of Utah: Humor and Authority in Social Justice Education

Kim Hackford-Peer, University of Utah: Creating Classroom Community Through Dialogic Humor

Eduardo Duarte, Hofstra University: Critical Pedagogy is Not Funny.
**2Ae**  
**Teacher Education and Social Entrepreneurship; Our Semester Building a Charter School**  
**ALTERNATIVE FORMAT**  
*Willow I, lobby level*  
Justen Infinito, Ball State University  
This panel of 3-6 education students and their professor will present a new and meaningful way to educate future teachers and school leaders, based on a semester-long endeavor to build a charter school. A DVD presentation will be included.

**2Af**  
**Privatization and Choice Plans in Public Education**  
**INDIVIDUAL PAPERS**  
*Willow II, lobby level*  
Chair/discussant: Dianne Smith, University of Missouri-Kansas City  
Elise Albrecht, Denison University: “Erosion of the ‘Public’ in Ohio’s Public Schools: How Privatization Prevents School Reform for Increasing Educational Quality.”  
Cristen Jenkins, University of Illinois at Chicago: School Choice NCLB Style: The Formation and Implementation of the School Choice Provision of No Child Left Behind.

**CONCURRENT SESSIONS 2B, 10:15 – 11:45 a.m.**

**2Ba**  
**Liars, Thieves and Bushocracy: (Dis)affirming Diversity and Embracing (In)Equality**  
**SYMPOSIUM**  
*Ballroom A, lobby level*  
Chair: Charles Gause, UNC Greensboro  
Charles Gause: Blowing the House Down:(Co)Constructing Democratic Classrooms through Collaborative Activism.  
Leila Villaverde, UNC Greensboro: Suspicious of Good Intent, Tired of Resistance.  
Camille Wilson Cooper, UNC Greensboro: Race and Immigration: The Last Civil Rights Frontier (A Rejoinder).

**2Bb**  
**Democratic Educational Policy and Practice: International and Cross-Cultural Comparisons**  
**SYMPOSIUM**  
*Willow I, lobby level*  
Chair: Lynne Hamer, University of Toledo  
Lynne Hamer: Folk Theories of Democracy and Democratic Schooling among Central Asian Students.  
Gui Lin, University of Toledo: Critical Pedagogy in L2 Writing Instruction in China.  
Martu Fleishman, University of Toledo: Equity in the Progressive Education Movement.  
Linda Alvarado, University of Toledo: Academic Progress of Latin@ Undergraduate Students.  
Martha Kransdorf, University of Toledo: Raising Identity Consciousness of Pre-Service Teachers.
2Bc Religious Studies and Religious Identity in Public Schools

INDIVIDUAL PAPERS
Ballroom B, lobby level
Chair/discussant:
John Petrovic, University of Alabama

John Covaleskie, Northern Michigan University: Private Faith and Public Policy.
Suzanne Rosenblith and Bea Bailey, Clemson University: Challenging the Georgia Bible Electives Initiative: Toward a Progressive Program of Religious Studies in Public Education.
Claudia Ruitenber, University of British Columbia: B is for Burqa, C is for Censorship: The Miseducative Effects of Censoring Muslim Girls' and Women's Sartorial Discourse.

2Bd Expressing Race, Class, Gender, and Privilege through Artwork

ALTERNATIVE FORMAT
Audubon, lobby level

Jana Noel, California State University, Sacramento.

This exhibit presents 15 pieces of artwork from college courses in Multicultural Education, Social Equity in Education, and Educational Foundations. The topics of study that the students are responding to through their artwork are racism, prejudice, and privilege. Participants will serve as “critical friends,” providing additional perspectives on the individual pieces as well as the exhibit itself.

2Be Overcoming Resistance of Privileged White Student Teachers: Feminist and Critical Theories and Emotional Intelligence

PANEL
Manito, lobby level

Panel participants: Barbara Regenspan, Kay Johnston, and John Palmer; Colgate University.

2Bf Re-Living Dangerous Memories: Interrogating Spaces of “Otherness” at a Mid-west University

PANEL
Willow II, lobby level

Panel participants: Loyce Caruthers, Edward Underwood, Jennifer Waddell, and Dianne Smith; University of Missouri - Kansas City.
2Ca  Exploration of Educational Justice and Progress in a Democratic Society

SYMPOSIUM  Audubon, lobby level

Dale Snauwaert: Empire and the Multitude: Emergent Possibilities of Democracy and Justice in the Global Order.

Sam Snyder, University of Toledo: Progress in Public Education and Public Life.


Alexander Wrege, University of Toledo: A Hobbesian Analysis of the Rights and Duties of the Sovereign.

Russ Kahler, University of Toledo: Redefining Democratic Education in the Age of NCLB.

2Cb  Have We Cracked the Codes Yet? Making Progress or Still Going “Round the Mulberry Bush”?

SYMPOSIUM  Manito, lobby level

Chair: Virginia Worley, Oklahoma State University
discussant: Otto Stacy, Illinois State University

Lauren Skvarla, Oklahoma State University: Technology, Making Progress, and One Code of Student Conduct: Are We Free Yet?

Dana Gray, Oklahoma State University: Down “The Behavior Intervention Plan” Cattle Shoot.

Virginia Worley: Forever Damned As Abject Objects: “At Risk” and Coded to Circle “Round.”

2Cc  The Social Construction of Race, Class, Gender and Other: Analyzing the Dimensions of Equity through Privilege

INTERACTIVE/ ALTERNATIVE FORMAT  Willow I, lobby level

This workshop will make use of a powerpoint presentation and three interactive activities: a privilege exercise, a “pull yourself up by your bootstraps” exercise and a “stereotype” exercise. Critical discourse will take place before, during and after each exercise.

Presenter/organizer: Darrell Cleveland, New Jersey City University

2Cd  Colonial and Post-Colonial Education

INDIVIDUAL PAPERS  Ballroom B, lobby level


Gay Reed, University of Hawaii: Affirming and Resisting Cultural Differences in Hawai’i: Discourses of Inclusiveness and Marginalization.

Barrel Gueye, Binghamton University: Students’ Voices for an Alternative Education: Diversity and Reform in the Senegalese Educational System.

Paul Orlowski, University College of the Fraser Valley: Aboriginal Education & Social Studies: What’s Ideology Got To Do With It?
2Ce Critical Pedagogy
INDIVIDUAL PAPERS
Ballroom A, lobby level
Chair/discussant:
Brad Porfilio, Richard Stockton
College of New Jersey.
Kurt Haste, University of Connecticut: Moments of Clarity & Frustration: Pre-service and In-service Teachers Responding to Critical Pedagogy.
LaVada Brandon and Lynn Zimmerman, Purdue University Calumet: They Said What? Negotiating Place, Space, and Subjectivities Through Critical Pedagogy.

2Cf Research on Charter Schools
INDIVIDUAL PAPERS
Willow II, lobby level
Chair/discussant:
Jan Armstrong, University of New Mexico
Richard Ognibene, Siena College: The Failure of Corporate Charter Schools to Reduce Educational Inequality: A New York State Example.

2Da The Future of the Social Foundations Field: A Council for Social Foundation of Education
SYMPOSIUM
Ballroom A, lobby level
Chair: Dan Butin, Cambridge College
Steve Tozer, University of Illinois-Chicago, and Dan Butin: Vision, Mission, and Strategic Plan of CSFE.
Cathryn Chappell, Ashland University, and Kathleen deMarrais, University of Georgia: Preliminary Report on a National "State of the Field" Survey of the SFE Field.
Jamie Lewis, University of Georgia: At the Table or Out the Door? The Role of CASA, CSFE and the Accreditation of Teacher Education.

2Db Space Invaders: Deviancy, Difference, and Eroticism in Public Schools
SYMPOSIUM
Audubon, lobby level
Chair: Natalie Adams, University of Alabama
Natalie Adams, University of Alabama, and Pamela Bettis, Washington State University: Cleavage, Buns, and Poms: Cheerleading as an Erotic Space.
Elizabeth Hendrix, University of Alabama: Eros and Education: Deviance and the Female Body in Public Schools.
Sikharim Majumdar, University of Alabama: Paving New Paths for LEP Students through Creative Arts.
Gerald Wood, University of Northern Arizona, and Tana Samuels-Fair, Eastwood Middle School: Inquiry in the Art Room: Using Maps as Tools of Critique.
2Dc  Bridging the Achievement Gap of Immigrant Students from the Former Soviet Union

SYMPOSIUM
Manito, lobby level
Facilitator: Yelena Dokshitskaya, SUNY at Buffalo

Yelena Dokshitskaya: ESL# (Does Not Equal) ESP: Mainstream Classroom Teachers’ Perceptions of and Attitudes towards the Role and Responsibilities of English as a Second Language (ESL) Teachers and ESL Programs.

Vladimir Ageyev, SUNY at Buffalo: Sociocultural Approach to Intercultural Education.

Jason Goulah, SUNY at Buffalo: Successful ESL Teaching With Former Soviet Immigrant Students: A Case Study.

2Dd  The Pedagogical Dance: Putting Student Experience Center Stage in the Democratic Classroom

PANEL
Willow II, lobby level
Facilitators: Duane Castanier, Amanda Koch, Meghan Drummond, and Jenna Waters; Eastern Michigan University.

2De  Lesbian, Gay, Bisexual and Transgender Educators’ Perceptions of School Climate

PANEL
Willow I, lobby level
Jennifer Esposito, Georgia State University; Nancy J. Smith, Millersville University; Bettina Love, Georgia State University.; Mary McPherson, Georgia State University; Cole Reilly, Pennsylvania State University; Tiffany Wright, Johns Hopkins University.

