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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 social foundations of education. AESA is a society primarily comprised of college and university professors who teach and conduct research in the field of education utilizing one or more of the liberal arts disciplines of philosophy, history, politics, sociology, anthropology, and economics as well as comparative and international studies.

The role of AESA is to provide a cross-disciplinary forum wherein scholars can gather to exchange and debate interpretations of the social contexts of education. The 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.

AESA welcomes you to its 2005 annual meeting. For further information about the association, please visit our website at www.uakron.edu/aesa.

officers

President, Kathleen Bennett deMarrais
University of Georgia (2005)

President-Elect and Program Chair, Steve Tozer
University of Illinois at Chicago (2006)

Vice President, Dennis Carlson
Miami University (2007)

Secretary, Rhonda Jeffries
University of South Carolina

Treasurer, Deron Boyles
Georgia State University
executive council

Mary Busnell-Griener, Queens College (2005)
John Covaleskie, Northern Michigan University (2005)
Wanda Pillow, University of Illinois at Urbana-Champaign (2005)
Amee Adkins, Illinois State University (2006)
Marybeth Gasman, University of Pennsylvania (2006)
Barbara Thayer-Bacon, University of Tennessee (2006)
Jaylyne Hutchinson, Ohio University (2007)
Judith Pressle, University of Georgia (2007)
Tom O’ Brien, Ohio State University (2007)
Deborah Shinn, graduate student representative, University of Oklahoma

staff

Rebecca Martusewicz, editor, Educational Studies
Eastern Michigan University
Maureen McCormack, managing editor, Educational Studies
Eastern Michigan University
Richard D. Lakes, historian, Georgia State University
Patricia A. Carter, historian
Mary Abascal-Hildebrand, convention coordinator
Sandra Spickard Prettyman, book exhibit coordinator, University of Akron
Cathryn Chappell, book exhibit coordinator, Ashland University
Theodorea Berry, graduate student coordinator, University of Illinois at Chicago

program committee

Theodorea Berry, University of Illinois at Chicago
David Dees, Kent State University
Nadine Dolby, Purdue University
Bernardo Gallegos, Washington State University
Marietta Giovanelli, University of Illinois at Chicago
Mike Gunzenhauser, University of Pittsburgh
DaVina Hoyt, Washington State University
Sherrick Hughes, University of Toledo
Seema Iman
Pamela Konkol, University of Illinois at Chicago
Ruthanne Kurth-Schai, Macalester College
Marvin Lynn, University of Maryland
David McGough, Nazareth College
Enrique Murillo, California State University at San Bernardino
Richard Ognibene, Siena College
Stacy Otto, Oklahoma State University
Fr. Ken Paulli, Siena College
Jean Patterson, Wichita State University
Tania Ramalho, SUNY at Oswego
Brian Schultz, Northeastern Illinois University
Linda Spatig, Marshall University
Virginia Worley, Oklahoma State University
2005 George Kneller Lecture Committee
Kal Ashton, Syracuse University, Chair
   Nadine Dolby, Purdue University
   Marvin Lynn, University of Maryland
   Jane Morse, SUNY Genesco
   Jewel Smith, Michigan State University

2005 Butts Lecture Committee
Dale Snauwaert, University of Toledo, Chair
   Paul Theobald, Buffalo State University
   Jeffrey Milligan, Florida State University
   Barbara Thayer-Bacon, University of Tennessee
   Rebecca Martusewicz, Eastern Michigan University

2005 Nominating Committee
Richard Quantz, Miami University, Chair
   Erskine Dottin, Florida International University
   Antoinette Errante, Ohio State University
   Susan Laird, University of Oklahoma
   Lynda Stone, University of North Carolina at Chapel Hill

2005 Committee on Academic Standards and Accreditation
Jamie Lewis, University of Georgia, Chair
Wednesday, 2 November 2005

agenda

REGISTRATION
5:00 PM - 7:00 PM
prefunction area

OPENING SESSION
Conference Welcome:
“R. Freeman Butts, the Changing Face of Social Foundations, and the 2005 Program”
Steve Tozer, University of Illinois at Chicago
7:00 PM - 9:00 PM
salon a

RECEPTION
Following the Opening Session
salon b

SCULPTURAL / TEXT INSTALLATION
“Critical/Cultural Literacy: Power/Knowledge/Knowledge/Power”
by Gene Provenzo
on display in hotel lobby for duration of the conference
Thursday, 3 November 2005

agenda

REGISTRATION
8:00 AM - 4:00 PM
prefunction area

BOOK EXHIBIT
8:00 AM - 6:00 PM
monroe room

CONCURRENT SESSIONS
Session 1 8:30 AM - 10:00 AM  pg. 10
Session 2 10:15 AM - 11:45 AM pg. 12
Session 3 12:00 PM - 1:30 PM  pg. 14
Session 4 1:45 PM - 3:15 PM  pg. 16
Session 5 3:30 PM - 5:00 PM  pg. 18
see session descriptions for locations

AESA EXECUTIVE COUNCIL MEETING
8:00 AM - 11:45 AM
wilson room

EDUCATIONAL STUDIES
EDITORIAL BOARD MEETING
3:30 PM - 5:00 PM
wilson room

KNELLER LECTURE
5:30 PM - 7:00 PM
salon a & b

ALTERNATIVE SESSIONS
8:00 PM - 9:15 PM
see session descriptions for location
[1A] POLITICAL CLIMATE AND CONTEMPORARY EDUCATION
Chair: Mykol Lewis, Kent State University
The Times in Which We Work: Understanding the Conservative Restoration and What We Can Do About It
   Jesse Goodman, Indiana University
Education, Democracy and the Elimination of the Public: An Examination of the Role Given to Public Education in the Formation of Public Opinion in American Political Thought and the Wrecking Thereof
   Mark Garrison, D’Youville College
It’s time for action! Anarchist theory and the discourse of educational reform
   Abraham DeLeon, University of Connecticut

[1B] SYMPOSIUM--THE PERSISTENCE OF RACIAL DISPARITIES IN ACADEMIC ACHIEVEMENT: IMPLICATIONS FOR EDUCATIONAL LEADERSHIP
Discussant, Mark Mussman, University of Cincinnati
Oppositional culture viewed as cultural deficit theory
   Marvin Berlowitz, University of Cincinnati
Equality of educational opportunity and individual freedom
   Gene Grabiner, Erie County Community College, Buffalo, New York
The changing face of suburban schools: Minority suburbanization and its implications for educational leaders
   Carri Schneider, University of Cincinnati
The colonization of African American students on a primarily white campus
   Derrick Jenkins, University of Cincinnati
Race matters on a predominantly white campus: a critical race theoretical approach in higher education
   Brandi Hutchins, University of Cincinnati

[1C] GOVERNANCE, COMMUNITIES, AND PUBLIC SCHOOLS
Charter Schools and the Elimination of Elected Governance
   Shawgi Tell, Nazareth College of Rochester
Enclosure Then and Now: Communities in the Wake of Market-Drive Agriculture
   Paul Theobald, Buffalo State University
Reforming the Governance of Public Schools
   Maike Philipsen, Virginia Commonwealth University

[1D] SYMPOSIUM--TEACHERS AND CHILDREN STRUGGLING WITH/FOR DEMOCRACY IN THE PUBLIC SCHOOL CLASSROOM
Discussant: Kathlyn Steedly, VSA Arts
The Contradictions of Democracy in the Context of Classroom Community,
   Debora Wisneski, University of Wisconsin-Milwaukee
Latino/a Children Authoring Multiple “formas de ser” (ways of being) in the Public School
   Kimberley Cuero, University of Texas-San Antonio
A Collaborative Inquiry with White Teachers About their Understanding of Difference in Education
   Barbara J. Dray, SUNY, Buffalo State University
(Re)envisioning Teaching Practice: Preservice Teachers’ Beliefs about Equitable Teaching in a MultiCultural Democracy
   Jennifer Mueller, University of Wisconsin-Milwaukee

