

AESA News and Comment

Volume 33 Number 1

American Educational Studies Association

Issue #1 2005

**2005 AESA Convention,
November 3 – November 6, 2005
The Omni Hotel, Charlottesville, VA**

Call for Proposals

Proposal Deadline – April 25, 2005

Public Education in Democratic Life: An Idea Whose Time Never Came

The AESA Annual Meeting in 2005 will be in Charlottesville, Virginia. Thomas Jefferson believed that his founding of the University of Virginia in Charlottesville stood among his greatest achievements and asked that it be recognized on his headstone. Yet he failed twice to institute a system of public education in the state of Virginia before his death in 1826. Neither Jefferson nor his opponents envisioned a public education for all, but only for a limited part of the Virginia populace. Since that time, the history of public education in the United States has been marked by laudable achievements from early childhood to higher education, but also by deeply entrenched anti-democratic practices and outcomes. Critics from the left and the right agree that the public schools have failed to achieve their promise. Public education is today at a crossroads as various forms of privatization and market ideology promise to alter public schools more dramatically than at any time since the beginning of the 20th century. Some have already proclaimed the death of the public schools.

In 2005, the theme of the AESA Annual conference will be “Public Education in Democratic Life: An Idea Whose Time Never Came.” Proposals will be welcomed that address the past, present, and future relationships between public education and democratic ideals. Papers and panel discussions may address such issues as the meanings of “public” in public education; the persistent failure of public education to serve the entire populace; efforts to reform public education from competing ideological perspectives; and the meanings and practices of various forms of privatization in education.

The AESA Program Committee also invites proposals on all topics relevant to the Social Foundations of Education. The committee is open to a full range of disciplinary and theoretical perspectives that examine issues in the field. Proposals may be submitted for individual papers, symposia, panels, and alternative presentations until **April 25, 2005**. Proposals should draw on one or more of the scholarly fields AESA encompasses (history, philosophy, sociology, anthropology, politics of education, cultural studies, and comparative/international education among others). Symposia that bring together a number of papers based on a common discipline are especially encouraged, as are those that focus on pressing educational issues of wide scope. Other approaches are also welcome. Graduate students, as always, are encouraged to present their work.

Guidelines for Proposals

Proposals must be submitted electronically. This year we are using a web-based on-line electronic system. All proposals should be submitted to the website at the following URL:

<http://facilitate.coe.uga.edu/aesa1/aesa.html>

and should be submitted by April 25, 2005. This system was initiated by Kathleen de Marrais at the University of Georgia in 2004 and we will try to build on the successful inaugural year. Any questions regarding on-line submissions should be directed to Steve Tozer at stozer@uic.edu.

Length. Proposals for papers should not exceed two double-spaced pages. Proposals for panels, symposia, and alternative formats should not exceed three pages.

(continued on p. 2)

Cover Sheet. On the first page of each proposal, please provide the following information: title or topic of the proposal; category of the proposal (paper, symposium, panel, alternative); names, affiliations and relevant backgrounds of all participants (and, in the case of a symposium, the title of each participant's presentation); address, telephone number, and e-mail address of the person submitting the proposal; and addresses, telephone numbers, and e-mail addresses of all other participants. This identifying page will not be sent to reviewers. The body of the proposal should contain no identifying information on participants.

Blind Review and Notification. The Program Committee will review each proposal. Criteria for review will include the scholarly quality of the proposal, its educational significance, and its likely interest to the audience. Only the person submitting the proposal (the individual presenting a paper, for instance, or the organizer of a symposium) will be notified of the decision.

Categories of Proposals

Individual Papers: A paper is a scholarly examination of a topic of interest to AESA members. Following the cover sheet, a paper proposal should restate the title of the paper, describe its contents, and discuss its significance. Presenters will have approximately 20 minutes to read or, preferably, summarize their work. Completed papers should be in the hands of session chairs and discussants by **October 4, 2005**.

Symposia: A symposium is composed of participants who deliver brief presentations based on prepared papers on a common theme. After the cover sheet, a symposium proposal should restate the topic of the session and the title of each presentation, discuss the significance of the topic, and describe the contents of each presentation. Most symposia will be allocated 90 minutes on the program. Time should be allowed for each presenter, for a discussant or critic, and for audience participation. Therefore, the organizer of the symposium should plan accordingly and give each presenter a time limit. A chair and a discussant (with contact information) should be identified on website where indicated. Symposium papers should reach the chair and discussant by **October 4, 2005**.