2Df  Youth Culture, Popular Culture, and the Mass Media

INDIVIDUAL PAPERS
Comstock, 4th floor
Chair/discussant:
Warren Crichlow, York University

Kurt Haste, University of Connecticut; and James Joss French, Plymouth State University: Disrupting Democracy: Cable News and the Classroom.

Lauren Saenz, University of Colorado at Boulder: What Does the Public Deserve to Know?: Examining Print News Media and the Debate Over the Michigan Civil Rights Initiative.

Emily Wexler, University of Colorado at Boulder: Why Do Students Get Involved?: An Investigation of Media Reports on Youth Participation in Immigration and Education Reform Demonstrations.


2Dg  Transformative Educational Leadership

INDIVIDUAL PAPERS
Ballroom B, lobby level
Chair/discussant: Greg Seals, College of Staten Island/CUNY

Dennis Conners, Gonzaga University: Learning to Lead a Movement: The Paradoxical Art of Learning How to Unlearn.

Glenn Hudak, University of North Carolina-Greensboro: Miasma: Toxic Nourishment and the Question of Transformation (and Progress) in Leadership & Education.


Monica Noraian, Illinois State University: Sarah Raymond: A Case Study of a Female Educational Leader Ahead of Her Time.
2Ea  Inequalities in Washington State: What Does History Tell Us about Our Educational Opportunities in the Northwest?

SYMPOSIUM  
Comstock, 4th floor  
Chair: Jacque Ensign, Antioch University Seattle & Evergreen State College  
Discussant: Bernardo Gallegos, Washington State University

Janell Epperson, Antioch University Seattle: The Influence of Indian Boarding Schools in the Modern Era as Related to the Native Peoples of Puget Sound.

India Carlson, Antioch University Seattle: The Effects of Social Reproduction, Economics, and Culture on Seattle Public Music Programs: An Examination of Middle School Band Programs and Diversity.

Drew C. Larson, Antioch University Seattle: The Effects of No Child Left Behind Reforms and the WASL on the Seattle Secondary Bilingual Orientation Center.


Jessica Thomashow, Antioch University Seattle: Through Seattle’s Looking Glass: An Examination of Seattle’s History with Busing as a Reflection of the City’s Concept of Public Education.

Stephanie Wolfe, Antioch University Seattle: Environmental Education in the Pacific Northwest.

2Eb  Change from Within: Negotiating the Challenges of Conducting Research in the Workplace

SYMPOSIUM  
Audubon, lobby level  
Chair/discussant: David Gorlewski, D’Youville College


Karen Miller, SUNY at Buffalo: Clenched Teeth: Negotiating Dental School Research.

Holly McCarthy, SUNY at Buffalo: Studying Black Female Students in an Historically White Institution.

Julie Weigand, SUNY at Buffalo: Tell Me How You Really Feel: Navigating the Ins and Outs of the Workplace as Research Space.

2Ec  Reclaiming the Past: The Historical Significance of Black Communities and Educational Institutions in the United States

SYMPOSIUM  
Willow I, lobby level  
Chair: Jean Patterson, Wichita State University  
Discussant: George Noblit, University of North Carolina at Chapel Hill

Jean Patterson, Kathy Mickelson, Jan Petersen, and Diane Gross, Wichita State University: Frederick Douglass School, Parsons, Kansas, 1908-1958.


Monifa Green Beverly, University of North Carolina at Chapel Hill: Generational Narratives of Families in Nottoway County, Virginia.
**2Ed** Collaborative and Reflective Strategies: New Faculty Meeting the Challenge to Teach in the Social Foundations

Christina Madda, University of Illinois at Chicago (chair); Pamela Konkol, Concordia University; Brian D. Schultz, Northeastern Illinois University; Isabel Nunez, Concordia University; Erika Buhring, Indiana University; Nikoletta Christodoulou, College of Education, FiT, Cyprus; Heather Horsley, University of Illinois at Chicago, Dara Soljaga, Concordia University.

**2Ee** Food for Thought: Studying Food Security and Sustainability In Urban and Rural Contexts

Rebecca Martusewicz and Elizabeth Smith, Eastern Michigan University; Gary Schnakenberg, Melissa Chapman, and Ken Boisselle, Souhegan High School, Amherst, NH.

**2Ef** Multicultural Education and Diversity

INDIVIDUAL PAPERS

William Collins, Le Moyne College: Ethnomathematics as a Tool for Equity.


Michelle Jay, The University of South Carolina: “I Mean I Feel Black All Day!” African American Educators’ Experiences with Racism.

**2Eg** Re-visiting the Idea of Progress: Progressivism in a Postmodern Age

INDIVIDUAL PAPERS

Dawn Riley, Skidmore College: Pedagogical Method: Progress from Dewey to Heidegger.


Ellen Boesenber, Binghamton University: Educational Accountability: A Sign of Progress?

Jay Roberts, Earlham College: A Fragile and Incomplete Project: Curriculum Theorizing in Experiential Education.
GENERAL SESSION  2F, 5:30 – 7:00 p.m.
Ballroom C, Lobby Level

George Kneller Lecture
Deborah Britzman
York University
Introduction by Barbara Thayer-Bacon, University of Tennessee

Transference People: On Psychoanalysis, Responsibility and Meeting the Unknown

Deborah P. Britzman is Distinguished Research Professor at York University, in Toronto. Her research interests are in the areas of psychoanalysis and education, social difference and learning, and education and contemporary social thought. She is the author of Practice Makes Practice: A Critical Study of Learning to Teach, Revised Edition (2003); Lost Subjects, Contested Objects: Toward a Psychoanalytic Inquiry of Learning (1998); After-Education: Anna Freud, Melanie Klein and Psychoanalytic Histories of Learning (2003) and Novel Education: Psychoanalytic Studies of Learning and Not Learning (2006) as well as numerous journal articles in education.

RECEPTION

Pre-Function Area, Lobby Level

A reception with food and cash bar follows the Kneller Lecture, sponsored by Miami University and AESA.
### 3Aa  Making the Cultural and Environmental Commons the Focus of Educational Reform: Examining Enclosure

**SIG SYMPOSIUM**  
*Ballroom A, lobby level*  
Chair: Johnny Lupinacci, Eastern Michigan University

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<tr>
<th>Presenter/Institution</th>
<th>Title/Abstract</th>
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<tbody>
<tr>
<td>C. A. Bowers, University of Oregon</td>
<td>Ideological Sources of Resistance to Commons-Based Reforms.</td>
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<tr>
<td>Rebecca Martusewicz, Eastern Michigan University</td>
<td>Resisting Enclosure in Detroit: Grassroots Activism as Commons-Based Education.</td>
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<tr>
<td>Jeff Edmundson, Portland State University</td>
<td>Challenging Commodification in a Teacher Education Program: Pathways and Obstacles.</td>
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### 3Ab  Tracking the Money I: Neocons Living on the Hill, in the Media, and in Our Own Backyards

**SYMPOSIUM**  
*Ballroom B, lobby level*  
Chair/discussant: Kathleen deMarrais, University of Georgia

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<tr>
<td>Philip Kovacs, University of Alabama, Huntsville</td>
<td>Reframing the Debate: Progressing Beyond Neoliberal/Neoconservative Choices.</td>
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<tr>
<td>John Covaleskie, Northern Michigan University</td>
<td>Church, State, Vouchers, and Politics: A View from Michigan.</td>
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<tr>
<td>Janna Dresden, Auburn University</td>
<td>Exploring the Genesis of Educational Policy: A Case Study in Alabama.</td>
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<tr>
<td>Richard Lakes, Georgia State University</td>
<td>Parental Rights, Student Clubs, and the Georgia General Assembly.</td>
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### 3Ac  The “Hidden” Curriculum of Schooling

**INDIVIDUAL PAPERS**  
*Audubon, lobby level*  
Chair/discussant: Brad Porfilio, Richard Stockton College of New Jersey.

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<tbody>
<tr>
<td>Raji Swaminathan, University of Wisconsin-Milwaukee</td>
<td>Educating for the “Real World”: The Hidden Curriculum of Community Service Learning.</td>
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<tr>
<td>Gerald Wood, Northern Arizona University</td>
<td>Militarizing the Contact Zone: Surveillance and Containment in Middle School.</td>
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<tr>
<td>Justen Infinito, Ball State University</td>
<td>Diversity as Epistemic Tool; Epistemology as Ethical Teacher.</td>
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<td>Kanako Ide, University of Illinois at Urbana Champaign</td>
<td>A Philosophical Analysis of Debates over the Symbolic Uses of Hiroshima in Peace &amp; Patriotic Education.</td>
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### 3Ad  Holistic Education/Alternative Epistemologies in Education

**INDIVIDUAL PAPERS**  
*Manito, lobby level*  
Chair/discussant: Dianne Smith, University of Missouri-Kansas City

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<tbody>
<tr>
<td>Paul Shaker, Simon Fraser University</td>
<td>Seeking Meaning From Education in a Post-NCLB World.</td>
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<tr>
<td>Jaylyrne Hutchinson, Ohio University</td>
<td>Inside-Out Education: Our World Cries Out.</td>
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<tr>
<td>Douglas McKnight, University of Alabama</td>
<td>The Despair of Critical Pedagogy: Revealing a Disposition Toward “Passionate Inwardness” to Resist the Growing Closure of Technocratic Schooling.</td>
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<tr>
<td>Tracy Stevens, University of Utah</td>
<td>The Tibetan Narrative of Self: An Ethics-Based Identity-in-Exile.</td>
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CONCURRENT SESSIONS  3A, 8:30 – 10:00 a.m.

