

CURRICULUM & PEDAGOGY GROUP

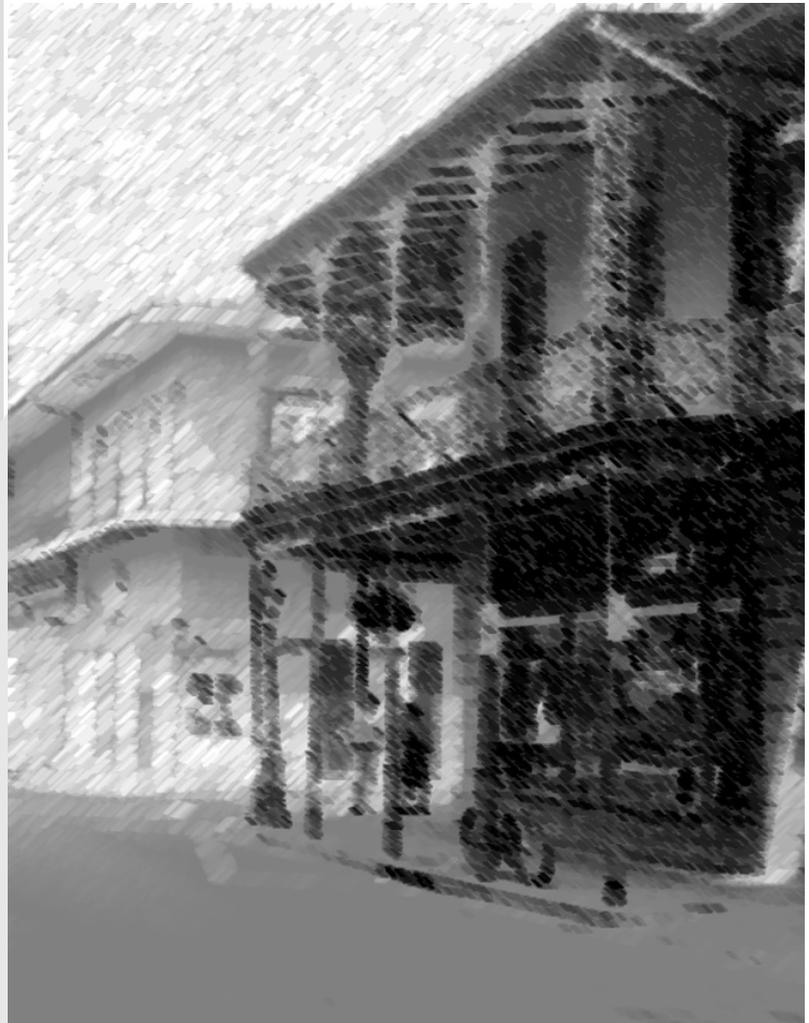
13th ANNUAL CONFERENCE

7 - 10 November 2012

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New Orleans,
Louisiana

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**The 13th Annual
Curriculum and Pedagogy Conference
November 7-10, 2012
New Orleans, LA**

The Curriculum and Pedagogy Conference (C&P) is a democratic space where members create and learn from one another in an effort to foster educational reform and social change. As a member of this organization, you are responsible for creating our vision and for keeping this space safe for all.

This year's conference program represents a range of quality scholarship, critical thought, and public engagement, ones reflected in a multiplicity of theoretical perspectives, provocative inquiries, and unique expressions. We know you will find your time with us fulfilling, challenging, and engaging.

Please take advantage of the opportunities this conference provides by engaging in sessions designated as Colouring Curriculum and Pedagogy (CCP), by contributing in Town Halls, and by dialoguing with colleagues in workshops, conversation centres, book talks, and/or symposia. Whether engaging in conversation or activism, dialoguing with a colleague, or listening to/thinking about new theoretical perspectives, we hope you will leave New Orleans and C&P inspired, rejuvenated, and energized to continue the important work of curriculum and pedagogy.

The volunteers who keep the organization, its publications, and this conference running are dependent on you to make this conference a success. If you have any questions about the conference or the organization, do not hesitate to ask a question of a council member. You will, no doubt, notice the ASK ME buttons on their nametags.

So make the effort to meet new people, take the time to exchange ideas, and be sure to enjoy the cultures of New Orleans!

Thank you for joining us this year!

Sincerely,
Debra Freedman, Program Committee Co-Chair
Erik Malewski, Program Committee Co-Chair
Miryam Espinosa-Dulanto, Program Committee
Laura Rychly, Program Committee
Will Letts, Program Committee
Zahra Murad, Program Committee

Message from the Chair

Welcome to the 13th Annual Curriculum & Pedagogy Conference. I am happy to see many new faces and, as always, to reconnect with those I have met long ago.

It has been an exciting year for C&P. The Journal of Curriculum and Pedagogy began its second year of publication with Taylor & Francis and its first year using Scholar One (the editors were real excited about it.). We redesigned our website. We made a three-year commitment to holding the conference in New Orleans to strengthen our ability to connect with the local educational community, which led to Saturday sessions where local educators and conference attendees will have the opportunity to develop connections. We had record numbers register for the conference and that provided a large selection of strong and thoughtful presentations. The Democracy & Education Committee was formed in response to member requests that the council focus on, and develop the Town Hall conversation for, ways we can work against the barriers maintained by systemic power, privilege, and supremacy.

As we have grown and our organization has increased its efforts to foster its mission, our Council members have had to increase their participation. I thank them for their efforts throughout the year and would ask that you do so when you have an opportunity. Thank you to Stephen Carpenter as he rotates off the editorship of the journal, particularly for his guiding us, along with

Stephanie Springgay, through the transition to Taylor & Francis. The conference is a huge undertaking and that task predominantly falls on the shoulders of the Chairs of the Program and Site Committees. Deb Freedman has done a spectacular job in shepherding the program development through its record number of proposals and ably assisted by the entire Program Committee; so kudos to all! It was Erik Malewski's suggestion and footwork that brought us to New Orleans and the efforts of the Site Committee in making the space ours. Keeping tabs on all of the registrations and necessary communication was the registrar, Laura Jewett – thanks Laura! Our mentoring process has grown every year with over 50 requesting a mentor -- much thanks to kris sloan for coordinating mentors and mentored. In addition I would like to thank Dawn LaFargue and Brian Beabout for their invaluable assistance in helping me make connections to local educators.

Enjoy the conference!

Jim Kilbane
Chair, 2012

AWARDS

James T. Sears Award

This year, Boni Wozolek, a doctoral student at Kent State University, has received the James T. Sears Award for her paper, "The Nested Nature of M/Othering; Complicating Curriculum Conversations." Boni wrote a sophisticated excursive path to follow in understanding the problematic tensions of holding the positions of both mother and academic, one that also expressed the powers and shackles of navigating both positions as a woman of color.

Raygine DiAquoi, a doctoral student at Harvard University, received an Honorable Mention for her paper, "Hopefully They Will See You in a Different Light': A Critical Race Analysis of Double Consciousness."

These two insightful pieces appear in *Excursions and Recursions Through Power, Privilege and Praxis*—the edited collection that emerged from our 12th Annual Conference (if you did not receive this book with your registration, we encourage you to order via IAP—see book table in registration area for more information).