Panels: A panel discusses a topic as a group rather than through formal individual presentations, thereby allowing more direct give and take. Following the cover sheet, a panel proposal should restate the topic of the session, explain its significance, and describe the way it will be approached or discussed. Panelists should keep in mind that they will have no more than 90 minutes for their discussion, including audience participation, and plan accordingly. A chair (and contact information) should be identified where indicated on website. Although panels have less need for a discussant than paper sessions or symposia, a discussant can be identified if the organizer wishes.

Alternative Presentations: Proposals that do not fit into the above categories, such as performance pieces, video productions, debates, photo assemblages, or other creative endeavors, will also be considered. They should encourage critical reflection on educational issues and allow for audience participation. Following the cover sheet, an alternative proposal should include information on the topic or content of the presentation, and the method(s) or approach(es) taken by the presenter(s).

Send Proposals to:

Steve Tozer

University of Illinois at Chicago

From March 20 through April 25, 2005

Electronic submissions only to
<http://facilitate.coe.uga.edu/aesa1/aesa.html>

Direct questions to **Steve Tozer**
stozer@uic.edu

Convention Hotel Information:

Omni Hotel Charlottesville
 235 W. Main Street
 Charlottesville, VA 22902

For Reservations Call: 434-971-5500 or 1-800-THE-OMNI

Congratulations and Welcome

New Officers, Executive Council Members, & Staff

Vice President

Dennis Carlson, Miami University

Executive Council Members Until 2007

Jaylynn Hutchinson, Ohio University

Tom O'Brien, Ohio St. U at Mansfield

Judith Preissle, University of Georgia

Graduate Student Coordinator

Theodorea Berry, U Illinois, Chicago

Graduate Student Representative

Deborah Shinn, U of Oklahoma

Much Thanks to Outgoing Officers and Executive Council!

Past President

Dianne Smith, U Missouri, Kansas City

Executive Council Members, Terms Completed in 2004

Amy Gratch, West Chester University

Denise Taliaferro, Miami University

Carolyne White, Northern Arizona U

Graduate Student Coordinator

Denise Taliaferro, Miami U of Ohio

R. Freeman Butts Lecture Committee and George Kneller Lecture Committee

Each year at the annual convention we honor R. Freeman Butts, a founder of AESA, and George Kneller, significant contributor to the fields of Educational Studies, by holding lectures in their names. These two committees recommend potential speakers for consideration by the Executive Council. Potential speakers are those who have made significant contributions to the fields encompassed by AESA.

Dale Snauwaert, University of Toledo is Chair of the Butts Lecture Committee: dsnauwa@UTNet.UToledo.Edu.

Chair of the Kneller Lecture Committee TBA.

Both chairs invite suggestions from members for potential speakers for the 2005 Annual AESA Convention

AESA Nominations Committee

We will be asking for nominations of AESA members to run for executive council and for the next vice president of AESA. There will be a notice sent out over the AESA listserv with the nominations committee the near future, so please consider serving for one of these offices.

AESA Web Site

<http://www3.uakron.edu/aesa>

The AESA web site is a valuable source for information on conferences, news and events, and publications. Additionally, you may renew your membership to AESA through the website.

Report from CASA

Submitted by Jamie B. Lewis, Chair

The Committee on Academic Standards and Accreditation has responsibility for maintaining and, when appropriate updating, the Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies. Other responsibilities of this committee include:

- Making professional educators aware of the standards
- Educating foundations faculty regarding the use of the standards
- Gain support of accreditation and state departments of education in the general enforcement of the standards.

At the annual meeting of the American Educational Studies Association in Kansas City this past fall, our committee decided to undertake the following projects:

1. We will distribute a survey aimed at determining the State of Social Foundations. Although such a survey was conducted a five years ago, given the current political climate, we believed it was time to reassess the climate with regard to social foundations. Here in Georgia, our Board of Regents is proposing to remove the Foundations of Education course from the curriculum of the undergraduate teacher education majors.
2. Propose a panel session at the 2006 that considers the implications of the reauthorization of the higher education act on colleges of education and social foundations. If you would be interested in participating on this panel, please contact Jamie Lewis at jamblew@uga.edu
3. In collaboration with the Council for Social Foundations of Education, we will align the NCATE standards with the CSFE standards. Since accreditation impacts curricular decisions this alignment will highlight the important role of social foundations content with regard to prepare diverse teachers who promote the learning of all pre-k-12 students. This alignment will be added to the rubrics previously developed by CASA. The intention is to send the CSFE standards along with the alignment matrix to institutions two years in advance of upcoming NCATE review.