3Ae  Foucault and Education

INDIVIDUAL PAPERS
Willow I, lobby level
Chair/discussant: Constance Krosney, Vermont College of Union Institute and University
Aziz Talbani, Tarleton State University: Why Foucault was Disillusioned? Quagmire of Schooling and the Elusive Goal of Equity!
Tyson Lewis, Montclair State University: Necropedagogy.
Marela Dichupa, Simon Fraser University: A Dialogue: Responding to the Gaze in Arts Education

3Af  The Intersection of Gender and Race

INDIGUAL PAPERS
Willow II, lobby level
Chair/discussant: Barbara Regenspan, Colgate University
Debra Dyer, Binghamton University:
Silent Resistance, Passive Transgression: Constructing an Inclusive Teacher/Student Voice Through the Integration of White Feminist and Feminist of Color Theories.
Noelle Witherspoon, University of Alabama: Transgression, Subversion, and Creative Insubordination: Locating the Work of Black Female Principals in Womanist Theology.
Peggy Placier, University of Missouri-Columbia: Race Talk, Gender Venting, Choice Words: Fifth Graders at Jackson Elementary School.

3Ag  Identity, Agency and Alliance Building Among Sexual Minority Youth

SYMPOSIUM
Comstock, 4th floor
Chair/discussant: Claudia Ruitenberg, University of British Columbia
Lisa Weems, Miami University: LGBT Youth, GSAs and ‘Desiring Subjects’.
Cris Mayo, University of Illinois-Urbana Champaign: How Straight Are the “Straight” Girls in GSAs?
Jennifer Logue, University of Illinois-Urbana Champaign: Discourses on Desire, Sexuality Education and GSAs.

CONCURRENT SESSIONS  3B, 10:15 – 11:45 a.m.

3Ba  Struggling to Work for Social Justice: The Thoughts of Three Teacher Educators

SYMPOSIUM
Willow I, lobby level
Chair: Sheryl Cozart, George Mason University
Sheryl Cozart: Moving Mountains: An Exercise in Evoking a Social Justice Paradigm.
Jenny Gordon, Binghamton University: So What is Social Justice? An Exploration of Interpretations, Beliefs and Actions.
**3Bb** How Can We Preserve Humanity in the Face of Structures? The Politicization of Phenomenology

SYMPOSIUM  
Comstock, 4th floor  
Chair/discussant: Frank Margonis, University of Utah  
Matt Birkhold, University of Utah: Africa and the Crisis of European Man: Towards a Historical Du Boisian Phenomenology.  
Pamela Brown, University of Utah: The Bourdieu-Sartre Divide.  
Mark Brenneman, University of Utah: The Pedagogical Possibility of Existential Psychoanalysis: An Inquiry.  
Paul Humbert-Fisk, University of Utah: Understanding Relationships Between People and Potentials for Coalition Building.

**3Bc** It’s a Diverse World of Citizens After All: In the Matrix of Inequalities Who, How and Where Citizenship is Constituted Matters

SYMPOSIUM  
Manito, lobby level  
Chair: Melissa Moreno, University of Utah;  
Discussant: Edward Buendia, University of Utah  
Melissa Moreno: ‘We Belong Here Because We Earned This Space’: Citizenship Practices and Identity among Young Adult Latina/o Popular Educators.  
Luis Urrieta Jr., University of Texas, Austin: ‘It is one of those things I just am’: Investigating Preservice Social Studies Teachers Conceptions of Citizenship.  
Doris S. Warriner, University of Utah: Membership & Belonging: The Gendered, Raced, and Classed Experiences of Sudanese Refugees Learners.

**3Bd** Sexual Identity and Queer Studies in Education

INDIVIDUAL PAPERS  
Willow II, lobby level  
Chair/discussant: Sandra Spickard Prettyman: University of Akron  
Audrey Thompson, University of Utah: Pedagogy for a Princess: Queering Privilege in Student-Centered Education.  
Ashimuneze Heanacho, Gbs LuMach Institute, and Naomi Miller, Project Reach/Bladen College: Incommensurability and Discontinuity Between Hetero- and Homosexual Epistemology of Diversity?  
CONCURRENT SESSIONS 3B, 10:15 – 11:45 a.m.

3Be  NCLB, High Stakes Testing, and Performance Standards
INDIVIDUAL PAPERS
Ballroom A, lobby level
Chair/discussant:
Martu Fleishman, University of Toledo

Dennis Attick, Georgia State University: The Recurring Triumph of Positivism The New Georgia Performance Standards for Education.

Felecia Briscoe, University of Texas, San Antonio: NCLB & Equity: The Discourse of School Districts.

Anya Wiley, Gunilla Holm, and Stephanie Higdon; Western Michigan University: Quieting the Riot: The No Child Left Behind Legislation and Assessment of the Marginalized Children of Benton Harbor.

3Bf  Researching the Achievement Gap
INDIVIDUAL PAPERS
Ballroom B, lobby level
Chair/discussant:
Lynn Zimmerman, Purdue University Calumet

Adam Renner and Drew Grey, Bellarmine University: Examining the Gap: Black Student Voices on Academic Achievement in Mathematics.


Robin Hughes and Fred Bonner, Indiana University: Still Separate (Tracked), Still Unequal: What Do Graduation Rates for Black and White Males Really Mean?

Sharon Rubin, University of Illinois at Chicago: Will All of the “Bachelors” Be Girls?: A Look at the Gender Gap in Minority Educational Achievement.

3Bg  Convening a Community of Inquiry: Women’s/Girl’s Studies in Educational Studies
SIG PLANNING SESSION
Audubon, lobby level
Susan Laird, University of Oklahoma and Susan Douglas Franzosa, Fairfield University.

This session’s purpose will be to found a new collective within which AESA members may broaden, deepen, and share their specialized knowledge and ongoing women’s/girls’ studies scholarship in educational studies.
### 3Ca Challenging Dominant Discourses of Educational Policy and Reform

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<tr>
<th>Chair/discussant: LaVada Brandon, Purdue University at Calumet</th>
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<td><strong>INDIVIDUAL PAPERS</strong></td>
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<tr>
<td>Cathryn Chappell, Ashland University: <strong>What’s the Value of Value-Added?</strong></td>
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<td>John Heflin, Kent State University: <strong>Challenging Inequality and Affirming Diversity: State Policy for a Knowledge Base for Education Professionals.</strong></td>
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<td>Thomas O’Brien, Ohio State University at Mansfield: <strong>The Illusion of Progress: Effective Schools Research Repackaged as “No Child Left Behind” and the Perpetuation of Inequality in American Public Education.</strong></td>
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### 3Cb Education for Sustainability: Engaging Students in Local/Global Learning

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<th>Chair/discussant: David Gruenewald, Washington State University</th>
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<tr>
<td>Melissa Saul: <strong>Education for Sustainability: Engaging Students in Local/Global Learning.</strong></td>
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<td>Bob Manteaw, Washington State University: <strong>The UN Decade for Education for Sustainable Development.</strong></td>
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<td>Joan Oviawe, Washington State University: <strong>Local and Global Initiatives for Sustainability Education.</strong></td>
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### 3Cc Against Progress, or the Need to Break with Market-driven Ideologies of Reform, Equality and Efficiency

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<th>Chair: Mustafa Sever, State University of New York at Buffalo</th>
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<td><strong>Willow I, lobby level</strong></td>
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<tr>
<td>Mustafa Sever: <strong>Deconstructing Neo-Liberal Discourses on Public Educational Reform.</strong></td>
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<tr>
<td>Sami Hanna, State University of New York at Buffalo: <strong>The Meanings and Implications of Progress in Discussions of Market-Driven Choice and Equality.</strong></td>
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<td>Clayton Steen, State University of New York at Buffalo: <strong>Reproducing Inequality and the Crisis of Public Education.</strong></td>
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### 3Cd Education as a Dialogue Across Difference

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<th>Chair/discussant: Wendy Kohli, Fairfield University</th>
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<tr>
<td>Lisa Loutzenheiser, University of British Columbia: <strong>Teaching and Learning Across Difference: Confession, Empathy and Autobiography.</strong></td>
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<td>Suzanne Rice, University of Kansas: <strong>The Role of Trust in Pedagogical Relations Across Differences.</strong></td>
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<td>Amrit Zahir, University of Washington: <strong>Building Trust Across Differences: The Requisite to Public Life in a Democracy.</strong></td>
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<tr>
<td>Claudia Ruitenberg, University of British Columbia: <strong>Inhabiting Difference Differently: Educating for Hospitality in Social Identities.</strong></td>
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CONCURRENT SESSIONS  **3C**, Noon – 1:30 p.m.

**3Ce**  Sexuality Education, Science Education, and the Religious Right in America

**INDIVIDUAL PAPERS**  
*Ballroom B, lobby level*  
Chair/discussant: Richard Reynolds, Eastern Connecticut State University

Kristen Luschen, Hampshire College: *The Challenge of Critical Comprehensive Sexuality Education in the era of No Child Left Behind.*

Lucy Bailey, Oklahoma State University: *Affirming Inequality: Sexuality Education and Oklahoma’s Imagined Community.*

Clayton Pierce, UCLA: *Designing Intelligent Knowledge: Epistemological Faith and the Democratization of Science and Technology.*

John Covaleskie, Northern Michigan University: *Religion and Science in Public Schools: The Two Why’s.*

**3Cf**  Theorizing a New Progressivism

**INDIVIDUAL PAPERS**  
*Willow II, lobby level*  
Chair/discussant: Jay Roberts, Earlham College

Elizabeth Hendrix, University of Alabama: *Leaving Justice and the Body Behind.*

Sundy Watanabe, University of Utah: *Educational Choice: A Question of Epistemology, Power, and Control.*

Philip Kovacs and Tony Carusi, Georgia State University: *Reintroducing the Public to Education: A Counter-Narrative to Market Fundamentalism.*


CONCURRENT SESSIONS  **3D**, 1:45 – 3:15 p.m.