Outstanding Dissertation Award

This award recognizes scholars who have displayed a unique approach and contribution to the field of curriculum and its interdisciplinary sub/connecting fields. This year we have two recipients for the award:

Dr. Diane Watt, for her dissertation entitled, *Juxtaposing sonare and videre midst curricular spaces: Negotiating Muslim, female identities in the discursive spaces of schooling and visual media cultures.*

Muslims have the starring role in the mass media's curriculum on otherness, which circulates in between local and global contexts to powerfully constitute subjectivities. This study inquires into what it is like to be a female, Muslim student in Ontario, in this post 9/11 discursive context. Seven young Muslim women share stories of their high schooling experiences and their sense of identity in interviews and focus group sessions. They also respond to images of Muslim females in the print media, offering perspectives on the intersections of visual media discourses with their lived experience. This interdisciplinary project draws from cultural studies, postcolonial feminist theory, and post-reconceptualist curriculum theorizing. Working with auto/ethno/graphy, my own subjectivity is also brought into the study to trouble researcher-as-knower and acknowledge that personal histories are implicated in larger social, cultural, and historical processes. Using bricolage, I compose a hybrid text with multiple layers of meaning by juxtaposing theory, image, and narrative, leaving spaces for the reader's own biography to become entangled with what is emerging in the text. Issues raised include veiling obsession, Islamophobia, absences in the school curriculum, and mass media as curriculum. Muslim females navigate a complex discursive terrain and their identity negotiations are varied. These include creating Muslim spaces in their schools, wearing hijab to assert their Muslim identity, and downplaying their religious identity at school. I argue for the need to engage students and teacher candidates in complicated conversations on difference via auto/ethno/graphy, pedagogies of tension, and epistemologies of doubt. Educators and researchers might also consider the possibilities of linking visual media literacy with social justice issues.

And, Dr. Laura Rychly, for her dissertation entitled, *Beyond the death of the teacher: Reimagining life in classrooms through receptive discourse*.

Public school classrooms in the United States are places where teachers and students are failing to recognize themselves as agents capable of acting meaningfully in the world. This research poses three ideas to correct such an effect of schooling. The first, the death of the teacher, is a theoretical framework grounded in Poststructural philosophy and employing the methodology of radical hermeneutics that calls for an end of the traditional construct of teacher that is at work in these classrooms. A metaphorical death of the teacher causes her to experience a reduction, no longer hovering above her students, but realigned alongside them. Beyond their metaphorical deaths, teachers no longer name their students or the world according to outside, externally-defined standards. This makes it possible for teachers to receive their students, and this receiving leads to the second idea, which is receptive praxis. Receptive praxis is a way of being with students that recognizes the unique and unknowable experience-derived perspective through which any individual interprets his or her world. The third idea, receptive discourse, is a specific example of receptive praxis. Receptive discourse draws the idea of linguistic relativity together with Lev Vygotsky's work on the relationship between thinking and speech to show how the words two people share with each other cannot necessarily be assumed to reveal the same meaning to one another. In classrooms this can mean that teachers and students experience mismatches that reject thinking instead of extending it. Receptive discourse encourages teachers to listen beyond the sounds that they hear when students talk to them and then respond to students' thinking. Responding to students' thinking encourages students to persist in their efforts to construct meaning, and this reveals to them their agency. This research study concludes with two suggestions for things teachers can begin to do tomorrow to work toward revealing agency in their classrooms, both their own and their students. Teachers can quiet themselves, and they can listen.

UNIQUE CONFERENCE FEATURES

Colouring Curriculum and Pedagogy

Sessions denoted with a **CCP** are sessions proposed to and accepted by the Browning Caucus for the Colouring Curriculum and Pedagogy designation. We invite your participation and contemplation as we complicate the borders, dialogues, and understandings of curriculum and pedagogy.

Town Hall Meetings

On Thursday our Town Hall will focus on the business of the Curriculum and Pedagogy Group. As part of your registration for this conference, you officially become a member. We invite all members to attend this meeting and engage in open and participatory dialogue related to the overall the vision and governance.

On Friday our Town Hall is dedicated to a discussion of power, privilege, and supremacy, one that builds upon a discussion that began last year in response to a question on the next steps for the Browning Caucus. The Caucus began three years ago as an avenue to develop a "set of strategies and priorities for fomenting the proliferation of multiple approaches to critical race/anti-racist, postcolonial/anti-colonial, decolonizing, and indigenous scholarship in curriculum studies." This Town Hall will explore how we, as a field, and organization/conference, and a journal address issues of power, privilege, and supremacy as they manifest themselves in our work.

REGISTRATION TABLE

The registration table is located in the Bourbon Orleans Lobby at the foot of the stairs to the ballroom and will be open during the following times:

Wednesday, 7 November 2012	3:00pm – 7:00pm
Thursday, 8 November 2012	8:30am – 1:00pm; 3:00pm-4:30pm
Friday, 9 November 2012	8:30am – 1:00pm; 3:00pm-4:30pm
Saturday, 10 November 2012	8:30am – 10:00am

MEMBERSHIP INFORMATION

Curriculum and Pedagogy is committed to democratic, transparent governance. Council members, who may be full-time practitioners, college professors and/or graduate students, serve three-year terms. The Council is elected by the membership at the annual conference. The Council establishes procedures and guidelines for conducting its business consistent with the philosophy of the organization. Any policy and procedure is subject to review and revision, however, by the membership at the Annual Meeting. As an elected body of the whole, Council is the sole and final decision-making body of this organization.

C&P Governing Council 2012:

Chair, 2012 Jim Kilbane Chair-Elect, 2013 kris sloan	Program Debra Freedman (Co-Chair) Erik Malewski (Co-Chair) Miryam Espinosa-Dulanto Laura Rychly Will Letts Zahra Murad	Finance/ Fundraising James Jupp (Treasurer) Laura Jewett (Registrar) Jubin Rahatzad
Membership/ Communication Cole Reilly (Chair) Allison Kootsikak Antonio Garcia Jennie Stearns	Nominations Jennie Stearns (Chair) Miryam Espinosa-Dulanto Sean Fretwell	Secretary-Legal/Archives Allison Kootsikak (Secretary) Laura Jewett Laura Rychly
Publications Morna M. McDermott (Chair) James Jupp Bridget Bunten Jubin Rahatzad	Fellowship and Awards (includes Graduate Support) Will Letts (Co-Chair) Antonio Garcia (Co-Chair) Deb Freedman Zahra Murad Bridget Bunten	Site Erik Malewski (Co-Chair) Jim Kilbane (Co-Chair) Morna McDermott Cole Reilly Sean Fretwell

For more information about any of the committees, please visit our recently re-designed website at www.curriculumandpedagogy.org

Elections

During this year's conference, we will hold Council Elections to elect new members who will replace those rotating off Governing Council this year. All C&P conference participants are encouraged to consider nominating themselves or others. Council members participate in the overall governance and share the workload of the Curriculum & Pedagogy Group. Council seats extend for three years, beginning in the calendar year that follows election to the council. Council members are expected to attend the annual conference each year. Additionally, members meet twice in person during the Annual Conference and converse regularly via WIKI throughout the year. All nominations are due by 8:00am on Friday. Candidates for Council positions will introduce themselves at the Thursday Town Hall meeting.

Edited Collection

The Curriculum and Pedagogy (C&P) group invites members to present proposals concerning the creation of an editing team. The purpose of this editing team is to solicit manuscripts, for the annual edited collection (published in partnership with Information Age Press), based on papers delivered at the 13th Annual Curriculum and Pedagogy conference in New Orleans (November 7-10, 2012). The editing team will be responsible for conceptualizing the collection's theme, organizing the manuscript, and reviewing/editing solicited manuscripts for the purpose of publication. Please see Morna McDermott, publications chair, if you are interested in being a part of the editing team.