[1E] PANEL--EDUCATIONAL LEADERSHIP AND DEMOCRATIC IDEALS: CULTURAL STUDIES PERSPECTIVES
Chair/Discussant: Greg Dimitriadis
Democratic Educational Leadership as a Complicated Conversation
   Charles P. Gause, University of North Carolina – Greensboro
Of Platonic Idealism, Disembodied Education, and Distance Learning
   Glenn Hudak, University of North Carolina – Greensboro

[1F] CRITICAL CULTURAL INTERPRETATIONS
Learning to Let Go of Nanny: Education and the Self-Reliant Individual
   Isabel Nunez, University of Illinois at Chicago
The possibility of automethods in critical-interpretive research: an interdisciplinary perspective on writing culture
   Scott Gust, Bowling Green State University
Victor Klemperer’s “Lingua Tertii Imperii” Revisited: Critical Discourse Analysis and Educational Policy Rhetoric
   Timothy Reagan, Roger Williams University

[1G] BOOK EXHIBIT--AUTHOR SESSION: FROM OPPRESSION TO GRACE: WOMEN OF COLOR AND THEIR DILEMMAS IN THE ACADEMY
Editors: Theodorea Regina Barry and Nathalie D. Mizelle
Publisher: Stylus Publishing
Contributors present: Tinaya Webb, LaVada Taylor Brandon, and Denise Tallaferrro Baszile.
Please note: This author presentation takes place between 9 AM - 11 AM.
[2A] TEACHING SOCIAL FOUNDATIONS IN CONTEMPORARY CONTEXTS

Paradigm Shifts: The Transformation of an Educational Issues Course
Kimberly Pyne, University of North Carolina - Chapel Hill

Foundations of Education: A Holistic Approach
Joseph Rayle, SUNY Cortland

Place-Based Education: South Bronx Schools as Social Foundations Texts
Kenneth Paulli, Siena College

[2B] INDIGENOUS PEOPLES AND EDUCATION

Schooling a Nation: The Cherokees and Assimilationist Education
Jennifer Spirko, University of Tennessee

The American Mandate: The educational disenfranchisement of American Indians and urban immigrants in the late 1800’s.
Vicki Jarrell, Ohio University

[2C] PANEL—ADOPTING PEDAGOGY TO IMPROVE EDUCATIONAL ATTAINMENT OF MINORITY STUDENTS

Discussant: Carolyne White, Rutgers University
Joan Oviawe, Florida International University
DaVina J. Hoyt, Washington State University

[2D] DEMOCRATIC IDEALS AND THE PURPOSES OF EDUCATION

Chair: Jim La Prad, Western Illinois University

Political Liberalism for Justice and Cultural Diversity: Promises and Predicaments
Huey Li, University of Akron

Democratic Public Schooling versus Education for the Workforce
Bryan Silverman, Kent State University

What Happened to Democratic Education for Work?
Richard Lakes, Georgia State University

[2E] SYMPOSIUM—DEMOCRACY EN ROUTE TO PUBLIC EDUCATION: ENVISIONING, EMBODYING, OPPOSING, AND RECONCILING

Bootlickers expelled: Oppositional obedience—speaking white, and coming out black
Donyell Roseboro, University of Southern Illinois at Edwardsville

The curricula compass: Revealing visions from the dark
Dan Chapman, The University of North Carolina Greensboro

The thinking body: Rediscovering sites of knowledge
Adrienne Sansom, The University of North Carolina Greensboro

Truth and reconciliation: Are we up to it? The Greensboro, NC massacre of 1979
Steve Flynn, The University of North Carolina Greensboro

[2F] PANEL—THE GLOBALLY CONNECTED CITIZEN AND PEDAGOGIES THAT ENABLE EMPATHY

Developing Imagination and Compassion: A study of the Lincoln Center Institutes Aesthetic Education Program
Yolanda Medina, Borough of Manhattan Community College

Enabling Empathy: An approach for Positive Human Connection in the Multicultural Education Classroom
Michele Kahn, University of Houston Clear Lake

The Connected Intellectual: Constructing an Emotionally Connected Rationality
Andrew Mcknight, University of Alabama at Birmingham
**THE SOCIAL CONSTRUCTION OF ABILITY AND DISABILITY**

Making (disabled) bodies matter: embodying educational policy
Elizabeth Hendrix, University of Alabama
Nirmala Erevelles, University of Alabama

Historical Reflections on LDs: Making Sense for Our Students and Ourselves
Paul Neufeld, Simon Fraser University
Seanna Tackacs, Simon Fraser University

Issues in (Dis)ability Studies Research: An Insider’s Perspective
Dymaneke Mitchell, University of Alabama

**COMPETING VISIONS FOR THE PUBLIC SCHOOL**

Unitary Status and the Small School Movement: Rhetoric and Reality
Kathleen Kinslow, The University of Alabama

John Dewey on Adolescence and Teaching in High School: The Relevance of His Ideas for Contemporary Educational Issues
Douglas Simpson, Texas Tech University
Doug Hamman, Texas Tech University

What Public? Whose Schools?
John Covaleski, Northern Michigan University

**THE PUBLIC GOOD: SCHOOL-BASED STUDIES**

Education as a Collective and/or Individual Good: Ethnography of a Class-Action, Desegregation Lawsuit in Northern California
Bayinaah Jones, University of North Carolina, Chapel Hill

The Further Criminalization of Urban Youth, Notes from a Privatized High School
Julia Hall, D’Youville College

From “Natural Enemies” to Democratic Allies: Parent-Teacher Relationships in Public Schools
Debbie Miretzky, University of Illinois at Chicago

**FEDERAL INTERVENTION IN PUBLIC EDUCATION**

Leaving Most Young Citizens Behind? Reflections on the Democratic Peril and Promise of Public High Schools
Ruthanne Kurth-Schai, Macalester College

Public Education without Government Intrusion: A workable solution for Indigenous Populations?
Richard Reynolds, Eastern Connecticut State University

The Development of the Nation’s Report Card and Federal Governing Authority of Public Education
John Stroup, University of Virginia

**SYMPOSIUM--GOOD CHRISTIAN GIRLS AND BOYS: CRITIQUES OF ESSENTIALISM FROM THE BIBLE BELT**

Essentialist Femininity? Coming of Age in Oklahoma
Deborah Shinn, University of Oklahoma

Essentialist Gender and Sexuality? ‘Carceral Christianity’
Robin Mitchell Stroud, University of Oklahoma

Essentialist Masculinity? The Boy Scout Movement
Charles Joseph Meinhart, University of Oklahoma

**PANEL--REVISITING MICHAEL APPLE’S IDEOLOGY AND CURRICULUM, 25 YEARS ON**

Dennis Carlson, Miami University
Greg Dimitriadis, University of Buffalo
Cameron McCarthy, University of Illinois at Urbana-Champaign

**BOOK EXHIBIT--WRITING FOR PUBLICATION: A DIALOGUE WITH EDITORS AND AUTHORS**

Pamela Bettis, Author
Darrell Cleveland, Editor of Educational Foundations
Rebecca Martusewicz, Author and Editor of Educational Studies

Bring a lunch or a snack and come hear what these authors and editors have to say about writing for publication. This group brings a wealth of experience about publishing to this brown bag: as acquisition editors, book editors, journal editors, book authors and much more. Their willingness to share their insight and knowledge about the publishing world provides us with a unique opportunity to hear from those involved. How do I prepare a manuscript for submission? What kinds of things need to be covered in a book prospectus? How does an author find a good fit for his/her work? What is a general timeline for publication? How does the review and/or revision process work? These are just a few of the questions that will be addressed in this informative brown bag.
POST-STRUCTURAL AND COLONIAL THEORY
Oration on the Indignity of Caliban: A Critical Consideration of the Modern West's Hypocrisy in Denying Liberty and Justice for All
Haroldo Fontaine, Florida State University
Whither Cultural Studies?
Kathy Hytten, Southern Illinois University
Historicizing the Post-al Theories
Seehwa Cho, University of St. Thomas