**3Da**  Normalize to Control: Foucault’s Disciplining Mechanisms in Today’s School

**SYMPOSIUM**  
*Audubon, lobby level*  
Chair/discussant: Stacy Otto, Illinois State University


Donna Sayman, Oklahoma State University: *Embracing Pathology: A reading of the Emotionally Disturbed label through a Foucauldian Analysis.*

Nancy Mathea Grayson, Oklahoma State University: *Foucault’s Disciplining Space, Time, and Movement to Normalize and Control Black Girls in the Classroom.*

Anita Ede, Oklahoma State University: *Viewing Grade Retention Through Foucault’s Lens: Students as Objects of Correct Training.*
3Db Embodying Educational Ideas: Reflections on Biographical Inquiry in Educational Studies

SYMPOSIUM
Ballroom B, lobby level
Chair: Susan Franzosa, Fairfield University


Susan Laird, University of Oklahoma: Rereading Mary Wollstonecraft: Toward an Art History of Coeducational Thought.

Cherry McGee Banks, University of Washington: Rachael Davis DuBois: The Biographical Journey of a Multicultural Navigator.

Paula Salvio, University of New Hampshire: When War Correspondence Was In Vogue: Lee Miller’s Wartime Photojournalism, 1944-1945.

3Dc Progress in Post-modern, Post-Colonial, Post-Structural, Post-Utopian, Post-(Enter Your Own) America: A Post-Deweyan Analysis

SYMPOSIUM
Manito, lobby level
Chair/discussant: Deron Boyles, Georgia State University

Eric Sheffield, Missouri State University: Progress, Pedagogy, and Social Reconstruction in a Democracy: A Deweyan Critique and Reminder.

Randy Hewitt, University of Central Florida: The Social and the National: Some Advice from John Dewey.

Andrew McKnight, University of Alabama at Birmingham: A Pragmatic, Yet Sympathetic, Critique of Post-Modern Progress.

Greg Seals, College of Staten Island/CUNY: Gramsci’s Razor and the Theoretical Advantages of a Deweyan Science of Education.

3Dd Toward a Pedagogy of Social Justice

INDIVIDUAL PAPERS
Ballroom A, lobby level
Chair/discussant: Dale Snaulaert, University of Toledo


Kathy Hytten, Southern Illinois University; and Silvia Bettez, UNC-Chapel Hill: Grounding Social Justice: What Do We Mean When We Claim to Prioritize Social Justice In Educational Work?

Denise Baszile, Miami University: In the Company of the Oppressor: Teaching as Testimony.


3De Post-Colonial Theory, Hybridity, and a “Third Space” in Education

INDIVIDUAL PAPERS
Willow I, lobby level
Chair/discussant: Rhonda Jeffries, University of South Carolina

Dolores Calderon, UCLA: The Issue of Western Metaphysics in Education: Decolonizing Western Discourses in Pedagogy.

Candace Thompson, University of South Carolina: This is What We Are About: Faculty Stories of Struggle, Possibility, and Cultural Hybridity.

Susan Schramm-Pate, University of South Carolina: Culture, Regional Identity, and the Social Studies in South Carolina: Texts Considered from a Postcolonial Perspective.

Sheri Hardee, University of South Carolina: TRIO’s Student Support Services Program: Moving Toward Social Action in the Borderlands.
**3Df**  Education and Class Identity/Culture

**INDIVIDUAL PAPERS**

*Willow II, lobby level*

Chair/discussant: Sheron Fraser-Burgess, Ball State University

- Peter Giampietro, University of New Hampshire: *Social Class, Schooling and Identity: Commodity Fetishism and the Ideal of the Educated Person.*
- Julia Spears, Southern Illinois University Carbondale: *Experiences of Low-Income Students' Transition to Graduate School.*
- Julie Gorlewski, SUNY at Buffalo: *Wrestling with Poetry: (Re)Constructing Class in an Inner Ring Suburban High School.*

**3Dg**  "What Injustice?: Challenging Dominant Views and Maintaining Student-Centered Pedagogy in Resistant Teacher Education Classrooms"

**ALTERNATIVE FORMAT**

*Comstock, 4th floor*

Facilitators: Matthew Sanger, Idaho State University; and Richard Osguthorpe, Boise State University.

What strategies and resources are there to assist social foundations instructors in promoting greater progress with student populations that may be highly resistant to the aims, methods, and even the basic premises, of teaching for social justice? How can/should we respond to these challenges while maintaining fidelity to student-centered pedagogy? This session will gather AESA conference participants in an open roundtable discussion of these and other related questions of teacher education, its aims, and methods.

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**3EA**  Representin,' Raptivism and Identity: Hip Hop in Classrooms and Schools

**SYMPOSIUM**

*Audubon, lobby level*

Chair: Paula Groves Price, Washington State University

- Paula Groves Price: *Loving Blackness: Hip Hop and Black Sexual Politics.*
- Kristal Moore, University of North Carolina at Chapel Hill: *Black Female Emcees and the Power of Hip Hop in the Classroom.*
- Sanford Richmond, Washington State University: *Who Crossed Over?*

**3EB**  Pushing the Boundaries of Social Justice

**SYMPOSIUM**

*Manito, lobby level*

Chair: Lauri Johnson, SUNY at Buffalo

- Margaret Brazwell, SUNY at Buffalo: *Open Enrollment During the 1960s: Whatever Happened to the White Students?*
- Yelena Dokshitskaya, SUNY at Buffalo: *Mysterious ESL: Eastern European Immigrant Parents’ perceptions and attitudes towards English as a Second Language (ESL).*
- Claybron Brazwell, SUNY at Buffalo: *Barriers in Understanding Mathematics from African American Students and How They Compare to White Students.*
**Narratives from the Margins: Critical Perspectives on Latino Families and Schooling**

**SYMPOSIUM**

**Willow I, lobby level**

Chair: Susana Flores, CSU Fullerton

Rosario Ordonez-Jasis and Susana Flores, CSU Fullerton: **Building Literacy, Building Community: Latino Teachers and Parents’ Critical Storying Point of View/Objectives.**

Pablo M. Jasis, Art, Research and Curriculum Associates, and Gilberto Arriaza, San Jose State University: “**Esto Lo Hacemos Por Los Niños!**”/This We Do for The Children!: Empowering Migrant Families through Adult Education Initiatives.


**Research on Diversity and Equity in Teacher Education**

**INDIVIDUAL PAPERS**

**Willow II, lobby level**

Chair/discussant: Barbara Thayer-Bacon, University of Tennessee

Audrey Bowser-Brown, Iowa State University: **Urban Education and the Need for Equitable Learning Opportunities in Teacher Preparation: A Literature Review.**

Erskine Dottin, Florida International University: **Fostering Dispositions and Habits of Mind: Lessons from a Graduate Social Foundations of Education Course.**

Jana Noel, California State University, Sacramento: **Community in Teacher Education: What do We Mean by the Concept?**

**Theorizing a New Progressivism**

**INDIVIDUAL PAPERS**

**Ballroom A, lobby level**

Chair: Susana Flores, CSU Fullerton

Virginia Worley, Oklahoma State University: **Coming to Know and Understand Self, Others, and World: Montaigne’s “Of the Education of Children.”**

Gerald Wood, Northern Arizona University: **Spaces of Contradiction: Ideological Slippages in the Production of “Third Space.”**

Bryan Silverman, Kent State University: **Rhetorical Democracy.**

Sandra Schneider and James Garrison, Virginia Polytechnic Institute and State University: **Deweyan Reflections on Knowledge Producing Schools.**

Rosario Ordonez-Flores and Susana Flores, CSU Fullerton

Francisco Balderrama, CSU Los Angeles, CSU Fullerton

**Going Public: Documentary Film and the Aesthetics of Research Representation**

**ALTERNATIVE FORMAT**

**Ballroom B, lobby level**

Organizers: Michael Hayes, Washington State University, and Georgia Grady Johnson, University of Idaho

For a period of four years (2001-2005) the organizers of this session were engaged in a documentary film project with members of the Coeur d’Alene Tribe dealing with the experiences of students at the Sacred Heart Mission Boarding School on the reservation. The session involves screening of a 30 minute film, a short presentation by the producers, and audience discussion and reaction.
Friday, November 3  
2006 ANNUAL CONFERENCE   American Educational Studies Association

CONCURRENT SESSIONS  3E, 3:30 – 5:00 p.m.

3Eg  Research on Diversity and Equity in Teacher Education

INDIVIDUAL PAPERS  
Comstock, 4th floor  
Chair/discussant: Benjamin Blaisdell, University of North Carolina, Chapel Hill  

Keffrelyn Brown, University of Texas at Austin: Is This What We Want Them To Say? Examining the Tensions in Pre-Service Teachers’ Beliefs About Risk and Academic Achievement.

Kathryn Benson, Southern Arkansas University; and Reta Ugena Whitlock, Kennesaw State University: Pedagogy-(With)In-Place: Teacher Education as a Counter-Narrative of “Progress.”