ACKNOWLEDGEMENTS

The Curriculum and Pedagogy Council and Members would like to thank the following for their commitment to supporting our Conference:

- Tulane University Teacher Preparation and Certification Program for providing the technology in our sessions and constant support to Jim Kilbane in coordinating details for the conference
- University of New Orleans School of Education for also providing the technology in our sessions
- Erik Malewski and Kennesaw State University, Office of Diversity and Inclusion, for printing the programs
- Susan Mack and Megan Emboulis from the Bourbon Orleans Hotel for their assistance with the conference details and for never failing to quickly respond to questions and minor “crises”
- Marcia Fraser from Four Points by Sheraton for her willingness to offer us additional rooms quickly and reasonably
- Miryam Espinosa-Dulanto, Sandra Rodriguez-Arroyo and Nancy Vicente for their time, effort and vision in guiding the development of the graffiti wall from just a kernel of an idea
- Allison Huie, our webmaster, and Mark Stewart, our web designer, for keeping the conference pages updated
- The community partners who were willing to take a chance on developing fruitful connections with us
- The hotel staff of the Bourbon Orleans, Four Points, and surrounding hotels where we stay

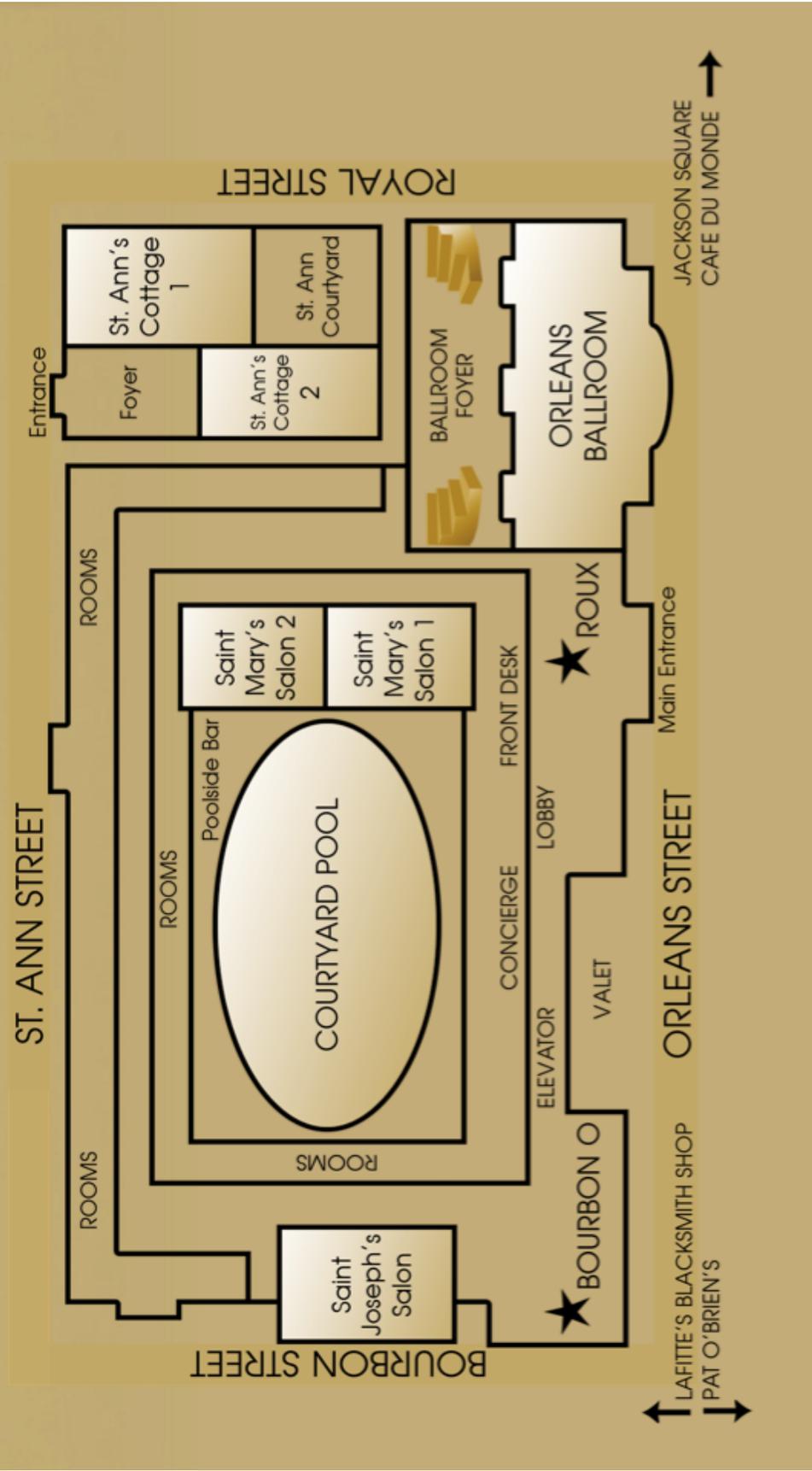
In addition, the Curriculum and Pedagogy Council and Members would like to thank publishers and individuals who donated books for sale at our book table. Proceeds from the book sale support graduate student attendance at the conference.

CONFERENCE SESSION INFORMATION

All presentations offer outstanding spaces for informal and conversational exchange. Every attempt has been made to group a variety of scholars together when possible – faculty, graduate students and public school practitioners – with related papers, presentations and performances. We hope you’ll find this enriching to your presentation and conference experience.

Presenters are asked to consult with one another at the start of each session to determine order of presentations, amount of time to allocate to each author and the format for follow-up discussion or Q & A. All papers and performances should be allotted equitable time for presentation and additional minutes for questions and discussion, depending on how many papers are scheduled for that session. Ordinarily, we assume that the first paper listed in the session will be presented first, although presenters may alter this arrangement if they see a need.

Bourbon Orleans Hotel Layout:



Wednesday, 7 November 2012

Pre-Conference Meetings

2:00pm-3:30pm	Council Meeting – St. Ann's Cottage 1
3:30pm-5:00pm	Mentoring - St. Mary's Salon 1

Art Exhibition

4:00pm-8:00pm	Subject2Change – CCP - Ballroom
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Sessions

Location	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4	St. Mary's Salon 2
Session W-100 4:00pm-5:00pm	<p>Session W-101</p> <p>Decolonizing English teaching in Puerto Rico - CCP</p> <hr/> <p>Theory and Culture: Using decolonial perspective for theory building - CCP</p>	<p>Session W-102</p> <p>The Curriculum of Moral Education in Globalized and Multicultural World: The Case of Japan</p> <hr/> <p>Teaching English as a Globalized Language in a Globalized World</p>	<p>Session W-103</p> <p>Is this Real?: Teaching with Tony Danza</p> <hr/> <p>Troubling the "Good Teacher": Curriculum, Reflective Practice and the Epistemology of Mastery</p>	<p>Session W-104</p> <p>Sustainable Pedagogy in an Audit Culture: Toward a Collaborative Method of Inquiry</p> <hr/> <p>Zine Conversations: Affirmations, Interventions, and Access</p> <hr/> <p>Going to the dark side?: The first weeks and months of a curriculum scholar working as a chief diversity officer</p>	<p>Session W-105</p> <p>Post-Plastic Parenting</p>

Location	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4	Ballroom Table 5	Ballroom Table 6	Ballroom Table 7
Session W-200 5:15pm-6:15pm	<p>Session W-201</p> <p>Language and literacy instruction enacting the possibilities for "thirdspace" pedagogies in elementary classrooms</p> <hr/> <p>Wolfgang Iser meets the Common Core: A hermeneutic appraisal of a watershed moment in national reading policy</p>	<p>Session W-202</p> <p>DIY Art Education: Learning in the digital communities of gamers and makers - CCP</p> <hr/> <p>Educating for Democracy: Ethical, Empowered Social Entrepreneurship for Kids</p>	<p>Session W-203</p> <p>Introducing Karaoke as a Pedagogical Instrument in the 21st Century Classroom</p> <hr/> <p>From Cause to Fiction - Writing for Social Justice - CCP</p>	<p>Session W-204</p> <p>Creole Curriculum: A New Orleans Education through Food</p> <hr/> <p>This is a Paper About Food. And Farming.</p>	<p>Session W-205</p> <p>Educating Incapacity: A Dramatic Analysis and Critique of School Voucher Rhetoric - CCP</p> <hr/> <p>Rationalizing Standards, Rationing Opportunities: Neoliberalism and the Paradox of Success in Haitian and U.S. Education</p>	<p>Session W-206</p> <p>Paolo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview - CCP</p> <hr/> <p>Multicultural teacher education courses are not designed to prepare all pre-service teachers for diversity: Experiences of an African American pre-service teacher – CCP</p>	<p>Session W-207</p> <p>"From my cold heart to my clear head": Anzia Yeziarska's lessons for John Dewey - CCP</p> <hr/> <p>Imagery and Dialogue in Black Visual Culture and Black Vernacular: A Theoretical Examination - CCP</p>