LEADERSHIP AND AUTHORITY IN SCHOOLS
The Uses of Spirit: Derrida and the Question of Democratic Educational Leadership
Dennis Carlson, Miami University
Of the teachers, by the teachers, but for whom?: Power and democracy in teacher run schools
Raji Swaminathan, University of Wisconsin-Milwaukee
Interpreting Authority Structures in Public Education: Views from Below
Thomas Lucey, University of Memphis

ETHNICITY, IDENTITY, AND EDUCATION
Optimism in the Era of "the Racial Achievement Gap": The Conservative-Progressive Politics of Education Reform
Amanda Lashaw, UC Berkeley
Factors related to academic success of Latina/o students from a large Midwestern university
Linda Alvarado, The University of Toledo
The Role of Grandmother and Father in Developing Shared Identities in a Native American Urban High School
Barbara Thayer-Bacon, University of Tennessee

ACCOUNTABILITY MEASURES AND DRASTIC CONSEQUENCES: A DISCUSSION ON THE CHICAGO PUBLIC SCHOOLS, COMMUNITIES OF COLOR, AND YOUTH INCARCERATION
Discussant: Laurence Hadjas, University of Illinois at Chicago
Educational Policy and Social Capital within Chicago's Latino community
Gabriel Cortez, University of Illinois at Urbana-Champaign
A conversation with the experts and the academics regarding education and incarceration
Latasha Louise Cain, University of Illinois at Urbana-Champaign

CHARTERS AND CHOICE IN NEW YORK AND WISCONSIN
The Failure of Edison Charter Schools in New York State
Richard Ognibene, Siena College
The Evolution of School Choice in Milwaukee, Wisconsin: The Birth of an Educational Reform Movement
Ian Harris, University of Wisconsin-Milwaukee
College for All: Examining the Efforts of a Charter School to Prepare Disadvantaged Students for College
Raquel Farmer-Hinton, University of Wisconsin-Milwaukee
Revisiting Exit and Voice: Contrasting Images of the "Public" in New York Charter School Accountability
Terri Wilson, Teachers College, Columbia University

PANEL: THE POLITICS OF INDIGENOUS IDENTITIES
Steven Naranjo, Washington State University
Bernardo Gallegos, Washington State University
Justin Guillory, Washington State University
David Warner, Washington State University
THE DIFFERENT FACES OF SEGREGATION
Special Education and Habitus: The Reproduction of a Structure of Difference
Joseph Abbott, Western Michigan University
Gunilla Holm, Western Michigan University

How Inclusive are Children’s Picture Books? A Content Analysis of Portraying Children with Disabilities in Children’s Literature
Anita Iaquinta, Robert Morris University

Education as a Private Good: Is this idea promoting resegregation, increased dropout rates and higher incarceration rates?
Nancy Wright, University of Iowa

PANEL—NOW THAT WE’VE HEARD “THEIR” VOICES WHAT DO WE DO ABOUT IT? TAKING “A MODEL OF SUCCESS” IN HIGHER EDUCATION AND IMPLEMENTING IT
Chair: Joan Oviawe, Florida International University
Tara Jones, Washington State University
DaVina J. Hoyt, Washington State University

FRAMING THE DEMOCRATIC IN SCHOOLS
Democracy/Freedom is “Positioning”
Roger Jones, Virginia Polytechnical Institute and University
Eupraxia (Good Action) as a Democratic Framework for School Practice
Stephen Triche, Nicholls State University
Are Language Minority Students Truly Experiencing Democratic Life in Schools?
Heekyong Pyon, University of Illinois at Urbana-Champaign

GLOBALIZATION, ECONOMICS, AND EDUCATION
Portugal Will Always Be an African Nation: A Calibanian Prosperity or a Prospering Caliban
J. Paraskeva, University of Minho

Regina Silverthorne, North Carolina Agricultural and Technical State University

The Effects of Wealth Inequity on Education and Democracy in the US
Marghi Hagen, Arizona State University

PANEL—EDUCATION LEADERSHIP: CRITICAL CONSIDERATIONS ON SPIRITUALITY, POP CULTURE & DEMOCRATIC SCHOOLING
Charles Gause, University of North Carolina-Greensboro
Dennis Carlson, Miami University-Oxford, Ohio
Glenn Hudak, University of North Carolina-Greensboro
Michael Dantley, Miami University-Oxford, Ohio
George Kneller Lecture
5:30 PM - 7:00 PM, Thursday, November 3rd
salon a & b

Introduction by Marvin Lynn, University of Maryland
George Kneller Lecture Committee

Second Generation Memory and the Phenomenological Structure of Intergenerational Remembrance in Ernest Gaines’ Fictional Lifeworld

Stephen N. Haymes, Associate Professor of Education
DePaul University, Chicago, Illinois

Stephen Haymes will address the experiential structure of cross generation intersubjectivity, sociality, and memory in the fictional writings of the African American Southern novelist, Ernest Gaines. It will explore how Gaines through fictional or imaginative memory reuses the artifacts of past generations of the dead to generate a memorial aesthetic for present and future generations.


Conference for Social Foundations of Education (CSFE)
8:30 AM - 10:00 AM
wilson room
**Columbining Red Lake: Silencing the Voices of Teenage Boys (Once Again)**

*Gerald Wood, The University of Alabama*

**Modern Mythology, Star Wars, and the Crisis of Masculinity**

*Pamela Bettis, Washington State University
Brandon Sternod, Washington State University*

**Strong Democracy’s Case for Including Gang Members in the Polity**

*Sharon Rubin, University of Illinois at Chicago*

**SYMPOSIUM--TALKING THE TALK WITHOUT WALKING THE WALK: RECONCEPTUALIZING THE TEACHINGS OF THE SOCIAL FOUNDATIONS AS ACTIONS AND NOT MERELY WORDS**

Discussant: George Noblit, University of North Carolina, Chapel-Hill

*Because Everything is in a Name: The Need to Claim Philosophy of Education as Activism*

*Josh Diem, University of Miami*

**The Social Foundations Professor as Political and Social Activist**

*Eugene Provenzo, Jr., University of Miami*

**Social Justice and Post-feminism**

*Allison Anders, University of North Carolina, Chapel-Hill*

**Activism as a Scholar in the Field of Social Foundations of Education**

*Sylvia Bettez, University of North Carolina, Chapel Hill*

**SYMPOSIUM--CREATING CURRICULA FOR SOCIAL AND ECOLOGICAL JUSTICE**

*Rebecca Martusewicz, Eastern Michigan University*

**Monoculture, Democracy and Eco-Justice: Latin American Issues for the Middle School**

*Larissa Czuchnowsky, Forsyth Elementary School, Ann Arbor*

**Planting Seeds of Eco-Justice**

*Stephanie Baier, Eastern Michigan University*

**There is no Road: Creating a Path to Equitable Education**

*Denise Crudup, Eastern Michigan University*

**SYMPOSIUM--THE PERSISTENCE OF RACIAL DISPARITIES IN ACADEMIC ACHIEVEMENT: IMPLICATIONS FOR EDUCATIONAL LEADERSHIP**

*Marvin J. Berlowitz, University of Cincinnati*

**Discussant: Holly Winwood, University of Cincinnati**

**Equality of Educational Opportunity and Individual Freedom**

*Gene Grabiner, Erie County Community College*

**The Changing Face of Suburban Schools: Minority Suburbanization and its Implications for Educational Leaders**

*Carri Schneider, University of Cincinnati*

**The Colonization of African-American Students on a Predominantly White Campus**

*Derrick Jenkins, University of Cincinnati*

**Race Matters on a Predominantly White Campus: A Critical Race Theoretical Approach in Higher Education**

*Brandi Hutchins, University of Cincinnati*
NEOLIBERALISM AND EDUCATIONAL POLICY
Unstable stabilities: Neo-liberal governmentality in recent educational reforms in the United States
David Hursch, University of Rochester
Anthology of Images: New Ways of Seeing Chicago School Reform
Heather Horsley, University of Illinois at Chicago