Calandra Lockhart and Shirley Thompson, Valdosta State University: Cultural Competence Among Teacher and Speech Pathologist Candidates.

GENERAL SESSION  3F, 5:30 – 7:00 p.m.  
Ballroom C, Lobby Level

Butts Lecture  
Carlos Ovando  
Arizona State University  
Introduction by Jesse Goodman, Indiana University

Equity & Excellence: Do We Need to Make a Choice?

Carlos Ovando is Professor of Curriculum & Instruction and Educational Leadership & Policy Studies, Advisor and Co-ordinator, Initiative of the Americas, Office of the Vice President for University School Partnerships & College of Education, Office of the Dean, Arizona State University. His books include: Bilingual and ESL Classrooms: Teaching in Multicultural Contexts, (with Virginia P. Collier and Mary Carol Combs) (McGraw-Hill, 2003); The Politics of Multiculturalism and Bilingual Education: Teachers and Students Caught in the Cross Fire (with Peter McLaren) (McGraw-Hill, 2000) and The Color of Bureaucracy: The Politics of Equity in Multicultural School Communities (with Colleen Larson) (Thompson/Wadsworth, 2001). A former high school Spanish teacher, his research, teaching, and service focus on factors that contribute to the academic achievement of language minority students and ethnically diverse groups.

RECEPTION  
Ballroom A, Lobby Level

A reception with cash bar follows the Butts Lecture, sponsored by AESA.
**CONCURRENT SESSIONS  4A, 8:30 – 10:00 a.m.**

### 4Aa  Protecting Against the Cultural Assault on Democratic Knowledge: Middle School Science

**SYMPOSIUM**
**Audubon, lobby level**

Chair/discussant: David Hursh, University of Rochester

**Presenters:**
- **Stephen Fleury, Le Moyne College:** *Strauss, Standards & The Counter-Revolution of Knowledge.*
- **Michael Bentley, University of Tennessee:** *Home Grown Fundamentalism & School Science.*
- **Jim Garrison, Virginia Tech:** *Aesthetics*

### 4Ab  Learning from the Rejected Body

**SYMPOSIUM**
**Manito, lobby level**

Chair: Charles Joseph Meinhart, University of Oklahoma

**Presenters:**
- **Suzanne Rice, University of Kansas:** *Constructing the Difference Called ‘Mental Retardation.’*
- **Nance Cunningham, University of Oklahoma:** *The Rejected Body: Education to Hold the Body Down.*
- **Michael Surbaugh, University of Oklahoma:** *Disability as a Political Category: Relevance to Education of Wendell and Arendt.*

### 4Ac  Equity and Diversity in Children’s and Adolescent Literature

**INDIVIDUAL PAPERS**
**Willow I, lobby level**

Chair/discussant: Adam Renner, Bellarmine University

**Presenters:**
- **Anita Iaquinta, Robert Morris University:** *Bibliotherapy in the Inclusive Elementary Classroom.*
- **Margo Sacco, Miami University:** *The Changing Face of Censorship in Children’s and Adolescent Literature.*
- **Mari Stair and Jane Kelley, Washington State University:** *All of the Voices: Children’s Literature.*
- **Sonja Darlington, Beloit College:** *The Education of a Leader: Reading Barack Obama’s “Dreams of My Father.”*

### 4Ad  Sexual Identity and Queer Studies in Education

**INDIVIDUAL PAPERS**
**Willow II, lobby level**

Chair/discussant: Dennis Carlson, Miami University

**Presenters:**
- **Jack Kaulfus, Texas State University, San Marcos:** *Fag, Monkey, and Boy Next Door: Alternative Family Structures in the Curious George Series.*
- **Lori MacIntosh, University of British Columbia:** *Anti-Homophobia Discourse: Exploring the Spaces of Impossibility*
- **Michael Vavrus, Evergreen State College:** *Our Bodies, Our Students: Teacher Candidate Autoethnographical Research into Gender and Sexuality Identity Formation.*
4Ae  African American Youth Culture

INDIVIDUAL PAPERS
Ballroom A, lobby level
Chair/discussant: Denise Baszile, Miami University


4Af  Green Educational Studies: A Call for an Active Learning Community

SIG PANEL
Ballroom B, lobby level

Steven Mackie, University of Oklahoma; Chet A. Bowers, University of Oregon; Huey-li Li, University of Akron; Rebecca A. Martusewicz, Eastern Michigan University; Johnny Lupinacci, Eastern Michigan University

4Ba  Tracking the Money II: Neocons Living on the Hill, in the Media, and in Our Own Backyards

SYMPOSIUM
Audubon, lobby level
Chair: Kathleen deMarrais, University of Georgia

Kathleen deMarrais and Brent Allison, University of Georgia: FIREd Up About Academic Freedom: Neocons Tracking Our College Campuses.
Jamie Lewis, University of Georgia: “You Can’t Get a Good Education If They’re Only Telling You Half the Story:” Unpacking Freedom of Speech, Intellectual Diversity, and Ideological Orthodoxy.
Kathryn Otrasina, University of Georgia: Forwarding the Agenda of the Right: The Intercollegiate Studies Institute’s (ISI) Influence on Campus Student Newspapers.

4Bb  Troubling Intersectionality and Youth Studies

SYMPOSIUM
Ballroom A, lobby level
Chair/discussant: Nadine Dolby, Purdue University

Michelle Wagner, Miami University: This is What A Woman’s Issue Looks Like: Feminism, Activism, and Identity.
**4Bc** 
**Learning to Become Women and Men: Critical Studies of Gender Essentialism**

**SYMPOSIUM**  
*Manito, lobby level*

Deborah Shinn, University of Oklahoma: *Diverse Girls Learning to Live Wisely and Well in the Bible Belt.*


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**4Bd** 
**Latino/Latina Educational Issues**

**INDIVIDUAL PAPERS**  
*Willow I, lobby level*

Chair: Mary Gardiner, University of Idaho - Boise

Annel Medina, University of Illinois, Urbana-Champaign: *College Knowledge of Mexican Parents in a Midwestern Town.*


Carolyn Hondo and Mary Gardiner, University of Idaho, Boise: *Hispanic Students Dropping Out to Succeed: Student Experiences Reveal Ways for Principals to Enhance School Success.*

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**4Be** 
**Native American/Indigenous Education**

**INDIVIDUAL PAPERS**  
*Willow II, lobby level*

Chair/discussant: Abe Feuerstein, Bucknell University

Jo Layne (Jody) Sunday Kehle, University of Texas at Austin, and Karen Cockrell, University of Missouri: *A Different Approach To Leadership: The Case of the Cherokee Nation of Oklahoma - 1975-1985.*

Barbara Thayer-Bacon, University of Tennessee: *A Street is Something You Walk On: Developing Shared Identities in a Navajo School.*


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**4Bf** 
**Developing Critical Multicultural Literacies For Social Justice Education: Interdisciplinary Perspectives From One Teacher Education Program**

**SYMPOSIUM**  
*Comstock, 4th floor*

Chair: Wendy Kohli, Fairfield University

Wendy Kohli: *Engaging the Imagination for Cultural Critique and Social Transformation: The Role of Multicultural Aesthetic Experiences in the Education of Teachers.*


Emily Smith, Fairfield University: *Developing (Multi-)Cultural Perspectives on Teaching and Learning: Critical Reflections on a Pedagogical Model for Secondary Teachers.*
CONCURRENT SESSIONS 4B, 10:15 – 11:45 a.m.

**4Bg**  Teachers and Dominant Discourses of Educational Policy and Reform

**INDIVIDUAL PAPERS**
- Ballroom B, lobby level
- Chair/discussant: John Petrovic, University of Alabama

Mark Mussman and Thembi Carr, University of Cincinnati: *American Tools of Equity: Addressing Neoliberalism within Teacher Education.*

Taylor Webb, University of British Columbia: *A ‘New’ Episteme of Teacher Knowledge: Pedagogical Illusions, Fabrications, and Other Accountability Apparitions.*

Bob Manteaw, Washington State University: *Transgressive Pedagogies: The Conviction to Teach without The “Test” in Mind.*

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CONCURRENT SESSIONS 4C, Noon – 11:30 p.m.

**4Ca**  “Not Ready to Make Nice”: Finding a Way out of the Tyranny of Niceness

**SYMPOSIUM**
- Audubon, lobby level
- Chair: Natalie Adams, University of Alabama

Natalie Adams, Univ. of Alabama, and Pamela Bettis, Washington State University: *Niceness Bleeds you Dry*: Women Professors Resisting the Role of the Good Mother.

Noelle Witherspoon, University of Alabama: *Being a Bitch, Bucking the System: Constructions of Black Female Principals.*

Alison Schmitke, University of Oregon: *The Baller Girls: Dominant, Fierce, Athletic, and…Nice?*

Dymaneke Mitchell, University of Alabama: *Pitiful Perceptions: Teachers’ Portrayals of “Nice” and Disability in the Classroom.*

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**4Cb**  Everyday Epiphany: Furthering Educational Equity by Reframing Creativity

**SYMPOSIUM**
- Manito, lobby level
- Chair: Stacy Otto, Illinois State University

Stacy Otto: *Final Flowers: Manet’s Last Paintings and the Poetics of Loss.*

Keith Higa, Oklahoma State University: *The Disenchantment of Creativity.*

Kym Morella, Oklahoma State University: *Historical Contexts of Creativity: A Feminist Perspective.*
4Cc  Decolonization in the Age of Empire and Globalization

SYMPOSIUM
Ballroom A, lobby level
Chair/discussant: Daniel Liou, University of California at Los Angeles

Roland Coloma: Putting Queer to Work: Examining Empire and Education.
Sharon Subreenduth, Bowling Green State University: “Why, Why Are We Not Allowed Even…?”
Binaya Subedi, Ohio State University: Theorizing Cultural Identities in Local/Global Sites.
Stephanie Lynn Daza, Eastern Michigan University: Counter-Discourses to Globalizing Trends: Student-Produced Materials at a Colombian Public University.