Reception

6:30pm-8:00pm	Welcome Reception - Ballroom
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Wednesday, 7 November 2012

Art Exhibition 4:00pm-8:00pm

Subject2Change - CCP

Crystal Leigh Endsley, Hamilton College, cendsley@hamilton.edu

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

Session W-100 4:00pm-5:00pm

Session W-101

Decolonizing English teaching in Puerto Rico

Nancy Vanessa Vicente, University of Puerto Rico at Mayaguez, nancyv.vicente@upr.edu nanvan68@gmail.com

This presentation will explore how a Puerto Rican English teacher uses performance as a teaching tool to explore the impact that colonization has had on her and her students in order to empower herself and her English as a Second Language students.

Theory and Culture: Using decolonial perspective for theory building

Freyca Calderon-Berumen, Texas Christian University, f.calderonberumen@tcu.edu

Teresa P. Stephenson, Texas Christian University, t.a.powers@tcu.edu

Colonial ideology present in theory building in education perpetuates dominant discourse. We argue that through interpretative narratives people from marginalized communities may participate in theory building by implementing decolonizing methodologies. We focus our analysis in Native Americans and Latinos/Chicanos searching evidence for the development of decolonial ideology in education.

Session W-102

The Curriculum of Moral Education in Globalized and Multicultural World: The Case of Japan

Kaori Shimizu, Louisiana State University, kshimi1@lsu.edu

Moral education has been included in school curriculum in Japan since its modern school system was established in 1872. This paper considers whether recent emphasis on patriotism, Japanese tradition, and culture in moral education adequately prepares children to live in the increasingly globalized world, where diverse cultures coexist side-by-side.

Teaching English as a Glocalized Language in a Globalized World

Jesse Goodman, Indiana University, goodmanj@indiana.edu

Gulistan Gursel, Indiana University, ggursel@indiana.edu

This presentation explores English as the world's lingua franca and examines the implications for teaching it. We review the rise of English as a global language; explore the relationship between language, identity, and power; and discuss teaching English as an international "code/language of power."

Session W-103

Is this Real?: Teaching with Tony Danza

Jacqueline Bach, Louisiana State University, jbach@lsu.edu

This paper considers the pedagogical implications of using the A&E reality television show, Teach: Tony Danza in teacher education courses. Findings indicate that because students were knowledgeable about the genre of reality television, they were able to interrogate and find use in the show's representation of teachers and teaching.

Troubling the "Good Teacher": Curriculum, Reflective Practice and the Epistemology of Mastery

Cristyne Hebert, York University, cristyne_hebert@edu.yorku.ca

Reflective practice has become systematized and routinized in attempts to standardize the practice as a measurable outcome in teacher education programs. This paper explores how the subjectivities of future teachers are constrained within a professionalized identity that may be discordant with their experiences both in the classroom and in the world.

Session W-104

Sustainable Pedagogy in an Audit Culture: Toward a Collaborative Method of Inquiry

Brandon Sams, Auburn University, bls0023@auburn.edu

Alyson Whyte, Auburn University, whyteal@auburn.edu

Alyson and Brandon are new colleagues in an English Language Arts Education program at a large state university. Our joint purpose is to conduct action and arts-informed curriculum inquiry to understand what a commitment to literary studies might mean and to (in)form an ELA curriculum for the coming year. Our work aims to extend conceptual understandings of English as a curriculum subject that fits within the arts (Hall, Rix, & Eyres, 2007).

Zine Conversations: Affirmations, Interventions, and Access

Karin H. deGravelles, Episcopal High School of Baton Rouge, degravellesk@ehsbr.org

The narratives of seven educators who read or create zines--self-published magazines--show one promise of teaching zines is drawing students into a public conversation. These zine conversations are characterized by affirmation through promises of accessibility, participation, and self-authorization, as well as intervention through critiques of mainstream media and culture.

Going to the dark side?: The first weeks and months of a curriculum scholar working as a chief diversity officer

Erik Malewski, Kennesaw State University, erik.l.malewski@gmail.com

This session will focus on a curriculum scholar's transition from being faculty to the role of chief diversity officer at a university. He'll address changes in discourse and language, shifting expectations and assumptions, and the possibilities and limits when one goes to the "other side".

Session W-105

Post-Plastic Parenting

Laura Rychly, Georgia Southern University, laura_j_rychly@georgiasouthern.edu

Julie Garlen Maudlin, Georgia Southern University, jmaudlin@georgiasouthern.edu

Jennifer A. Sandlin, Arizona State University, jennifer.sandlin@asu.edu

Drawing on notions of lifestyle and life politics and Foucauldian politics of the self, we analyze an emerging trend towards "ethical consumerism," or, as we assert, "post-plastic parenting." We explore tensions between the view that ethical consumerism fosters political and civic engagement and the view that it diminishes such engagement.

Session W-200 5:15pm-6:15pm

Session W-201

Language and literacy instruction enacting the possibilities for "thirdspace" pedagogies in elementary classrooms

Susan Latona, State University of New York at Buffalo, susan.latona@verizon.net

Creating a language education environment that integrates Common Core standards with socio-emotional learning and affective teaching is an essential goal for curriculum development. In this paper I synthesize theoretical support for dialogical and social interactions that actively connect to the diverse life worlds of students and propose a curriculum that incorporates the benefits of such pedagogy.

Wolfgang Iser meets the Common Core: A hermeneutic appraisal of a watershed moment in national reading policy

Zan Crowder, The University of North Carolina at Chapel Hill, crowderzan@gmail.com

This paper examines the Common Core State Standards for English through the lens of Wolfgang Iser's interpretation theory. Iser argued that the act of reading is interactional and that the reader was an active participant in meaning making rather than a processor of information. It provides a counter-narrative to the view of reading espoused in the CCSS.

Session W-202

DIY Art Education: Learning in the digital communities of gamers and makers - CCP

Ryan Patton, Virginia Commonwealth University, rpatton@vcu.edu

This paper investigates ways maker and game communities can be used to shape and influencing new media education. I will argue how these DIY spaces function as centers for peer learning and knowledge sharing, by removing technical hurdles for the art education community.

Educating for Democracy: Ethical, Empowered Social Entrepreneurship for Kids

David Elias, Civic Leadership Foundation, delias@civicleadershipfoundation.org

This presentation describes, and offers examples of, a curriculum for teaching social entrepreneurship with extensive preparation in ethics and empowerment practices. I will begin with observations of current trends in curriculum development, offer examples of the new curriculum, and reflect on the impacts on participants actually using the program.

Session W-203

Introducing Karaoke as a Pedagogical Instrument in the 21st Century Classroom

Pam Golden, Eastern Kentucky University, pamela_golden2@eku.edu

This paper introduces karaoke as a pedagogical instrument under the auspices of the applied creativity and critical thinking models endorsed by the Department of English at EKU. The paper addresses the general process of learning the benefits and effects music has on learning, namely, the teaching of writing.