SYMPOSIUM--PUSHING THE CLASS CEILING: THREE WINDOWS ON THE WHITE WORKING CLASS
A parent-digm shift: The action/inaction of White working-class parents in their children’s elementary school
Julie Weigand, University at Buffalo
“White Trash” in the “Ivy Tower”: Narrations of the experiences of White, working-class, first generation college students
Angela C. Thering, University at Buffalo
Finding the “Safe Space”: White working-class gender identity in a martial arts dojo
J. Johnston Stickney, University at Buffalo

FREE SPEECH, HATE SPEECH, AND RELIGION IN EDUCATION
Hate speech and free speech in public education: How far should law go and what is a role of public schools in fostering citizens of liberal democracy?
Hyunjung Kim, University of Illinois at Urbana-Champaign
The Sound of Silence: The Loss of Student First Amendment Speech and its Impact in Schools as Viewed Through Legal and Critical Theory Perspectives
Scott Grubbs, Valdosta State University/Florida State University
Makiguchi and Dewey in Conversation: Education and the place of Religion
Kanako Ide, University of Illinois at Urbana-Champaign

SYMPOSIUM--ECOJUSTICE, DEMOCRACY, AND THE COMMONS: EDUCATIONAL REFORM IN THE FACE OF MARKET LIBERALISM, WEAK DEMOCRACY, AND ENVIRONMENTAL DEGRADATION
Revitalizing the Commons in an Era Where Degrading the Environment and Weakening Democracy are Expressions of Patriotism
C. A. Bowers, Emeritus, University of Oregon
Art, Education, and Grassroots Democracy: Revitalizing the Detroit Commons
Rebecca Martusewicz, Eastern Michigan University
Revitalizing the Food Commons: Teaching for Sustainable Eating in Portland, OR,
Jeff Edmundson, Portland State University
Educating for EcoJustice and Living Democracies: A Curriculum for Identifying and Strengthening the Commons
John Lupinacci, Eastern Michigan University

PANEL--IF ONLY WE COULD FIND SOME! (THE WHITE PRIVILEGE OF TEACHER EDUCATION)
Stephen, Fleury, Le Moyne College
Rasheeda Ayanru, Le Moyne College
Eugenio Basualdo, Oswego State University
Raysean Khalif, Syracuse City School District

PANEL--CRITICAL AND/OR INDIGENOUS SCHOLARS REVIEW “RED PEDAGOGY: NATIVE AMERICAN SOCIAL AND POLITICAL THOUGHT”
Bernardo Gallegos, Washington State University
Brian Brayboy, University of Utah
Donna Deyhle, University of Utah
George Noblit, University of North Carolina at Chapel Hill
Joel Spring, CUNY
Sandy Grande, Connecticut College
SYMPOSIUM—DOING GENDER IN THE 21ST CENTURY: THE PLACE OF GENDER STUDIES IN THE SOCIAL FOUNDATIONS OF EDUCATION

The rise and fall of the girl in the 20th century educational discourse
Natalie Adams, University of Alabama

Mean girls and the boy crisis
Pamela Bettis, Washington State University

Sissies and Sluts: the importance of studying masculinity
Sandra Spickard Prettyman, University of Akron

The "boy crisis" in education: legitimate emergency or political spectacle
Brandon Sternod, Washington State University

THE PHILOSOPHY OF THE PUBLIC IN EDUCATION

Schooling in a philosophy of public social institutions
Jewel Smith, Michigan State University

The problem of individualistic literacies: the radical unrealized potential of public education to serve the formation of public(s)
Sandra Schneider, Virginia Tech

Escape from Foucault’s Disciplining Mechanisms: Re-Defining and Re-Presenting “At Risk” Students as Subjects-in-Process
Virginia Worley, Oklahoma State University

SYMPOSIUM—ISSUES IN URBAN EDUCATIONAL IMPROVEMENT: LESSONS FROM NEW JERSEY

Chair: Alan Sadovnik, Rutgers University, Newark
Discussant: Susan Semel, City College of New York and CUNY Graduate Center

Accountability and Urban School Improvement: State Takeover and the NJ QSAC Legislation
Elizabeth Morrison, Rutgers University-Newark

The Abbott Leadership Institute and Community Involvement in Newark
Yanique Taylor, Rutgers University-Newark

North Star Academy in Newark: Charter Schools and the Reduction of the Achievement Gap
Paula Gordon, Rutgers University-Newark

Independent Schools and Urban Students: Avenues for Success or “Creaming” the Best and Brightest
Erin Corbett and Chelsea Dullea, Rutgers University-Newark

SYMPOSIUM—ETHICS, IDENTITY, AND AESTHETIC PRACTICE

Discussant: Mordechai Gordon

Who is the self who learns? Performing reflexive inquiry
Margaret Manson, York University

Morality as art: Engaging teacher and students moral imaginations in an applied ethics course
Kathleen Knight Abowitz, Miami University

BOOK EXHIBIT—WRITING FOR PUBLICATION: A DIALOGUE WITH EDITORS AND AUTHORS

Gene Provenzo, Author

Almost everyone in AESA has followed the work of the University of Virginia scholar, E.D. Hirsch, Jr. beginning with the publication of his 1987 book, Cultural Literacy: What Every American Needs to Know. It therefore seems particularly appropriate, since we are meeting this year in Charlottesville, that we re-examine his work and its implications for American education. AESA author Gene Provenzo has just published a critical volume with Paradigm Publishers titled, Critical Literacy: What Every Educated American Ought to Know. Like Hirsch, Provenzo offers a list of 5,000 things every educated American ought to know—none of them the same terms as those included on Hirsch’s list in Cultural Literacy. In doing so, Gene proposes a counter narrative (one of many such possible narratives) to the work of Hirsch.
RESEGREGATION AND INEQUALITY OF EDUCATIONAL OPPORTUNITY

Rapid Resegregation: A narrative analyzing the paradox of desegregation and resegregation in Alabama schools
Mary Givens, University of Alabama

Still Searching for Equality of Educational Opportunity
Charles Jackson, Augusta State University

The Shortcomings of Public Education: A Review of the Literature
Marietta Giovanelli, University of Illinois at Chicago

HISTORICAL ORIGINS OF PUBLIC SCHOOLING

Striving toward democracy: A history of grassroots education in the United States, 1932-1964
Jon Hale, University of Illinois at Urbana-Champaign

A Rural Town’s Claim to be the Birthplace of Public Education: A Case Study of Rehoboth, Massachusetts
Kelly Kolodny, Framingham State College

Measure Well, Carpenters: The Origins of Conventional School Marking Systems in US Schools
Thomas Thomas, Roosevelt University

SYMPOSIUM--CRITICAL PEDAGOGY AND THE PURSUIT OF NONVIOLENT RELATIONS WITH OTHERS

The Ethical Limits of Critical Pedagogies
Matthew Jackson, Brigham Young University

Personalism and the Freirean Imaginary
Mark Brenneman, University of Utah

Critical Pedagogy, the Metaphysics of Violence, and Asymmetrical Solidarity
Frank Margonis, University of Utah

Receiving the Other in Multicultural Education: Thinking with Levinasian Hospitality
Troy Richardson, University of Utah