4Cd  Interplaying Freedom: Using Experience to Uncover Meaning

ALTERNATIVE FORMAT
Willow I, lobby level

Organizers: Constance Krosney, Gretchen Wegner, and Dana Bennis; Vermont College of Union Institute and University.

This alternative format presentation begins with a brief summary of research conducted into body-based, spirit-centered, reflective practice, and into freedom-based education viewed both theoretically and empirically. Participants will explore concepts further by engaging in a body/mind/spirit-centered experience, followed by a dialogue and debriefing.

4Ce  Subverting the Box: Tensions of Tradition Versus Transition in Multicultural Education

SYMPOSIUM
Willow II, lobby level
Chair/discussant: Glenn Hudak, University of North Carolina, Greensboro

Rachel Jones, UNC-Greensboro: Fetishizing the Past, Denying the Present: The Eurocentric Approach to Multicultural Art Education.
Daniel Rhodes, UNC-Greensboro: Acculturation vs. Assimilation vs. Syncretism: A Look at a Vietnamese Buddhist Community in the U.S.

4Cf  Multicultural Education and Diversity

INDIVIDUAL PAPERS
Ballroom B, lobby level
Chair/discussant: Aziz Talbani, Tarleton State University

Carl Beyer, National University: A Study of Successful Multicultural Transformation At An Illinois High School.
David Bair, Grand Valley State University: Bridging the Chasm: Multicultural Competencies in P-12 Schools and Universities.
Rhonda Jeffries, Leigh D’Amico & Renee Connolly; University of South Carolina: Testing for Testís Sake: Examining Diverse Means for Predicting Student Success in a Doctoral Program Focused on Diversity.
Sheron Fraser-Burgess, Ball State University: In the Spirit of Self-Assessment: Redefining Successful Multicultural Education For Critical Engagement with the Moral Agency of Preservice Teachers.
CONCURRENT SESSIONS 4D, 1:45 – 3:15 p.m.

4Da  Affirming Diversity/Challenging Inequality: The Limits and Possibilities of Progressive Education

SYMPOSIUM  
**Ballroom A, lobby level**
Chair: Alan Sadovnik, Rutgers University

Chair: Alan Sadovnik, Rutgers, and Susan Semel, City College of New York and CUNY Graduate Center: Central Park East Secondary School and North Star Academy: Progressive and Traditional Urban Public Education.


Michael James, Connecticut College: Progressive Education in Charlottesville and Pasadena: Civil Rights, Multiculturalism and “The Conspiracy of the Good.”

4Db  Mapping Resistance: Understanding Identity & (Dis)Engagement Around Spaces of Critical Inquiry

SYMPOSIUM  
**Audubon, lobby level**
Chair: Kristen Luschen, Hampshire College


Joyce L. Stevos, Rhode Island College: Discourse, Leadership and Social Justice: The Road to Citizen Identity.

4Dc  How Then Shall We Lead? Turning Inward Towards a New Leadership for Social Justice

SYMPOSIUM  
**Manito, lobby level**
Chair/discussant: Dennis Conners, Gonzaga University

Michael I. Poutiatine, Gonzaga University: The Role of Identity and Integrity in Leadership.


4Dd  Whiteness Studies in Education

INDIVIDUAL PAPERS  
**Ballroom B, lobby level**
Chair/discussant: Sharon Rubin, University of Illinois at Chicago

Benjamin Blaisdell, University of North Carolina, Chapel Hill: What’s in a Name?: Using the Terms “Race,” “Racism,” and “Complicity” in Moving Teachers from Liberal to Critical Forms of Antiracism.

Denise Yull, Binghamton University: Representations of Whiteness — An Intergenerational Study of the Understandings of Whiteness, Race and Racism in One Black Family.

Ricky Lee Allen, University of New Mexico: But What About the Poor White People?

CONCURRENT SESSIONS 4D, 1:45 – 3:15 p.m.

**4De  Globalization and Diversity**

**INDIVIDUAL PAPERS**  
*Willow I, lobby level*  
Chair/discussant: Raji Swaminathan, University of Wisconsin-Milwaukee

- Deron Boyles, Georgia State University: *When “Diversity” Means “Sameness”: Marketing, Corporatism, and Re-Affirming the Status Quo.*
- Huey-li Li, University of Akron: *The Shame of the Nation in the Flat World.*
- Nadine Dolby, Purdue University: *Internationalizing Multicultural Education: Changing Perspectives on Diversity in Teacher Education.*

**4Df  Playback Theatre: An Ethnography and a Performance**

**ALTERNATIVE FORMAT**  
*Willow II, lobby level*  
Organizer: Marsha Acerra, Binghamton University.

This presentation involves a performance of playback theatre either live or viewed on a videotape. Conference participants will then have the opportunity to engage in playback theatre techniques as well.

CONCURRENT SESSIONS 4E, 3:30 – 5:00 p.m.

**4Ea  Race, Class and Identity: Embracing Cultural Identity, Encouraging Self Awareness, and Critiquing Current Practice**

**SYMPOSIUM**  
*Ballroom A, lobby level*  
Chair: Lisa Scott, City University of New York, Queens

- Lisa Scott: *Community Awareness and Its Impact on Teacher Efficacy.*
- Andrew McKnight, University of Alabama at Birmingham: *Defining Other Peoples Poverty: Ruby Payne’s Bourgeois Essentialization of Class Struggle.*
- Yolanda Medina, Borough of Manhattan Community College: *Autobiography as a Starting Point for Becoming a Teacher.*
- Michele Kahn, University of Houston-Clear Lake: *Identity in the Multicultural Classroom.*

**4Eb  The Root and Stems of Globalization: Toward Expanded Curriculum Content and Pedagogy**

**SYMPOSIUM**  
*Audubon, lobby level*  
Chair: Stephanie Higdon, Western Michigan University

- Stephanie Higdon: *The Purple People Eater Comes Home: NCLB as Neoliberalist Ideology.*
- Anya Wiley, Western Michigan University: *Memory in the Colonies.*
- Yvette Hyter, Western Michigan University: *Education and Language Politics.*
- Yatesha Welsh, Western Michigan University: *Gaps in our Collective Knowledge.*
- Deborah Jackson, Kalamazoo Public Schools: *Bringing Africa to the Classroom.*
CONCURRENT SESSIONS  **4E**, 3:30 – 5:00 p.m.

### 4Ec  Becoming “Differently Colored” Educators and Researchers: Identities, Pedagogy, and Social Justice

**SYMPOSIUM**  
**Ballroom B, lobby level**  
Chair: Stephanie Daza, Eastern Michigan University

- **Stephanie Daza**: Self-Identification and Perception in the Classroom and Fieldwork.
- **Jeong-eun Rhee**, Long Island University: Risking To Be Wounded Again: Radical Affiliation and Pedagogy of Ambivalence.
- **Binaya Subedi**, Ohio State University: The Tensions of Teaching Cultural Difference.
- **Sharon Subreenduth**, Bowling Green University: (Il)Legitimate Positions within (Il)Legitimate Places: Negotiating the Politics of Difference through Race, Gender, Power and Place.

### 4Ed  Are We Making Progress? What Would Virginia Woolf Say?

**SYMPOSIUM**  
**Manito, lobby level**  
Chair: Virginia Worley, Oklahoma State University  
Discussant: Susan Laird, University of Oklahoma

- **Virginia Worley**, Are We Still Going ‘Round the Mulberry Tree? Girls and Women in Education.

### 4Ee  Progressive Leaders and Scholars in American Education

**INDIVIDUAL PAPERS**  
**Willow I, lobby level**  
Chair/discussant: Charles Tesconi, American University


### 4Ef  Technology and Democratic Learning Communities

**INDIVIDUAL PAPERS**  
**Willow II, lobby level**  
Chair/discussant: Sonja Darlington, Beloit College

- **Hui-mei Justina Hsu**, Fo Guang University: Discourse Surrounding Technology Integration.
- **Nakia Pope**, Winthrop University: Democratic Learning Communities and Virtual Space: The Development of an On-Line Social Foundations Course.
- **Ramona SantaMaria**, University at Buffalo (SUNY): Establishing a Space for the Marginalized Students’ Voice: Challenging the Current Text on Technology in the Classroom.
The Public and its Professoriate: Toward a More Radical Praxis in Social Foundations of Education

Steve Tozer is a Professor in the College of Education at the University of Illinois at Chicago. He is author, co-author, or editor of five books on the social contexts of schooling, including *Philosophy of Education* (1998) and a textbook for teachers, *School and Society, Historical and Contemporary Perspectives*, now in its fourth edition. His articles on the field of social foundations of education appear in such publications as *Educational Studies, Educational Foundations, Educational Theory, Teachers College Record*, and the *Yearbook of the National Society for the Study of Education*. He has served as Chair of the Committee on Academic Standards and Accreditation for the American Educational Studies Association and was President of the Council for Social Foundations of Education, 2001-2004. He is currently a member of the Editorial Review Boards of *Educational Theory, Educational Foundations*, and *Teachers College Record* (2002-4).
**5Aa  Diversity, Inequality, and Neoliberalism in Three Contexts: Bosnia and Herzegovina, Colombia, and the U.S.**

**SYMPOSIUM**  
*Audubon, lobby level*  
Chair: Stephanie Daza, Eastern Michigan University

Stephanie Daza: Complicating Resistance to Neoliberalism in Colombia.  
Joe Bishop, Eastern Michigan University: Educating for Democratic Citizenship in Bosnia and Herzegovina.  
Christopher Robbins, Eastern Michigan University: The Un/Stated and In/Visible War: The Politics of Colorblindness and Colormuteness in the Militarization of Public Schools.