From Cause to Fiction - Writing for Social Justice

David S. McCabe, Pasadena City College, dsmccabe@pasadena.edu

There has been a well-established tradition in Western civilization of using the written word as a tool for social criticism. Writers have long used literature as a means of demanding social change and justice. This session will exam how scholars can address injustice and challenge the dominant narrative through writing.

Session W-204

Creole Curriculum: A New Orleans Education through Food

Danielle Klein, Louisiana State University, dklei11@tigers.lsu.edu

Creole, as an idea and an identity, is continually reborn and recreated throughout the years and is used to designate a spectrum of realities. This paper explores the ways Creole as a cuisine reflects the cultural identity of New Orleans and how this identity is preserved and passed on through a non-traditional curriculum.

This is a Paper About Food. And Farming.

Sean Fretwell, Georgia Southern University, sf00247@georgiasouthern.edu

This is a paper about food and farming. It discusses issues related to the increasing popularity of local/sustainable food production as a way of living out a post-industrial critique against the industrialization of food. I use my personal farming experience and research about food culture in America to defend a way of becoming better stewards of ourselves, and the land that nourishes us.

Session W-205

Educating Incapacity: A Dramatistic Analysis and Critique of School Voucher Rhetoric - CCP

Jason A. Ware, Purdue University, jaware@purdue.edu

Jamel Miller, Purdue University, mille943@purdue.edu

Focusing on the rhetoric around failing and “successful” schools, the difference between the two, and school vouchers as choice providers, from a critical race theory perspective, this proposed session will analyze and critique school voucher rhetoric and what it purports to do within U.S. school systems.

Rationalizing Standards, Rationing Opportunities: Neoliberalism and the Paradox of Success in Haitian and U.S. Education

Baudelaire Ulysse, National-Louis University, boddie.makarios@gmail.com

Inherent in the notion of free market is the view of limited government. This view maintains the government should be involved as minimally, allowing the market to self-regulate. This free market philosophy belongs to a broader economic agenda of neoliberalism, which infuses and drives educational reforms locally and globally.

Session W-206

Paolo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview - CCP

Kevin Joseph, Louisiana State University, kjose22@lsu.edu

Drawing on the theories, ideologies, and words of scholars Paulo Freire and bell hooks and hip-hop icon Tupac Shakur, this paper explores the impact of educational practitioners utilizing a critical/engaged pedagogical approach—while maintaining knowledge of the hip-hop worldview that their students may possess.

Multicultural teacher education courses are not designed to prepare all pre-service teachers for diversity: Experiences of an African American pre-service teacher - CCP

Michael Takafor Ndemanu, University of Southern Indiana, mtndemanu@usi.edu

This study explores the ways in which an African American male pre-service teacher (PST) interpret and come to understand a variety of issues related to human diversity in education upon taking a multicultural education course, entitled Education for a Pluralistic Society (EPS), at a large Midwestern university.

“From my cold heart to my clear head”: Anzia Yeziarska’s lessons for John Dewey - CCP

Jennie Stearns, Georgia Gwinnett College, jstearns@ggc.edu

Both through her fiction and lived experiences, Anzia Yeziarska provides an important critique of Dewey, with whom she had a romantic affair. After tracing these connections, I conclude with discussion of assignments using Yeziarska’s fiction to encourage first-year students to discuss issues such as immigration, whiteness, consumerism, and the challenges faced by non-traditional students.

Imagery and Dialogue in Black Visual Culture and Black Vernacular: A Theoretical Examination - CCP

Alphonso Grant, Penn State University, AlphonsoGrant@aol.com

This paper explores the discourse of Black visual culture and Black vernacular through concepts, theories, and critical issues relevant to curriculum studies. The paper culminates with a theoretical examination of stereotypes and perceptions in these arenas in America through the critical lens of W.E.B. DuBois’ (1903) concept of double consciousness.

Thursday, 8 November 2012

Early Morning Session

7:30am-8:30am Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph's Salon

Art Exhibition

9:00am-5:15pm Subject2Change – CCP - Ballroom

All Day Session

9:00am-5:15pm The Thread of a Dream: Inviting Re-Attunement through a Nap-in – St. Ann's Cottage 2

Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	Ballroom Table 1	Ballroom Table 4
Session T-100 9:00am-10:00am	<p>Session T-101</p> <p>Prelude to a Storm: The less told stor(ies) of New Orleans Public Schools pre-2005.</p> <p>(this presentation spans T-100 and T-200)</p>	<p>Session T-102</p> <p>What is at Stake for k-12, Higher Education, and the Curriculum and Pedagogy Group in this Era of High Stakes Reform?</p> <p>(this presentation spans T-100 and T-200)</p>	<p>Session T-103</p> <p>Within the garden: An in-between space of togetherness and dis/location</p> <hr/> <p>A Dusty Basket, A Nun, and A Curriculum: Revisioning the Foundational Curriculum of Xavier University in New Orleans, Louisiana – CCP</p> <hr/> <p>The Black Church as a Curriculum of Place: Implications for Epistemology, Ontology, and Knowledge Production – CCP</p>	<p>Session T-104</p> <p>Curricular points of departure and hopeful destinations for (social studies) education</p> <hr/> <p>A Curriculum of Border Violence, and the Loss of Place, Loss of Self – CCP</p> <hr/> <p>For the Sake of Diplomacy: The Educational (im)Possibility of Teaching Peace by New York City Elementary School Teachers</p>

Location	St. Ann's Cottage 1	Ballroom Table 1
Session T-200 10:15am-11:15am	<p>Session T-201</p> <p>But Seriously, A Pedagogy of Colbert</p>	<p>Session T-202</p> <p>Curriculum, Pedagogy, and Social Justice in Adult Remedial Education</p> <hr/> <p>Past lives, present understandings, and imagined futures: Intersections of identity, experience, and place – CCP</p>

Thursday, 8 November 2012

Sessions

Location	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4	Ballroom Table 5	Ballroom Table 6
Session T-300 11:30am-12:30am	<p>Session T-301</p> <p>Christianity as Post-colonial Resistance?: Black Liberation Theology, The Black Church, Womanist Theology as Sites for Pedagogical Decolonization - CCP</p> <hr/> <p>How explicit and implicit curriculum approaches increased religious intolerance and social class differences in Pakistani Society?</p> <hr/> <p>Teaching structures and perceived classroom power relations that impact the use of cultural interpretation - CCP</p>	<p>Session T-302</p> <p>Developing curriculum that will challenge hegemonic practices based on privilege - CCP</p> <hr/> <p>Inquiry, civic engagement, and projects of possibility: A new educational science that honors reflective practices critical to our public actions.</p> <hr/> <p>Eighth graders opinions on diversity within the science classroom</p>	<p>Session T-303</p> <p>The Common Core Standards Initiative: Implications for Marginalized Students' Success</p> <hr/> <p>Race...To...Common Core: Investigating the Common Core Standards with regards to race in Southern Louisiana - CCP</p>	<p>Session T-304</p> <p>On Mechanisms, Meaning, and the Monstrous: A Review of Process in Public Pedagogy Literature Public pedagogy, critical pedagogy, posthumanism</p> <hr/> <p>A Posthuman Curriculum: A Response to Hyperreal Panopticism</p> <hr/> <p>Unsilencing voices: A study of zoo signs and their language of authority</p>	<p>Session T-305</p> <p>Developing critical agency in times of ideological deceptions: Towards a Nepantlera Pedagogy - CCP</p> <hr/> <p>Subtractive Curriculum: A Critical Look at the STAAR Test</p> <hr/> <p>Impact of the "Extra" on Pre-service Teachers Dispositions</p>	<p>Session T-306</p> <p>The Lost Carpetbagger: Complicating place in the South for a northern-born white teacher</p> <hr/> <p>Living in a literary desert? History of Education in the South Reconsidered</p>