Wandering the Way of Learning: the Teacher as Sage
Eduardo Duarte, Hofstra University

SYMPOSIUM--NEW SCHOLARSHIP ON PROGRESSIVE EDUCATION AND EDUCATORS: FOUR NEW BOOKS ON THE HISTORY OF PROGRESSIVE EDUCATION

Chair: Susan Semel, City College of New York and CUNY Graduate Center
Discussant: Alan Sadovnik, Rutgers University, Newark

Learning from Children: The Life and Legacy of Caroline Pratt
Mary Hauser, National Lewis University

Elsie Ripley Stack: Her Life and the Community School
Sam Stack, West Virginia University

Schoolmaster of the Great City: A Biography of Angelo Patri
James Wallace, Lewis and Clark College

The Conspiracy of the Good: The Struggle for Civil Rights in Two American Cities
Michael James, Connecticut College

RETHINKING TEACHER PREPARATION

Preparing Entrepreneurial Educators: A Curriculum Reform Initiative in Teacher Preparation
Amy Gratch, Westchester University

Teaching the “Essential Skills” in Alternative Teacher Certification Programs: Implications for Policy and Practice
Jay Scribner, Adam Bickford, Sheldon T. Watson, and Elizabeth Valentine, University of Missouri-Columbia

Teacher Cadet Programs and their Potential Impact on Social Foundations
Timothy Simpson, University of Illinois at Urbana-Champaign
Jennifer Ng, University of Kansas

PANEL--BLACK WOMEN, IDENTITY, AND SCHOOLING: ENACTING BLACK FEMINIST EPistemology AND PEDAGogy IN TEACHER EDUCATION

Paula Price, Washington State University
Sheryl Conrad Cozart, George Mason University
Gretchen Givens Generett, Robert Morris University
SOCIAL FOUNDATIONS AND TEACHER EDUCATION
A Deweyan Approach to the Development of Moral Dispositions in Professional Teacher Education Communities: Using a Unit’s Conceptual Framework
Erskine Dottin, Florida International University
Double-Edged Sword? NCATE, INTASC, and Quagmires Facing Social Foundations of Education
Deron Boyle, Georgia State University
Just Sit There and Learn: Stories of a Silenced Student
Arlene Leach - Bizari, Nazareth College

STUDENTS, TEACHERS, AND TECHNOLOGY
Relating Theory to Practice: Interdisciplinarily Constructing A Fair Learning Environment for Bilingual Students in Public Education
Yan Cao, University of Tennessee
Jun Li, University of Tennessee
Investigation of Student Learning Through Engaged Student Use of 3-D Modeling and Animation Software
J. Richard Edgley, York Community High School
David Gill, Northern Illinois University
The Praxis of Democratic Education: A Visual Display of Teacher Interpretation
Cathryn Chappell, Ashland University

HISTORICAL METHODS IN EDUCATIONAL INQUIRY
Competition and Collaboration within Independent Schooling: An Historical Case Study
James Green, College of Mount St. Joseph
Been there, done that: A History of the Political and Ideological Dimensions of Education
Richard Reynolds, Eastern Connecticut State University
Education of the Black Middle-Class: Then and Now
Bill Watkins, University of Illinois at Chicago

SYMPOSIUM—ACCESS DENIED! AN EQUAL EDUCATIONAL OPPORTUNITY WITH LIBERTY AND JUSTICE FOR FEW
Discussant and Chair: Gerald Wood, The University of Alabama
The Possibilities of an Equal Educational Opportunity for Girls in Science Education
Samantha Briggs, University of Alabama
Cyber-Segregation: The Digital Divide Fifty Years After Brown versus the Board of Education of Topeka
Elizabeth Hendrix, The University of Alabama
Introducing equal educational opportunity in a multilingual context
Sikharini Majumdar, The University of Alabama

SYMPOSIUM—ACADEMIC FREEDOM UNDER ATTACK: EDUCATIONAL STANDARDS, THE FREEDOM TO TEACH, AND THE DEMOCRATIC PROCESS
Discussant: Stephen Tomlinson, University of Alabama
Educational Standards and the Denigration of the Democratic Process
Eric Sheffield, Southwest Missouri State University
From Foundations Faculty to Vulgar Multiculturalists: What the State Would Have Us Do
John Petrovic, University of Alabama
Democracy Demands: The Necessity of Philosophic Reflection and Poetic Wisdom to Academic Freedom and Teacher Education Programs
Randall R. Hewitt, University of Central Florida
Under the Subterfuge of Fairness: Academic Freedom and the Neoconservative Agenda
Andrew McKnight, University of Alabama Birmingham

PANEL—TEACHING FOR SOCIAL JUSTICE IN A TIME OF CHOLERA: NAVIGATING THE STATE AND OTHER SENTINELS OF PUBLIC EDUCATION
Michael James, Connecticut College
Anne Ford Matthews, Connecticut College
Charlie Cocores, Connecticut College
Hillary Freedman, Connecticut State Department of Education
general session
R. FREEMAN BUTTS LECTURE
5:30 PM - 7:00 PM, Friday, November 4th
salon a & b

Introduction by Dale Snauwaert, University of Toledo
R. Freeman Butts Lecture Committee Chair

Class Culture and Education: A Pragmatic Reconstruction
Walter Feinberg, Charles D. Hardie Professor of Philosophy of Education
University of Illinois, Urbana-Champaign, Illinois

Professor Feinberg is the author of a number of books and articles addressing the relationship between education and democracy, including Common Schools/Uncommon Identities, Yale University Press, and is co-editor with Kevin McDonough of Citizenship Education in Liberal Democratic Societies, Oxford Press, 2002. His latest book, For Goodness Sake, Religious Schools and Education for Democratic Citizenship, will be published by Routledge this spring. Professor Feinberg has served as President of the North American Philosophy of Education Society and the American Educational Studies Association. He was a keynote speaker at the British Philosophy of Education Society Oxford in March, 2004. In 1995/1996 Professor Feinberg served as the Benton Scholar at the University of Chicago. He has also served as a National Mentor for the Spencer Foundation. He presently holds a Major Projects Research Grant from The Spencer Foundation. He is also co-Founder of the Stanford/Illinois Training Institute, a project sponsored by the Spencer Foundation that provides three week summer training for graduate students planning to teach philosophy of education.

alternative sessions
8:00 PM - 9:15 PM

WOMEN AND WAR: COMMENTS FROM THE MARGIN
madison room
Marsha Matthews, Delma Hall, Donna Gough, and Victoria Dansby,
East Central University
Rebecca Kennedy, Seminole State College

VISUAL MEDIA FOR K-12 STUDENTS
monticello room
High School Life by High School Students: A Visual Ethnography
Phyllis Burstein, University of Illinois at Chicago

“Finally We are on TV for Something Good”: An Exhibit of a Kid-Produced Website and DVD Highlighting the Fifth Graders Fight for Equity in Schooling
Brian Schultz, Northeastern Illinois University

PANEL--GROWING OUR OWN: GRADUATE STUDENTS AND FACULTY ON PROFESSIONAL DEVELOPMENT IN THE FOUNDATIONS
preston room
DaVina Hoyt, Washington State University
Pamela Konkol, University of Illinois at Chicago
Hilton Kelly, University of Massachusetts at Amherst
LaVada Taylor Brandon, Purdue University at Calumet
Denise Taliaferro Baszile, Miami University (Ohio)

Saturday, 5 November 2005

agenda

REGISTRATION
8:00 AM - 12:00 PM
prefunction area

BOOK EXHIBIT
9:00 AM - 12:00 PM
monroe room
(The book exhibit will re-open today at 1:00 PM for purchases by graduate students and at 1:30 PM for purchases by all others.)