**5Ab  Toward a Critical Race Hermeneutics**

**SYMPOSIUM**  
*Willow I, lobby level*  
Chair: Denise Baszile, Miami University

Denise Baszile: Toward a Critical Race Hermeneutics: An Introduction.  
Shewanee D. Howard, Miami University: Standing on the Auction Block: Teaching Through the Black Female Body.  
Darius Prier, Miami University: Invisible Raceless Democracies in the “Public Interest” of Education: They Refuse to See Me.  
Kristal Screven Allen, Miami University: The Miseducation of Preservice Teachers.

**5Ac  Gender Identity and Equity**

**INDIVIDUAL PAPERS**  
*Manito, lobby level*  
Chair/discussant: Susana Flores, California State University at Fullerton

Elida Giraldo, Southern Illinois University Carbondale: Preschool Teachers’ Role in the Construction of Children’s Gender Identity.  
Lucy Bailey, Oklahoma State University: ‘Feeder Fish’ and ‘Academic Sharecroppers’: The Female Adjunct Instructor in Higher Education.  

**5Ad  The Changing Context of Civil Rights Education**

**INDIVIDUAL PAPERS**  
*Ballroom A, lobby level*  
Chair/discussant: Sue Ellen Henry, Bushnell University

Alison Schmitke, University of Alabama: The Changing Context of Civil Rights Education in an Era of Resegregation.  
Rhonda Gilliam-Smith, Miami University: SNCC’s Praxis for Social Transformation as Seen Through the Lens of Theatre of the Oppressed.
### 5Ae  Education and Class Inequality

**INDIVIDUAL PAPERS**  
**Ballroom B, lobby level**  
Chair: Julie Weigand, SUNY at Buffalo

- Julie Weigand: *Class Action: An Examination of the Changing Role of White Working-Class Parents in Their Children’s Schooling.*

### 5Ba  The Case for Religion in Public Schools: Assessment and Reflections

**SYMPOSIUM**  
**Audubon, lobby level**  
Chair/discussant: Theodorea Berry, Lewis University

- Jeffrey Thibert, University of Illinois at Urbana-Champaign: *Teaching about Religion in American Public Schools: Can We, Should We, and in What Form?*
- Sara Shrader, University of Illinois at Urbana-Champaign: *Taking Religion Seriously: An Inclusive Approach to the Study of Religion.*

### 5Bb  Bilingual Education and Latino/Latina Studies

**INDIVIDUAL PAPERS**  
**Ballroom A, lobby level**  
Chair/discussant: Bernardo Gallegos, Washington State University

- Guangyuan Hu, University of Alabama: *Bilingual Education and Social Construction of Ethnic Identity of Linguistic Minority Students.*
- Marisol Ruiz, University of New Mexico: *Learning Through Humor to be “Trucha”: An Ethnographic Study of a Mexican Immigrant Family.*

### 5Bc  Asian American Education

**INDIVIDUAL PAPERS**  
**Manito, lobby level**  

- Jennifer Chung, University of Illinois at Urbana-Champaign: *Teaching/Learning ‘Culture’ in Student Organizations: A Case Study of the Korean American Student Association.*
- Kevin Lam, University of Illinois, Urbana-Champaign: *Critical Theory of Racism and Asian Americans.*
5Bd  Urban Education

INDIVIDUAL PAPERS

Ballroom B, lobby level

Chair/discussant: Suzanne McDonald, University of Akron

Jennifer Ng and Lizette Peter, University of Kansas: Should I Stay or Should I Go? Examining the Career Choices of Alternatively Certified Teachers in Urban Schools.

Kurt Haste and Aja LaDuke, University of Connecticut: High Schoolers’ Perceptions of Urban Education.

Tricia Niesz and Patricia Sveth, Kent State University: Spaces for Teachers’ Communicative Action: An Analysis of Professional Communication in Two Urban School Settings.

Lynda George, Central Connecticut State University: Urban Middle School Students Discuss Quality Integrated Education.
INDEX