Town Hall/Lunch

12:45pm-2:45pm	Town Hall/Lunch – Ballroom
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Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	St. Ann's Cottage 1	Ballroom Table 1	Ballroom Table 3	Ballroom Table 6
Session T-400 3:00pm-4:00pm	<p>Session T-401</p> <p>Recovering Curriculum History In Intercultural and Cosmopolitan Contexts: Reconstructing Intellectual History</p>	<p>Session T-402</p> <p>How many adjectives do you need? The complexity of identity (re)(de)construction. - CCP</p>	<p>Session T-403</p> <p>Bringing learning to life: Engaging pre-service teachers in the political and practical realms of education</p>	<p>Session T-404</p> <p>Study Abroad or Grand Tour?: Pre-service Teachers' Cross-Cultural Experiences Within Empire - CCP</p> <hr/> <p>A Reflection on the Planning and Implementation of A Service-Learning Course for International Volunteers</p>	<p>Session T-405</p> <p>Negotiating the National Boundary: Japanese Youth in Schooling - CCP</p> <hr/> <p>Contextualizing "Camelot": Philosophy, Policy, Practice, and Progressive Education</p> <hr/> <p>A Peasant's Guide to Education Reform: Rhetoric and Ideology</p>	<p>Session T-406</p> <p>Spanish or English? Language Politics/Policy in the Bilingual Teacher Preparation Classroom</p> <hr/> <p>Inclusion, philosophy, practice, and problems. A global view.</p>

Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	Ballroom Table 1	Ballroom Table 3	Ballroom Table 6
<p>Session T-500 4:15pm-5:15pm</p>	<p>Session T-501 <i>Mothering a Bodied Curriculum</i></p>	<p>Session T-502 <i>Disassembling and Decolonizing School in the Pacific: A Genealogy from Micronesia - CCP</i></p>	<p>Session T-503 Continuities and discontinuities: Turning points in our learning journey about Aboriginal perspectives</p> <hr/> <p>Representing Aboriginal cultural diversity: A look inside the gallery - CCP</p>	<p>Session T-504 "What do You Want to Know about Us?": A Complex Loop of Relationship, Reflexivity, Responsibility, and Recursion in Narrative Inquiry</p> <hr/> <p>Developing the Researcher "Self": How Does Reflexivity Shape the Identity of a Qualitative Researcher?</p>	<p>Session T-505 Portrait of Delta Express Program: A blue print for future post-disaster education program</p> <hr/> <p>Forging University-Public School Partnerships in Post-Katrina New Orleans</p> <hr/> <p>Teach for America: Charity Education in Post Crisis situations - CCP</p>

Thursday, 8 November 2012

Early Morning Session 7:30am-8:30am

Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation

Doug Aoki, University of Alberta, aoki@ualberta.ca

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to karatedō designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

Art Exhibition 9:00am-5:15pm

Subject2Change - CCP

Crystal Leigh Endsley, Hamilton College, cendsley@hamilton.edu

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

All Day Session 9:00am-5:15pm

The Thread of a Dream: Inviting Re-Attunement through a Nap-in

Barbara Bickel, Southern Illinois University Carbondale, bickel.barbara@gmail.com

Medwyn McConachy, North Island College, mcconachy.medwyn@gmail.com

As artist/educator/activists we sew and weave moments of co-emergence-in-difference in our Nap-in processes. Through collective napping we re/articulate a co-poietic event-encounter, as essential for learning. This artworking encounter-event intersects being and doing, and stillness and action, offering a stopping place for self/other attunement and reflection in the midst of the conference environment.

Session T-100 9:00am-10:00am

Session T-101

Prelude to a Storm: The less told stor(ies) of New Orleans Public Schools pre-2005.

Dawn LaFargue, Pennsylvania State University, dll203@psu.edu

Brian Beabout, University of New Orleans, bbeabout@uno.edu

Post Hurricane Katrina, New Orleans' public schools are functioning under an aggressive reform effort, choice. Pre-storm educators feel that their work has been dismissed and replaced by younger, non-native educators. Public debate remains a relatively binary pro-charter/anti-charter affair. This forum exists to offer an open critique of schooling in both pre- and post-Katrina New Orleans. (This presentation spans T-100 and T-200)

Session T-102

What is at Stake for k-12, Higher Education, and the Curriculum and Pedagogy Group in this Era of High Stakes Reform?

Morna McDermott, Towson University, mmcdermott@towson.edu

Cole Reilly, Towson University, creilly@towson.edu

Jennifer Job, UNC-Chapel Hill, jjjob@email.unc.edu

Barbara Madeloni, University of Massachusetts Amherst, bmadeloni@gmail.com

Shaun Johnson, Towson University, spjohnson@towson.edu

Tim Slekar, Penn State University-Altoona, TDS12@psu.edu

While many individual members of the Curriculum and Pedagogy group represent real stakeholders on k-12 educational reform: parents, teachers, students and community members, a large cadre of our membership are teachers at institutions of higher learning as well. The gradual take over of public schools into the hands of for profit private industries has escalated rapidly and has now made its way into colleges of education via the National Common Core Standards (NCSS), Teachers Professional Assessment (TPA), the increased use of k-12 student test scores to evaluate student teacher performance, and the buyout of public universities into the hands of private companies. This panel aims to share individual experiences of panelists and then engage in a large group discussion about the role(s) that C and P should take as a group in shaping activist oriented public pedagogies. (This presentation spans T-100 and T-200)

- How do we design curricula and implement pedagogies that reveal systemic inequities, avoid student and teacher despair, and move toward activism?
- How do we, as activists, as curriculum workers, teach thoughtfully in an era of standardization and high stakes testing?
- How does the intersection of university, school, and community (or the collaboration of parents, teachers, students and professors) promote/influence equitable schooling?

Session T-103

Within the garden: An in-between space of togetherness and dis/location

Nikki Rotas, University of Toronto, nikki.rotas@mail.utoronto.ca

This paper examines the places of our everyday as pedagogical places of learning where bodies (human and non-human) engage in relational processes that alter knowledges about self, other, and place. Undergoing a self-study using the method of currence, I examine my own learning as embodied and relational in the context of my mother's garden. Through journal writing, I reflect upon the experiential learning process, analyze issues and concepts related to the body-in-movement, as well as re-imagine the garden as a site of learning for students (i.e., a pedagogical and curricular space of togetherness and dis/location).

A Dusty Basket, A Nun, and A Curriculum: Revisioning the Foundational Curriculum of Xavier University in New Orleans, Louisiana - CCP

Berlisha Morton, Louisiana State University, bricar3@lsu.edu

This presentation tells the story of the curriculum that would become the foundation for Xavier University in New Orleans, Louisiana. This story about a nun and a dusty discarded basket will challenge determinations of educational activism and explore the intersections of race, gender, and religion in higher education.

The Black Church as a Curriculum of Place: Implications for Epistemology, Ontology, and Knowledge Production - CCP

Kirsten T. Edwards, The University of Oklahoma, Kirsten.T.Edwards@ou.edu

This paper identifies specific practices and ideals germane to The Black Church experience. Through the culmination of these practices and ideals specifically produced within and in response to multiple systems of power, privilege, and supremacy, the author posits that The Black Church has evolved into a specific "Curriculum of Place."

Session T-104

Curricular points of departure and hopeful destinations for (social studies) education

Kent den Heyer, University of Alberta, kdenheye@ualberta.ca

This presentation extends Henderson and Gornik's (2007) application of Kuhn's (1962) notion of paradigms to examine four compelling orientations to history/social studies curriculum. I argue that the final paradigm of 'curriculum wisdom as a disciplined ethic of truths' most importantly combines curriculum theory and disciplinary insights around a call for a more affirmative ontological premise for our work in and as education.