CONCURRENT SESSIONS

PRESEIDENTIAL ADDRESS
5:30 PM - 7:00 PM
salon a & b

AESA BUSINESS MEETING
immediately following presidential address
salon a & b

ALTERNATIVE BOOK
immediately following AESA Business Meeting
salon a
[1A] SYMPOSIUM—PORNOGRAPHY, PEDAGOGY, AND ENDING VIOLENCE AGAINST GIRLS AND WOMEN
Chair/discussant: Alison Anders, University of North Carolina, Chapel Hill
Women’s Human Rights, Intersectionality, and Community Curriculum
Alyson Kozma, Amnesty International Women’s Human Rights Program Coordinator
Pornography as Pedagogy: Visibility, Knowledge, and Power
Bob Pleasants, University of North Carolina at Chapel Hill
Literacy as the Spatial: Articulations of Gender, Blackness, and Urban Revolution
Hill Taylor, University of the District of Columbia
Critical Sexual Health Literacy: Educating for Equity and Empowerment
Stacey Cutbush, Clark University

[1B] TECHNOLOGY AND LEARNING IN CULTURAL CONTEXT
An Apology for Face-To-Face Education
Steve Broidy, Wittenberg University
Lowell Monke, Wittenberg University
Computers Don’t Kill Curriculum, People Kill Curriculum: A Critique of Technology’s Place in Social Education from technologia to the Iron Cage
Douglas McKnight, University of Alabama
Technology and Educational Transformation: Toward a Purpose-Driven Approach
Wayne Willis, Morehead State University
Timothy L. Simpson, University of Illinois at Urbana-Champaign

[1C] SYMPOSIUM—SAFETY, REGULATION, AND FAILURE: PERSPECTIVES ON FEAR IN AN INNER-RING SUBURBAN HIGH SCHOOL
“These are strange times”: The Culture of Fear, Regulation, and Students’ Connection to School
Michelle Meyers, University at Buffalo
Code 10: Using fear as a method of control
Klay Diakos, University at Buffalo
Failure and fear: Facing the “new normal”
Julie Gorlewski, University at Buffalo

[1D] CARING, COMPASSION, FEMINISM, AND PHILOSOPHY
How Womanist Caring Recenters Morality and Makes Social Foundations Relevant to Teacher Education
Sheryl Cozart, George Mason University
Jenny Gordon, Binghamton University
Different Voices, One Activist Site: Stories Inside the Mid-State Literacy Council—A thrice-told narrative
Yihuai Cai, Pennsylvania State University
Compassionate Listening
Jim Garrison, Virginia Polytechnic Institute

[1E] DEMOCRATIC POSSIBILITY AND IMPOSSIBILITY
Eugenic Ideology in Education: The Rising Tide of Feeblemindedness and Democratic Impossibility
Ann Winfield, North Carolina State University
Last Time I looked, I Had a Bill of Rights: The Patriot Act and Constitutional Civil Liberties
Gene Grabiner, Erie Community College
It’s in the patterns: the interactional roots of the democratic promise
Terence O’Connor, The College of New Jersey

[1F] SYMPOSIUM—EXPLORING THE MEANING OF THE “PUBLIC” IN PUBLIC EDUCATION
An Analysis of Hannah Arendt’s Concept of the Public Sphere and the Civic Purpose of Public Education
Dale Snauwaert, University of Toledo
Habermas and the Formation of Public-Education
Mary Ellen Edwards, University of Toledo
Toward a Public Conception of Morality
Vicki Dagastino, University of Toledo
The Future of Democratic Education in the Consumer Society
Sam R. Snyder, University of Toledo
Democratic Education for Mutual Understanding and Respect Beyond Borders
Mohammed Shibat, University of Toledo
Arts Education in the public spaces of freedom
Phil O. Anosike, University of Toledo
SYMPOSIUM--PROGRESSIVES ENGAGED IN STRUGGLE SUPPORT (PRESS) NETWORK: SEEKING SOCIAL JUSTICE IN PUBLIC EDUCATION

Chair: Adam Renner, Bellarmine University
Discussant: Barbara Thayer-Bacon, University of Tennessee

Service and Action
Jon Lee, Bellarmine University

Formation
Adam Renner, Bellarmine University

Support through Stories
Angela Morgan, Bellarmine University

Support through Stories
Andrew Gray, Bellarmine University

Reading Circles and Professional Development
Rachel Bryant, Bellarmine University
Bob Helvey, Bellarmine University

What is Next?
Milton Brown, Bellarmine University

THE LEGACY OF “JIM CROW”

Jim Crow’s Teachers: Remembering Pedagogy as Educational Capital
Hilton Kelly, University of Massachusetts at Amherst

Educating for Uplift: Three Ways to Prepare the Children of Ex-Slaves for White America
David Holdzkom, University of North Carolina--Chapel Hill

Strategies for Learning in a Jim Crow Society: African American Adult Education
Lisa Merriweather Hunn, Ball State University

SYMPOSIUM--THE USES OF FOUCAULT IN EDUCATIONAL POLICY ANALYSIS

Chair, Patti Lather, Ohio State University
Discussant: Wanda Pillow, University of Illinois at Urbana Champaign

Foucauldian Scientificity: Rethinking the Research, Policy, Practice Nexus
Patti Lather, Ohio State University

Tug of War: The Struggle Over Peace In Classroom Practices
Julie Clemens, Ohio State University

Conditions of Intelligibility in Higher Education: Gender, Research and Policy
Elizabeth Miglin, Ohio State University

The Unintended Effects of Complicating Compliance: Examining the Practice of Policy at a Colombian Public University
Stephanie Lynn Daza, Ohio State University

A Genealogy of the New Three R’s: Rigor, Relevance and Relationships
Sarah Luchs, Ohio State University

GIRLS, SCHOOL CULTURE AND COMMUNITY

Hanging with the ‘right’ crowd: Social networks of support among high school Latinas
Monica Garcia, University of Illinois at Chicago

From Care, Challenge, and Community-Building to Classroom Competence: Lessons from Appalachian Girls’ Resiliency Programs
Linda Spatig, Marshall University
Ary Amerikaner, Education Policy Center Urban Institute

SYMPOSIUM--ANARCHIST THEORY AND EDUCATION: AN ARGUMENT FOR INCLUSION

You’re an Anarchist Who Doesn’t Know it Yet
William Armaline, University of Connecticut

An Argument for Inclusion
Deric Shannon, University of Connecticut

Rethinking the Discourse of Educational Reform through Anarchist Theory
Abraham DeLeon, University of Connecticut

Questioning Hierarchy in Science Education: Using Anarchist Theory as Radical Critique
Kurt Haste, University of Connecticut

Anarchist Theory and Literacy Education
Cara Mulcahy, Central Connecticut State University

Radical Desires: Towards the Inclusion of Sex-Radical Theory in Education
Natalie M. Peluso, University of Connecticut

PANEL--NUESTRAS VOCES: LATINA TEACHERS IN THEIR OWN VOICES

Susana Flores, CSU Fullerton
Alejandra Cuevas, CSU Fullerton
Martina Espinoza, CSU Fullerton and Lowell Joint Unified School District
Christina Garcia, Bellflower Unified School District
Karen Lobos, Montebello Unified School District
Susana Prado, Santa Ana Unified School District
montpelier room

SYMPOSIUM--ON WHOSE TERMS? THE ROLE OF LATINO/A PARENTS IN SCHOOLING AND EDUCATIONAL POLICY

Discussant, Laurence Parker, University of Illinois at Urbana-Champaign

What Counts? Another look at the Role of Latino/a Immigrant Parents in Education Today
Annel Medina, University of Illinois at Urbana-Champaign

An “Active” Parent: The Historical Legacy of Latino Parent Involvement
John Arrona, University of Illinois at Urbana-Champaign