Acerra, M. 4Df
Adams, N. 2Db, 4Ca
Adkins, A. 2Ab
Ageyev, V. 2Dc
Albrecht, E. 2Af
Allen, K. 5Ab
Allen, R. 4Dd
Allison, B. 4Ba
Alvarado, L. 2Bb
Anderson, H. 2Aa
Antrop-Gonzalez, R. 3Bf
Armstrong, J. 2Cf
Applebaum, B. 3Dd
Arriaaz, G. 3Ec
Attick, D. 3Be
Ayanru, R. 2Ef, 3Dd
Bailey, B. 2Bc
Bailey, L. 3Ce, 5Ac
Bair, D. 4Cf
Balderrama, F. 3Ec
Ballard, T. 4Ed
Banks, C. 3Db
Baszile, D. 3Dd, 4Ae, 5Ab
Bennis, D. 4Cd
Benson, K. 3Eg
Bentley, M. 4Aa
Berry, T. 5Ba
Bettez, S. 3Dd
Bettis, P. 2Ac, 2Dd, 4Ba, 4Ca
Beverly, M. 2Ec
Beyer, C. 2Cd, 4Cf
Birkhold, M. 3Bb
Bishop, J. 5Aa
Blaisdell, B. 3Eg, 4Dd
Boesenberg, E. 2Eg
Bogad, L. 4Db
Boisselle, K. 2Ee
Bonner, F. 3Bf
Bowers, C. 3Aa, 4Af
Bowser-Brown, A. 3Ed
Boyles, D. 3Dc, 4De
Brandon, L. 2Ce, 3Ca
Baszile, D. 5Ab
Brazwell, C. 3Eb
Brazwelle, M. 3Eb
Brenneman, M. 3Bb
Briscoe, F. 3Be
Britzman, D. 2F
Brown, K. 3Eg
Brown, P. 3Bb
Buenda, E. 3Bc
Buhring, E. 2Ed
Butin, D. 2Da
Calderon, D. 3De
Calderwood, P. 4Bf
Carlson, D. 1A, 4Ad
Carlson, I. 2Ea
Carr, T. 4Bg
Carusi, T. 3Cf
Caruthers, L. 2Bf
Castanier, D. 2Dd
Chapman, D. 4Ce
Chapman, M. 2Ee
Chappell, C. 3Ca
Christodoulou, N. 2Ed
Chappell, C. 2Da
Chung, J. 5Bc
Cleveland, D. 2Cc
Cockrell, K. 4Be
Collins, W. 2Ef
Coloma, R. 4Cc, 4Ec
Connors, D. 2Dg, 4Dc
Connolly, R. 4Cf
Cooper, C. 2Ba
Covalskies, J. 2Bc, 3Ab, 3Ce
Cozart, S. 3Ba
Craig, L. 4Ea
Crichlow, Warren, 2Df
Cunningham, N. 4Ab
DiAmico, L. 4Cf
Dahn, K. 3Af
Darlington, S. 4Ac, 4Ef
Davis, C. 2Cf
Daza, S. 4Cc, 4Ec, 5Aa
Dichupa, M. 3Ae
Dokshitskaya, Y. 2Dc, 3Bb
Dolby, N. 4Bb, 4De
Dottin, E. 3Ed
Dresden, J. 3Ab
Drummond, M. 2Dd
Duarte, E. 2Ad
Dunlap, B. 4Dc
Dyer, D. 3Af
Ede, A. 3Da
Edmundson, J. 3Aa
Edwards, M. 2Ca
Ensign, J. 2Ea
Epperson, J. 2Ea
Esposito, J. 2Cf, 2De,
<table>
<thead>
<tr>
<th>Name</th>
<th>Paper Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hewett, G.</td>
<td>2Aa, 3Dc</td>
</tr>
<tr>
<td>Hewett, R.</td>
<td>3Dc</td>
</tr>
<tr>
<td>Higa, K.</td>
<td>4Cb</td>
</tr>
<tr>
<td>Hodgdon, S.</td>
<td>3Be, 4Eb</td>
</tr>
<tr>
<td>Holm, G.</td>
<td>eBe</td>
</tr>
<tr>
<td>Honda, C.</td>
<td>4Bd</td>
</tr>
<tr>
<td>Horsley, H.</td>
<td>2Aa, 2Ed</td>
</tr>
<tr>
<td>Howard, S.</td>
<td>5Ab</td>
</tr>
<tr>
<td>Hsu, H.</td>
<td>4Ef</td>
</tr>
<tr>
<td>Hu, G.</td>
<td>5Bb</td>
</tr>
<tr>
<td>Hudak, G.</td>
<td>2Ba, 2Dg, 4Ce</td>
</tr>
<tr>
<td>Hughes, R.</td>
<td>3Bf, 5Ad</td>
</tr>
<tr>
<td>Huidor, O.</td>
<td>5Ad</td>
</tr>
<tr>
<td>Humbert-Fisk, P.</td>
<td>3Bb</td>
</tr>
<tr>
<td>Hursh, D.</td>
<td>4Aa</td>
</tr>
<tr>
<td>Hutchinson, J.</td>
<td>2Eg, 3Ad</td>
</tr>
<tr>
<td>Hyter, Y.</td>
<td>4Eb</td>
</tr>
<tr>
<td>Hytten, K.</td>
<td>3Dd</td>
</tr>
<tr>
<td>Iaquinta, A.</td>
<td>4Ac</td>
</tr>
<tr>
<td>Ide, K.</td>
<td>3Ac</td>
</tr>
<tr>
<td>Infinito, J.</td>
<td>2Ae, 3Ac</td>
</tr>
<tr>
<td>Jackson, D.</td>
<td>4Eb</td>
</tr>
<tr>
<td>Jacquet, M.</td>
<td>2Ef</td>
</tr>
<tr>
<td>James, M.</td>
<td>4Da</td>
</tr>
<tr>
<td>Jasis, P.</td>
<td>3Ec</td>
</tr>
<tr>
<td>Jay, M.</td>
<td>2Ac, 2Ef</td>
</tr>
<tr>
<td>Jeffries, R.</td>
<td>3De, 4Cf</td>
</tr>
<tr>
<td>Jenkins, C.</td>
<td>2Af</td>
</tr>
<tr>
<td>Johnson, G.</td>
<td>3Ef</td>
</tr>
<tr>
<td>Johnston, K.</td>
<td>2Be</td>
</tr>
<tr>
<td>Johnson, L.</td>
<td>3Eb</td>
</tr>
<tr>
<td>Jones, R.</td>
<td>4Ce</td>
</tr>
<tr>
<td>Joyner, R.</td>
<td>2Ec</td>
</tr>
<tr>
<td>Kahler, R.</td>
<td>2Ca</td>
</tr>
<tr>
<td>Kahn, M.</td>
<td>4Ea</td>
</tr>
<tr>
<td>Kaufus, J.</td>
<td>4Ad</td>
</tr>
<tr>
<td>Kehle, J.</td>
<td>4Be</td>
</tr>
<tr>
<td>Kelley, J.</td>
<td>4Ac</td>
</tr>
<tr>
<td>Koch, A.</td>
<td>2Dd</td>
</tr>
<tr>
<td>Kohli, W.</td>
<td>3Cd, 4Bf</td>
</tr>
<tr>
<td>Kolbus, B.</td>
<td>2Ab</td>
</tr>
<tr>
<td>Konkol, P.</td>
<td>2Ed</td>
</tr>
<tr>
<td>Kovacs, P.</td>
<td>3Ab, 3Cf</td>
</tr>
<tr>
<td>Kransdorf, M.</td>
<td>2Bb</td>
</tr>
<tr>
<td>Krosney, C.</td>
<td>3Ae, 4Cd</td>
</tr>
<tr>
<td>Laird, S.</td>
<td>3Bb, 3Db, 4Ed</td>
</tr>
<tr>
<td>LaDuke, A.</td>
<td>5Bd</td>
</tr>
<tr>
<td>LaFever, K.</td>
<td>4De</td>
</tr>
<tr>
<td>Lakes, R.</td>
<td>3Ab, 5Ae</td>
</tr>
<tr>
<td>Lam, K.</td>
<td>5Bc</td>
</tr>
<tr>
<td>Larson, D.</td>
<td>2Aa, 3Ea</td>
</tr>
<tr>
<td>Lewis, J.</td>
<td>2Da, 4Ba</td>
</tr>
<tr>
<td>Lewis, T.</td>
<td>3Ae</td>
</tr>
<tr>
<td>Li, H.</td>
<td>4Af, 4De</td>
</tr>
<tr>
<td>Lin, G.</td>
<td>2Bb</td>
</tr>
<tr>
<td>Liou, D.</td>
<td>3Bf, 4Cc</td>
</tr>
<tr>
<td>Lochmiller, C.</td>
<td>4Dc</td>
</tr>
<tr>
<td>Lockhart, C.</td>
<td>3Ed</td>
</tr>
<tr>
<td>Logue, J.</td>
<td>2Ac, 3Ag</td>
</tr>
<tr>
<td>Long, J.</td>
<td>4Ae</td>
</tr>
<tr>
<td>Loutzenheiser, L.</td>
<td>3Cd</td>
</tr>
<tr>
<td>Love, B.</td>
<td>2De</td>
</tr>
<tr>
<td>Lupinacci, J.</td>
<td>3Aa, 4Af</td>
</tr>
<tr>
<td>Luschen, K.</td>
<td>3Ce, 4Db</td>
</tr>
<tr>
<td>McCarthy, H.</td>
<td>2Eb</td>
</tr>
<tr>
<td>McDonald, S.</td>
<td>5Bd</td>
</tr>
<tr>
<td>McGough, D.</td>
<td>2Da</td>
</tr>
<tr>
<td>McKnight, D.</td>
<td>3Ad</td>
</tr>
<tr>
<td>McKnight, A.</td>
<td>3Dc, 4Ea</td>
</tr>
<tr>
<td>McPherson, M.</td>
<td>2De</td>
</tr>
<tr>
<td>MacIntosh, L.</td>
<td>4Ad</td>
</tr>
<tr>
<td>Mackie, S.</td>
<td>4Af</td>
</tr>
<tr>
<td>Madda, C.</td>
<td>2Ed</td>
</tr>
<tr>
<td>Majumdar, S.</td>
<td>2Db</td>
</tr>
<tr>
<td>Malott, C.</td>
<td>2Df</td>
</tr>
<tr>
<td>Manteaw, B.</td>
<td>3Cb, 4Bg</td>
</tr>
<tr>
<td>Margonis, F.</td>
<td>3Bb</td>
</tr>
<tr>
<td>deMarrais, K.</td>
<td>2Da, 3Ab, 4Ba</td>
</tr>
<tr>
<td>Martusewicz, R.</td>
<td>2Ee, 3Aa, 4Af</td>
</tr>
<tr>
<td>Mayo, C.</td>
<td>2Ad, 3Ag</td>
</tr>
<tr>
<td>Meckler, H.</td>
<td>2Bc</td>
</tr>
<tr>
<td>Medina, A.</td>
<td>4Bd</td>
</tr>
<tr>
<td>Medina, Y.</td>
<td>4Ea</td>
</tr>
<tr>
<td>Meinhart, C.</td>
<td>4Ab, 4Bc</td>
</tr>
<tr>
<td>Mickelson, K.</td>
<td>2Ec</td>
</tr>
<tr>
<td>Miller, K.</td>
<td>2Eb</td>
</tr>
<tr>
<td>Miller, N.</td>
<td>3Bd</td>
</tr>
<tr>
<td>Mitchell, D.</td>
<td>2Ab, 4Ca</td>
</tr>
<tr>
<td>Moore, K.</td>
<td>2Ee, 3Ea</td>
</tr>
<tr>
<td>Morella, K.</td>
<td>4Cb</td>
</tr>
<tr>
<td>Moreno, M.</td>
<td>3Bc</td>
</tr>
<tr>
<td>Mussman, M.</td>
<td>4Bg</td>
</tr>
<tr>
<td>Ng, J.</td>
<td>5Bd</td>
</tr>
<tr>
<td>Niesz, T.</td>
<td>5Bd</td>
</tr>
<tr>
<td>Noblit, G.</td>
<td>2Ec</td>
</tr>
<tr>
<td>Noel, J.</td>
<td>2Bd, 3Ed</td>
</tr>
<tr>
<td>Nouranian, M.</td>
<td>2Dg</td>
</tr>
<tr>
<td>Nunez, I.</td>
<td>2Ed</td>
</tr>
<tr>
<td>OBrien, T.</td>
<td>3Ca</td>
</tr>
<tr>
<td>Ognibene, R.</td>
<td>2Cf</td>
</tr>
<tr>
<td>Odonez-Flores, R.</td>
<td>3Ec</td>
</tr>
<tr>
<td>Odonez-Jasis, R.</td>
<td>3Ec</td>
</tr>
<tr>
<td>Orlowski, P.</td>
<td>2Cd</td>
</tr>
<tr>
<td>Osguthorpe, R.</td>
<td>3Dg</td>
</tr>
<tr>
<td>Otrasina, K.</td>
<td>4Ba</td>
</tr>
<tr>
<td>Otto, S.</td>
<td>3Da, 4Cb</td>
</tr>
<tr>
<td>Ovando, C.</td>
<td>3F</td>
</tr>
<tr>
<td>Oviawe, J.</td>
<td>3Cb</td>
</tr>
<tr>
<td>Palmer, J.</td>
<td>2Be</td>
</tr>
<tr>
<td>Panofsky, C.</td>
<td>4Db</td>
</tr>
<tr>
<td>Patterson, J.</td>
<td>2Ec</td>
</tr>
<tr>
<td>Peter, L.</td>
<td>5Bd</td>
</tr>
<tr>
<td>Petersen, J.</td>
<td>2Ec</td>
</tr>
<tr>
<td>Petrovic, J.</td>
<td>2Bc, 3Fc, 4Bg</td>
</tr>
<tr>
<td>Philipson, M.</td>
<td>5Ac</td>
</tr>
<tr>
<td>Pierce, C.</td>
<td>3Ce</td>
</tr>
<tr>
<td>Pinar, W.</td>
<td>4Dd</td>
</tr>
<tr>
<td>Placier, P.</td>
<td>3Af</td>
</tr>
<tr>
<td>Porfilio, B.</td>
<td>2Ce, 2Df, 3Ac</td>
</tr>
<tr>
<td>Pope, N.</td>
<td>4Ef</td>
</tr>
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<td>Poutiatine, M.</td>
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