A Curriculum of Border Violence, and the Loss of Place, Loss of Self - CCP

Edith Trevino, University of Texas at Brownsville, edith.trevino@hotmail.com

Through autoethnography, I will reflect on my experiences of border violence and what these social and cultural experiences might mean to a curriculum of place as well as to a larger curricular issues that affect immigrant and displaced students.

For the Sake of Diplomacy: The Educational (im)Possibility of Teaching Peace by New York City Elementary School Teachers

Debbie Sonu, Hunter College, City University of New York, debbie.sonu@gmail.com

Molly Quinn, Teachers College, Columbia University, mollyquinn@gmail.com

This presentation on educating for peace draws from a multi-site qualitative study in New York City elementary classrooms and considers what kinds of togetherness are possible, who dictates the agenda, and who is considered a subject deserved of peace? It describes four models and uses philosophy to push new frontiers.

Session T-200 10:15am-11:15am

Session T-201

But Seriously, A Pedagogy of Colbert

Samuel Jaye Tanner, University of Minnesota-Twin Cities, tann0035@umn.edu

Shannon Dahmes, University of Minnesota-Twin Cities, dahme014@umn.edu

But seriously, this workshop is a multimodal inquiry into the efficiency of a Pedagogy of Colbert. Multimodal means the inclusion of a short performance, and collaborative and theatrical inquiry that leads into a reflection and discussion. The Pedagogy of Colbert (might) mean the ironic performance of actual content as an efficient means of critical pedagogy and transaction in schools.

Session T-202

Curriculum, Pedagogy, and Social Justice in Adult Remedial Education

Elinor A. Scheirer, University of North Florida, escheire@unf.edu

Lance J. Baxter, Daytona State College, baxterl@daytonastate.edu

This paper describes a qualitative research study focusing on how instructors perceived the complexities of adult learning and remediation. Their vivid, personal accounts of students' struggles and accomplishments offer knowledge and insight into their professional practice, pedagogical influences, mission for social justice, and self-efficacy.

Past lives, present understandings, and imagined futures: Intersections of identity, experience, and place - CCP

Jessica Exkano, Louisiana State University, Jexkan1@tigers.lsu.edu

This narrative inquiry explores the intersections of identity, experience, and place, while drawing upon a Deweyian notion of experience and Bourdieu's notion of capital, to document the experiences of "at-risk" students in a college access program. Of special interest are how identities merge, collide, and emerge and curricular possibilities.

Session T-300 11:30am-12:30am
Session T-301

Christianity as Post-colonial Resistance?: Black Liberation Theology, The Black Church, Womanist Theology as Sites for Pedagogical Decolonization - CCP

Kirsten T. Edwards, The University of Oklahoma, Kirsten.T.Edwards@ou.edu

This paper investigates Christianity specifically enacted within the Black Church religious experience as method to post-colonial resistance. Further, I will discuss the pedagogical import for decolonizing practices in Euro-American classrooms as inspired by this religio-cultural community.

How explicit and implicit curriculum approaches increased religious intolerance and social class differences in Pakistani Society?

Afshan Huma, Michigan State University, humaafsh@msu.edu

This paper is a literature review and critical analysis of elementary and secondary schools curriculum and pedagogy in Pakistan. Pakistan is facing social and religious conflicts within the country. Religious extremism becomes root cause of specific social class differences, prejudice and increasing rates of target killings in the name of religion.

Teaching structures and perceived classroom power relations that impact the use of cultural interpretation - CCP

Eva Rose B. Washburn-Repollo, Chaminade University, eva.washburn@chaminade.edu

Academic teaching structures characterized by perceived power relations between teachers and students negatively impact the use of cultural interpretation of ELL students. The results of a study with Pacific Island college students in reading classrooms led to a preliminary formulation of a theory of classroom design to promote cultural interpretation.

Session T-302

Developing curriculum that will challenge hegemonic practices based on privilege - CCP

Marilyn F. Cullen-Reavill, Metropolitan State University of Denver, mcullenr@msudenver.edu

This presentation will be an interactive discussion around six essential elements for developing and implementing curriculum and classroom practices that challenge cultural biases and privilege. Examples for implementation of these concepts at all grade levels will be given and experiences, which reinforce these concepts, will be shared.

Inquiry, civic engagement, and projects of possibility: A new educational science that honors reflective practices critical to our public actions.

Anne Slonaker, Castleton State College, Anne.slonaker@castleton.edu

Emily Gleason, Castleton State College, Emily.gleason@castleton.edu

We heed Elizabeth Ellsworth's charge to, "use what has already been thought as a provocation and a call to invention" (2005, p. 165), to represent our inquiry practices that are not new but transform our thinking about teaching and learning in our K-12 licensure program.

Eighth graders opinions on diversity within the science classroom

Denise Gordon, Applied Learning Academy, FWISD, denise.gordon@fwisd.org; Additional authors/presenters: past 8th grade students

How does an eighth grader view and describe diversity? Written narratives by typical eighth graders help to explain and understand diversity inside an urban public school science classroom.

Session T-303

The Common Core Standards Initiative: Implications for Marginalized Students' Success

Carolyn R. Taylor, Dougherty County School System, Albany State University, deltadeltacr@yahoo.com

A national crisis in public school education continues to prevail, the enormous performance gap between Caucasian groups and marginalized groups, despite the many educational reforms and the overhauling of teacher preparation. This paper takes a critical look at the Common Core Standards and examines its implication for marginalized groups success.

Race...To...Common Core: Investigating the Common Core Standards with regards to race in Southern Louisiana – CCP

Heather Stone, Louisiana State University, hstone2@lsu.edu

This paper explores through interviews with teachers and looks at document analysis to identify ways to create a racially balanced curriculum for all students. These methods can then be integrated into the new National Common Core standards in order to create a curriculum based on the equality of race.

Session T-304

On Mechanisms, Meaning, and the Monstrous: A Review of Process in Public Pedagogy Literature

Jake Burdick, Purdue University, burdics@purdue.edu

Jennifer A. Sandlin, Arizona State University, jennifer.sandlin@asu.edu

This presentation offers a focused review of literature centered on the pedagogical processes and mechanisms that undergird educational activity outside of formal institutions of schooling. We describe three forms of pedagogical address present in the literature – Marxist/rationalist, aesthetic/relational, and posthuman – and critically examine the value systems each perspective represents.

A Posthuman Curriculum: A Response to Hyperreal Panopticism

Brad M. Petitfils, Loyola University New Orleans, bpetit@loyno.edu

A revisiting of Foucault's 1982 notions of "Technologies of the Self" presents the provocative proposition of "hyperreal panopticism" – a new model for examining corporate control over the lives of young people. One possible space of resistance is found in a posthuman curriculum, which seeks a new humanism for the 21st century.

Unsilencing voices: A study of zoo signs and their language of authority

Katherine Fogelberg, Texas Christian University, k.fogelberg@tcu.edu

Critical Theory and Critical Discourse Analysis are applied to zoo signs to investigate manifestations of institutional power. I argue that these subtleties affect visitors and animals through exclusion. The importance of informal learning in American society has been established; this study discusses zoo signs in the context of such learning.

Session T-305

Developing critical agency in times of ideological deceptions: Towards a Nepantlera Pedagogy – CCP

Elva Reza-López, Boise State University, elvareza-lopez@boisestate.edu

Luis Huerta-Charles, New Mexico State University, luertac@nmsu.edu

In this presentation we outline a critical-theoretical-pedagogical framework that aims to develop pre-service and service teachers' critical agency for social activism. Through a Nepantlera Pedagogy, we question dominant ideological deceptions in the field of bilingual education, its curriculum and pedagogy and the need to (Re) think and problematize these deceptions.