Leaving Latino/a Children Behind: A Critical Examination of School Choice in No Child Left Behind
Xochitl Casillas, University of Illinois at Urbana-Champaign

highlands & ashlawn room

POLITICAL CONSCIOUSNESS AND PROFESSIONAL EDUCATION

Foundations and Democracy: Linking the Rhetoric and Reality in Educational Foundations
Dan Butin, Gettysburg College

The struggle to design socially-conscious service learning for teacher candidates in a Social Foundations course: The first year under the Realizing the Civic Mission of Education grant
Scott Waltz, California State University Monterey Bay

Foucaultian Resistance to Political Accountability: Possibilities for Public Responsibility and Implications for Graduate Education
Michael Gunzenhauser, University of Pittsburgh

monticello room

BODY, MIND, AND QUEERING

Queering the Body: The Politics of Gaydar
Jennifer Esposito, Georgia State University; Benjamin Baez, Georgia State University

Minding Knowledge: Leaving the Body Behind in Schools
Elizabeth Hendrix, University of Alabama

madison room

PANEL--WOLLSTONECRAFT, WILLARD, & WIGGIN: BIOGRAPHIES OF EDUCATIONAL THOUGHT & CHANGE

Susan Franzosa, University of Washington
Susan Laird, University of Oklahoma
Lucy Townsend, Northern Indiana University
Richard Seckinger, University of Pittsburgh

lewis & clark room

TEACHER PREPARATION FOR URBAN CONTEXTS

Charting Unexplored Territory in the Social Foundations: Pedagogical Practice in Urban Teacher Education
Sonia Murrow, Pace University

Preparing Teacher Educators to Prepare Teachers for Urban Schools: A Survey and Analysis of Doctoral Programs in Urban Education
David McGough, Nazareth College of Rochester

Using Art to Explore Racial Identity Development, Diversity & Privilege: Pre-Service Teachers Wrestle with who they are
Jaylynee Hutchinson, Ohio University
Jean Ann Hunt, National Louis University

salon a

SYMPOSIUM--DEMOCRACY INCOMPLETE: FROM RHETORIC TO PRACTICE PROBLEMATIZED

Discussant: Glen Hudak, University of North Carolina at Greensboro and Leila Villaverde, University of North Carolina at Greensboro

Democracy and the military: recruitment in schools - the moral, ethical and political implications
Patricia Fairfiel-Artman, University of North Carolina at Greensboro

Self-evident truths: the relationship between democracy and educational inequity
Sabrina Ross, University of North Carolina at Greensboro

Democracy and anti-intellectualism
Daniel Rhodes, University of North Carolina at Greensboro

The democratic pursuit of happiness or duty?
Winsora Blanford, University of North Carolina at Greensboro

The end of government: The ossification of American democracy
Gant Hewett, University of North Carolina at Greensboro

The practice of democracy, breaking down the walls, expanding the circle
Kathe Latham, University of North Carolina at Greensboro
**[4A]** SYMPOSIUM—VISIONS OF DEMOCRACY IN EDUCATION: U.S. EFFORTS TOWARD SOCIAL JUSTICE

Chair: Clementina Acedo, University of Pittsburgh

Images of the Democratic Classroom in the United States
Andrea Hyde, University of Pittsburgh

Are magnet public schools fostering better and equal education for all?
Ligia D. Diaz-Roman, University of Pittsburgh

Tales of Despair and Hope among Three Indigenous Groups: How Schools Make or Break Language and Cultural Revitalization Programs
Ellen P. Motohashi, University of Pittsburgh

**[4B]** CITIZENSHIP, LEADERSHIP, AND SCHOOL PRACTICE

Building participatory democracy through/in education: the experience of the Citizen School in Brazil
Luis Gandin, Federal University of Rio Grande do Sul

From Rights to Practices: Rethinking Citizenship Education
Nadine Dolby, Purdue University

Leadership of Underperforming Urban Schools
Pat Baccellieri, University of Illinois at Chicago

**[4C]** SYMPOSIUM—THE STRUGGLE FOR AFRICAN AMERICAN EDUCATION DURING THE 1960s AND 1970s IN TWO NORTHERN CITIES IN THE DELAWARE VALLEY: PHILADELPHIA AND CAMDEN

Chair: K. Kim Holder, Rowan University

Anne Phillips, Rowan University

“Fire-Bell in the Night”: The Revolution at Rutgers South Jersey, 1969
Laurie Lahey, Temple University

African American Studies and its Relationship to the Surrounding Community
Patrick Spearman, Rowan University

New Orleans, African-American Studies, and the Community, 2005
K. Kim Holder, Rowan University

**[4D]** LIVING IN THE INTERSECTIONS OF GENDER, RACE, AND ETHNICITY

Between Voice and Silence: Identity development in black adolescent females
Gloria Gibson, State University of New York at Buffalo

Making It Not Faking It: Cultural Capital and Academic Success of Women of Color Undergraduates
Jennifer Esposito, Georgia State University

Tales of Despair and Hope among Three Indigenous Groups: How Schools Make or Break Language and Cultural Revitalization Programs
Ellen P. Motohashi, University of Pittsburgh

**[4E]** PANEL—ORDINARY LESSONS: AUTOBIOGRAPHICAL RECONSTRUCTIONS OF THE GENDERED POLITICS OF SCHOOLING IN THE 1950s

Susan Franzosa, University of Washington
Jane Hansen, University of Virginia
Lucy Townsend, Northern Illinois University
Wendy Kohli, Fairfield University
Susan Laird, University of Oklahoma
Judith Robb, University of New Hampshire

**[4F]** PANEL—LATINO PARENTAL INVOLVEMENT AND LATINO IDENTITY IN THE CONTEXT OF POST-WELFARIST EDUCATIONAL REFORM

Chair: Thomas Pedroni, Utah State University

Enrique Murillo, California State University at San Bernardino
Myriam Torres, New Mexico State University
Margarita Machado-Casas, University of North Carolina at Chapel Hill
Monica G. Garcia, University of Illinois at Chicago
Jacqueline Romano, Texas Tech University
**monticello room**

**LOVE AND LOGIC, EMOTIONS AND ETHICS**
Renewing engagement: bell hooks, love, and education  
Ame Adkins, Illinois State University

**A Missing Fourth Dimension in Ethical Theory**  
Eric Bredo, University of Virginia

**Reason & Emotion as Explanatory-Causation!**  
Sandy Jump, University of Illinois at Urbana-Champaign

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**salon a**

**SYMPOSIUM—TESTING, STANDARDS, AND ACCOUNTABILITY: TENSIONS IN PUBLIC EDUCATION FOR A DEMOCRATIC SOCIETY**

Discussant: Diane Hoffman, University of Virginia

Perceptions on the dichotomy of accountability and excellence: A comparative view of Japan and the United States  
Carolyn Pinkerton, University of Virginia

High stakes testing and non-traditional students in Great Britain and the United States  
Carol Clair, University of Virginia

Education for academic success or education for social development? Trends and debates in Germany, Japan, and the US  
Beth Lloyd, University of Virginia

Elementary school music education in Japan and the United States: A comparative look  
Melissa Levy, University of Virginia

Stakes are High: Examining the Implications of Contentious Reform for Teachers, Learners, and Lawmakers  
Justin A. W. Stone, University of Virginia

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**highlands & ashlawn room**

**SYMPOSIUM—H.W.C.U’S: HISTORICALLY WHITE COLLEGES AND UNIVERSITIES, INSTITUTIONAL RACISM IN HIGHER EDUCATION**

Reginald Flood, Eastern Connecticut State University

Surura Abdul Wahab, Connecticut College

Leslie Williams, Teachers College, Columbia

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**madison room**

**PANEL—ILLINOIS PROJECT FOR DEMOCRATIC ACCOUNTABILITY**

Introduction: The Limits of High Stakes Tests and general description of the research  
Walter Feinberg, University of Illinois at Urbana-Champaign