If you would like to get involved in the work of CASA by becoming a friend of CASA, please contact Jamie Lewis (jamblew@uga.edu), Kathleen deMarrais (Kathleen@coe.uga.edu) or Sandra Winn-Tutwiler (sandy.tutwiler@washburn.edu)

A Message from the President

Kathleen deMarrais, University of Georgia

I want to thank all the membership for the wonderful participation at our 2004 meeting in Kansas City. The theme, “*Education at the crossroads: The continuing struggle for equitable schooling and educational rights for all children*” was threaded throughout the meetings in conversations, presentations, and keynote addresses by Professors Manning Marable, Charles Mills, and Dianne Smith. The meeting was also a successful joint meeting with the History of Education Society. Thanks to President David Labaree and all the members of the History of Education Society for a rich, collaborative event and look forward to the next joint meeting of our two organizations. I would also like to thank Sandra Spickard Prettyman and Cathryn Chappell, co-coordinators of the book exhibit this past year. The book exhibit had both an excellent display of current titles as well as an interesting program that included author and publisher talks and software demonstrations. As the Vice President/Program Chair, Steve Tozer is now making plans for another fine meeting for 2005 to be held in Charlottesville, VA. Be sure to contact Steve if you would have any suggestions for the program or would like to be involved with the organization of the meeting.

We will be asking for nominations of AESA members to run for executive council and for the next vice president of AESA. I will be sending a notice out over the listserv with the nominations committee the near future, so please consider serving for one of these offices.

Warm regards for a good 2005 and we'll see you next November in Charlottesville.

Executive Council Meeting

The Executive Council will meet in Montreal at AERA on Wednesday, April 13, from 7:30am – 9:30am in the Ritz-Carlton Montreal, Salle duConseil Boardroom.

**AESA Treasurer's Report 2004
(End of Calendar Year Report)**

Perennial Categorical Funds

Maxine Greene Fund
\$20,739.38

Educational Studies (reserve)
\$33,827.13

Reserve Fund
\$11,112.62

Kneller Fund
\$113,726.99

Operating Funds

Checking
\$24,402.92

PayPal
\$12,554.28

Savings/Money Market
\$1,871.24

Gen. Operating/Conference
\$16,775.15

Total
\$235,009.71

Total includes \$12,600.50 for pre-registrations and dues up to October 15, 2004.

Total also includes a \$2500.00 contribution from the University of Georgia

On-site registrations are not reflected in the total.

Totals are as of December 31, 2004

The PayPal account was changed to an interest-bearing money market account on October 23, 2003. The account, as of December 31, 2004 is earning 2.03% annually.

AESA CRITICS' CHOICE AWARD 2004

Each year, a committee of AESA members selects a number of titles it regards as outstanding books that may be of interest to those in educational studies. These books are designated as AESA Critics' Choice Award winners and are displayed prominently at the annual meeting. The Critics' Choice Award serves to recognize and increase awareness of recent scholarship deemed to be outstanding in its field and of potential interest to members of the Association.

**AESA 2004
CRITICS' CHOICE COMMITTEE**

- ❖ Kathleen Bennett de Marrais—University of Georgia
- ❖ Rosario Carillo—University of Michigan
- ❖ Cathryn Chappell—Ashland University
- ❖ Julie Clemens—Ohio State University
- ❖ Jeff Edmundson—Portland State University
- ❖ David Gruenwald—Washington State University
- ❖ Kiran Katira—University of New Mexico
- ❖ Peter McLaren--UCLA
- ❖ Maria Mercado—New Mexico State University
- ❖ Kate Rousmaniere—Miami University
- ❖ E. Wayne Ross—University of British Columbia
- ❖ Sandra Spickard Prettyman—University of Akron

Thank you to everyone who served on the committee this year. Your support and expertise are greatly appreciated.