The Methodology: Interviews and Narratology  
Jennifer Greene, University of Illinois at Urbana-Champaign

Findings: What teachers know that tests can't Tell them  
Lois Miron, University of Illinois at Urbana-Champaign

Findings: Coping with the Limitations of High Stakes Tests  
Sarah McGough, University of Illinois at Urbana-Champaign

Implications for Teacher Professionalism  
Walter Feinberg, University of Illinois at Urbana-Champaign

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**montpelier room**

**STUDYING SCHOOL PRACTICES: STUDENTS AND TEACHERS**

Building a Foundation for Culturally Relevant Practice  
Ann Marie Ryan, Loyola University at Chicago

Separation from Family as a Task of Education? Urban Students in a Public, College-Prep Boarding School  
Jennifer Engle, Pell Institute

Reframing Program Evaluation: An Equitable Deal or Just Another Broken Promise to Teachers?  
Stacy Otto, Oklahoma State University

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**lewis & clark room**

**SHAPING THE TERRAIN: WOMEN IN EDUCATION**

Liberal Education and Gender Sensitivity: Some Questions for Jane Roland Martin  
Daniel Mulcahy, Central Connecticut State University

Reimagining Beneficence: The Lives and Contributions of the Women of the Ball Family, 1822-1926  
Thalia Mulvihill, Ball State University

Teaching in the North Carolina Common Schools: Kate Roberts Dameron, 1842-1922  
Katherine Pasour, Lenoir-Rhyne College
Sunday, 6 November 2005

agenda

AESA EXECUTIVE COUNCIL MEETING
7:30 AM – 10:00 AM
wilson room
( Newly elected officers begin terms at this meeting.)

CONCURRENT SESSIONS

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<th>Session</th>
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see session descriptions for locations

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alternative session

immediately following AESA Business Meeting

BOOK SESSION—THE HANDBOOK OF RESEARCH IN SOCIAL FOUNDATIONS OF EDUCATION

salon a & b

Many AESA scholars are contributing to the forthcoming Handbook of Research in Social Foundations of Education (Erlbaum, 2006), edited by the team of Steve Tozer, Bernardo Gallegos, Annette Henry, Mary Bushnell Greener and Paula Price Groves. This session has two objectives: first, to feature one of the chapters, Postmodern Studies in Educational Foundations: The Postmodern Always Rings Twice, by Patti Lather and Julie Clemens of Ohio State University; and second, for the editors to discuss the progress of the book with interested AESA members. Lather and Clemens use the multidisciplinarity of social foundations to interpret where the field is now and where it may be headed—issues that challenge the Handbook editors as they seek to finalize the table of contents.
PHILOSOPHY AND EDUCATIONAL PRAXIS

Epideictic what? And what does a hippo have to do with education, anyway?
  Pamela Konkol, University of Illinois at Chicago

A Socratic Dilemma for Teaching: Does It Matter If or What We Know?
  J. Gregory Keller, Indiana University Purdue University Indianapolis
  Deborah Biss Keller, Indiana University Purdue University Indianapolis

Epistemology and Education: Through Thick and Thin
  Kurt Stemhagen, University of Mary Washington
  Nakia Pope, Winthrop University

NCLB AND SILENCING THE RESISTANCE

No Child Left Behind: Leveling the Playing Field or Maintaining the Culture of Silence?
  Lynn Zimmerman, Purdue University Calumet

Hush! Don’t Wake the Children: Hidden Social Justice Lessons on Child Labor from No Child Left Behind
  Stephanie Higdon, Western Michigan University

Talking Back: Problematizing and Resisting NCLB Policies in Connecticut
  William Armaline, University of Connecticut
  Donald Levy, University of Connecticut

SYMPOSIUM--COMPLEXIONING SOCIAL CLASS: RACE AND SOCIAL CLASS IDENTITIES IN ACTION

Reading Identity Through Hollywood Film: Race and Social Class Among Graduate Students in Education
  Catie Lalonde, University at Buffalo

“Just Like Everybody Else”: How White Working-Class Students in a Public High School Narrate Normalcy
  Carrie Freie, University at Buffalo

Shading Suburban Spaces: How Race and Social Class Identities Work in an Inner-Ring Suburban High School
  Michelle Meyers, University at Buffalo

CITY KIDS IN CITY SCHOOLS

Urban Middle School Students Discuss Democratic Ideals
  Lynda George, Central Connecticut State University

Young, Black, Urban and Male: Why Are We Transfixed by the Educational Redemption Narrative?
  Stacy Otto, Oklahoma State University

The children who are left behind: Exploring Myths of Meritocracy in Education (The Mis-education of Black Boys)
  Robin Hughes, Indiana University
  James Satterfield, Indiana University

SYMPOSIUM--UNSETTLING BELIEFS: TEACHING SOCIAL THEORY TO TEACHERS

Unsettling Beliefs: A Cultural Studies Approach to Teacher Education
  Robert Helfenbein, Indiana University Indianapolis

Teaching Theory As Other Against Othering: A Critical Pedagogical Approach
  Sherick A. Hughes, University of Toledo

Teaching Theory Through Performance: Role Playing Cultural Capital in the Classroom
  Beth Hatt, Illinois State University

“But that stuff’s in the past”: Teaching whiteness and challenging meritocracy with pre-service teachers
  Joshua Diem, University of Miami
**Highlands & Ashlawn Room**

**Symposium—Putting the “Public” in Public Education into Practice**

Teaching Democratic Theory to a Resistant Public: Toward a Critical Pedagogy of Theory to Effectively Teach Practitioners

Sherick Hughes, University of Toledo

Americans for Informed Democracy (AID) as a Community-based Context to Practice Education for Democracy.

Lynne Hamer and Laura Hampton, University of Toledo

Group Processes and Transformative Pedagogy

Martu Fleishman, University of Toledo

GEAR-UP and Student Voice in East Toledo

Linda Alvarado-Wee, University of Toledo

Assessing the Critique of No Child Left Behind

Martha Krasdorf, University of Toledo

Teaching for Humanity Plus Rationality in a Democratic Environment

Gui Lin and Lynne Hamer, University of Toledo

**Montpelier Room**

**Economic Contexts and Educational Outcomes**

Sewing the Seeds of Social Efficiency: The Educational Triumph of William T. Harris

Thomas Fiala, Arkansas State University

Persistent Calvinism: Assumptions that Schools Should Select for Predestined Roles and Statuses Obstruct Democratic Options in US Public Education

Ashimuneze Heancho, Central Michigan University

**Madison Room**

**Symposium—From Kindergarten to College: Creating and Maintaining Diversity Affirmation Through Professional Development Initiatives.**

Bridging the gap between poverty and student achievement with diversity training in K-12 staff development.

Rhonda Jeffries and Susan Schramm, University of South Carolina

A case study exploration of a social justice learning community program at a private liberal arts college for women.

Candace Thompson, University of South Carolina

**Lewis & Clark Room**

**Democratic Values in Global Contexts**

EDUCO Schools in El Salvador: A Democratic Tree in a Market-Driven, Anti-Democratic, Globalized Forest

Cheryl Desmond, Millersville University

Is Nothing Sacred? The Rhetoric of Spiritual Capital in a Global Society

Robert Helfenbein, Indiana University / Purdue University Indianapolis

J. Gregory Keller, Indiana University / Purdue University Indianapolis

When Schooling Isn’t Enough

Joseph DiBona, Duke University

**Monticello Room**

**Research Dramas: A Performance/Workshop Investigating Researchers’ Roles in a Family School Involvement Project**

Janet Mittman, University of North Carolina at Chapel-Hill

Ben Blaisdell, University of North Carolina at Chapel-Hill

Monifa Green, University of North Carolina at Chapel-Hill

Kathie Englebrecht, University of North Carolina at Chapel-Hill