The AESA Critics' Choice Selections 2004

- Adams, N. G. & Bettis, P. J. (2003). *Cheerleader: An American icon*. New York: Palgrave Macmillan.
- Asante, M. K. (2003). *Surviving racism: The survival of the American nation*. Amherst, NY: Prometheus Books.
- Bowers, C. (2004). *Rethinking Freire: Globalization and the environmental crisis*. Mahwah, NJ: Lawrence Erlbaum.
- Bush, M. (2004). *Breaking the code of good intentions: Everyday forms of whiteness*. Lanham, MD: Rowman and Littlefield.
- Christensen, L. & Karp, S. (2003). *Rethinking school reform: Views from the classroom*. Milwaukee, WI: Rethinking Schools.
- Cochran Smith, M. (2004). *Walking the road: Race, privilege, and social justice in teacher education*. New York: Teachers College Press.
- Cohen, E. G., Brody, C. M., & Sapon-Shevin, M. (Eds.). (2004). *Teaching cooperative learning*. New York: SUNY.
- Cortese, A. J. (2004). *Walls and bridges: Social justice and public policy*. New York: SUNY.
- Hill, D., McLaren, P., Cole, M. & Rikowski, G. (Eds.). (2002). *Marxism against postmodernism in educational theory*. Lanham, MD: Lexington Books.
- Latina Feminist Group. (2001). *Telling to live: Latina feminist testimonios*. Durham, NC: Duke University Press.
- Lipman, P. (2004). *High stakes education: Inequality, globalization, and urban school reform*. New York: Routledge Falmer.
- Macedo, D., Dendrinos, B., & Gounan, P. (2003). *The hegemony of English*. Herndon, VA: Paradigm Publishers.
- McClure, M. (2003). *Discourse in educational and social research*. Philadelphia, PA: Open University Press.
- National Council of Teachers of English. (2000). *Language ideologies: Critical perspectives on the official English movement—Volume 1: Education and the social implications of official language*. Mahwah, NJ: Lawrence Erlbaum.
- Nelson, J., Palonsky, S., & McCarthy, M. (2004). *Critical issues in education: Dialogues and dialectics* (5th edition). Boston, MA: McGraw Hill.
- Prashad, V. (2001). *Everybody was Kung Fu fighting: Afro-Asian connections and the myth of cultural parity*. Boston, MA: Beacon Press.
- Reyes, M. & Halcon, J. (2001). *The best for our children: Critical perspectives on literacy for Latino students*. New York: Teachers College Press.
- Schlosser, E. (2001). *Fast food nation: The dark side of the All-American meal*. Boston, MA: Houghton Mifflin.
- Steinberg, S. & Kincheloe, J. (Eds.). (2004). *Nineteen questions: Teaching in the city*. New York: Peter Lang.
- Watras, J. (2004). *Philosophic conflicts in American education—1893-2000*. Boston: Pearson.
- Weiler, K. (Ed.). (2001). *Feminist engagement: Reading, resistance, and revisioning male theorists in education and cultural studies*. New York: Routledge.
- Weis, L. (2004). *Class reunion: The new white working class*. New York: Routledge.
- Wellstone, P. (2001). *The conscience of a liberal: Reclaiming the compassionate agenda*. Minneapolis, MN: University of Minnesota Press.

American Educational Studies Association 2005 Membership Application/Renewal

Name: (please print clearly)

Address: (please print clearly)

Telephone: _____ Email: _____

Institutional Affiliation:

____ Please **do not** include my name, address and email information on the AESA membership website.

Membership Fee Schedule and Remittance Information (circle appropriate category)

**Please add \$3.50 to membership dues if your mailing address is other than USA, Canada, or Puerto Rico.

2004 AESA MEMBERSHIP DUES

Two-Year (2004 & 2005) MEMBERSHIP DUES

_____ Regular: \$45.00

_____ Regular: \$85.00

_____ Emeritus: \$35.00

_____ Emeritus: \$65.00

_____ Student: \$30.00

_____ Student: \$55.00

_____ Institutional: \$105.00

_____ Institutional: \$200.00

_____ Joint/Regular: \$75.00*

_____ Joint/Regular: \$145.00*

_____ Joint/Student: \$50.00*

_____ Joint/Student: \$95.00*

_____ Joint/Emeritus: \$60.00*

_____ Joint/Emeritus: \$115.00*

*Joint memberships include one copy of *Educational Studies*.

I would like to contribute to support graduate student conference attendance. Please include _____ toward this fund.

Graduate student contribution: \$ _____

Membership dues: \$ _____

Total Enclosed: \$ _____

Check # _____

Please make checks in U.S. dollars payable to AESA

Return this form and your check to:

Rhonda Jeffries, AESA Secretary
Dept. of Educational Leadership and Policies
Wardlaw College
University of South Carolina
Columbia, SC 29208

Officers and Staff of the American Educational Studies Association 2005

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President-Elect: Steve Tozer, University of Illinois at Chicago

Vice-President: Dennis Carlson, Miami University

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