Subtractive Curriculum: A Critical Look at the STAAR Test

Anna M. Meyerpeter-Newman, University of Texas at Brownsville, anewman@lfcisd.net

This critical study was inspired by the most recent bout of high stakes testing in Texas. This paper reflects the lived experience of a secondary science specialist as I investigate the politics of determining the passing scores and discuss the implications for all students in south Texas.

Impact of the “Extra” on Pre-service Teachers Dispositions

Desha L. Williams, Kennesaw State University, dwill178@kennesaw.edu

Belinda Edwards, Kennesaw State University, bedwards@kennesaw.edu

Teacher preparation programs brim with content and pedagogy. However, cultural dispositions may go unheeded, especially in mathematics programs where many see the discipline as culture-free. This presentation examines the impact on the development of cultural dispositions through the extension of a traditional MAT program.

Session T-306

The Lost Carpetbagger: Complicating place in the South for a northern-born white teacher

David Humpal, Texas A&M University, dhumpal@tamu.edu

A recently retired high school English teacher describes his journey to find place in the South despite his northern upbringing, an attitude of prejudice reduction pedagogy, medically diagnosed Major Depressive Disorder, and efforts to utilize psychoanalytical tools.

Living in a literary desert? History of Education in the South Reconsidered

Seth Eisworth, Louisiana State University, seiswo2@lsu.edu

In popular culture, Louisianans and Southerners are often seen as poorly educated and backwards. By examining the archival evidence from the antebellum period, this study attempts to establish a counter-narrative where education has been valued historically. This positive story can then be used to change the popular stereotypes.

Town Hall/Lunch 12:45pm-2:45pm

On Thursday our Town Hall will focus on the business of the Curriculum and Pedagogy Group. As part of your registration for this conference, you officially become a member of the Curriculum & Pedagogy Group. We invite all members to attend this meeting and engage in open and participatory dialogue related to the overall vision and governance of the Curriculum and Pedagogy Group. Lunch will be served.

Session T-400 3:00pm-4:00pm

Session T-401

Recovering Curriculum History In Intercultural and Cosmopolitan Contexts: Reconstructing Intellectual History

This symposium, advancing the internationalization of curriculum studies, answers recent calls in curriculum studies for intellectual history in intercultural and cosmopolitan contexts. In pursuing this end, presenters work through historical biographies and intellectual histories to reconstruct radical traditions in education.

Recovering Catholic Liberation Theology: Life, Testimony, and Pedagogy of Bartolomé de Las Casas

James C. Jupp, Georgia Southern University, cjupp@gmail.com

"A shield against the spiteful and calumnious arrows shot at us": Afro-Franco-Creole-Catholic Education in New Orleans 1810-1860

Petra Munro Hendry, Louisiana State University, phendry@lsu.edu

Hermeneutics of Emancipation in Habermas: Infusing Critical Theory with Communicative Discourse and Inter-subjectivity

Baudelaire Ulysse, National-Louis University, baudelaire.ulysses@nl.edu

Intellectual History and Autobiography: Process Philosophy, Alfred North Whitehead, Self-Social Reconstruction

Patrick Slattery, Texas A&M University, patslat@aol.com

Session T-402

How many adjectives do you need? The complexity of identity (re)(de)construction - CCP

Freyca Calderon-Berumen, Texas Christian University, F.calderoneberumen@tcu.edu

Karla O'Donald, Texas Christian University, k.odonald@tcu.edu

Sherrie Reynolds, Texas Christian University, s.reynolds@tcu.edu

We proposed, through the lens of Gloria Anzaldúa and her followers, in conversation with curriculum scholars like Whitlock, Slattery, Pinar, McLaren, and others to tell the story of the overly hyphenated gringa-Irish-dyke, Mexican-Latina-Texan, and Mexican-Latina-Immigrant. We embrace our hybrid/borderland identities and we want to complicate our conversation about them by acknowledging their complexity.

Session T-403

Bringing learning to life: Engaging pre-service teachers in the political and practical realms of education

Daniel Ciamarra, Coker College, dciamarra@coker.edu

This presentation is a reflection of a trip that I led with 6 undergraduate education majors at Coker College. We want to share with you how policy, power, and politics are affecting the future of education in South Carolina, and the U.S.

Session T-404

Study Abroad or Grand Tour?: Pre-service Teachers' Cross-Cultural Experiences Within Empire - CCP

Jubin Rahatzad, Purdue University, jrahatza@purdue.edu
Suniti Sharma, Saint Joseph's University, ssharma@sju.edu
Kadriye El-Atwani, Purdue University, kelatwan@purdue.edu
Jason Ware, Purdue University, jaware@purdue.edu
JoAnn Phillion, Purdue University, phillion@purdue.edu
Erik Malewski, Kennesaw State, erik.l.malewski@gmail.com

U.S. pre-service teachers study abroad for the obtainment of experience from cultural others. This purpose is analyzed through a colonial perspective to understand the influence of superiority (inferiority) in formation of pre-service teachers' views. Critical analysis of pre-service teachers study abroad experiences is necessary for the holistic cultivation of teachers.

A Reflection on the Planning and Implementation of A Service-Learning Course for International Volunteers

Shin-Jiann Gau, National Taiwan Normal University, jimgau@ntnu.edu.tw
Wen-Ling Lou, Aletheia University, aileen3638@hotmail.com

The study organized a practice model to reflect on the planning and implementation of a "service-learning: international volunteer" course and the outcomes of those Taiwanese volunteers worked in Mandarin schools in northern Thailand and southern Vietnam. Volunteers made great progress in cognitive abilities, affective awareness and professional competencies.

Session T-405

Negotiating the National Boundary: Japanese Youth in Schooling - CCP

Yuko Kawashima, University of Toronto, ychuandao@gmail.com

This presentation examines how the national boundary between Japan and the Other is produced at Japanese school, and how young people contextually experience the practices of these boundary works. Fieldwork was conducted in the drama classroom at a high school in Tokyo, employing feminist poststructural ethnography.

Contextualizing "Camelot": Philosophy, Policy, Practice, and Progressive Education

Elinor A. Scheirer, University of North Florida, escheire@unf.edu

This paper examines progressive curriculum in one English middle school between 1980 and 2000 that inspired US educators and influenced Finnish educational reform. Supported by national policy and then challenged by it, the school's experiences suggest that a "Camelot" of progressive practice exists only if philosophy, policy, and practice align.

A Peasant's Guide to Education Reform: Rhetoric and Ideology

Jeremy McClain, Georgia Southern, jm02549@georgiasouthern.edu

Schools are paradoxical spaces. They function both as protectorates of state power, but also sites of equality and opportunity. Although standards-based reform has threatened the potential of a child-centered curriculum, corporatist ideology threatens to eliminate the potential itself. This paper explores the hegemonic power of corporatist ideology as it drives educational reform.

Session T-406

Spanish or English? Language Politics/Policy in the Bilingual Teacher Preparation Classroom

Blanca Caldas, University of Texas at Austin, blanca.caldas75@gmail.com

This paper discusses how the conduction of bilingual teacher preparation mostly and/or unevenly in English may reinforce its high status in the classroom to the detriment of the development of academic Spanish of future bilingual teachers, which may affect their professional practice in the field.

Inclusion, philosophy, practice, and problems. A global view.

Brad Walkenhorst, Saint Louis University, bwalkenh@slu.edu

This presentation will look at inclusion practices around the globe through published research as well as current educational laws and mandates that effect the educational system. I will not only discuss the research but propose a solution to how we can ensure that every child matters, no child is left behind, and that we can effectively remove all barriers to learning and achieve education for all.

Session T-500 4:15pm-5:15pm

Session T-501

Mothering a Bodied Curriculum

Stephanie Springgay, University of Toronto, stephanie.springgay@utoronto.ca

Debra Freedman, University of Waterloo, dfreedma@uwaterloo.ca

This collection of essays considers how notions of embodiment and mothering are related to curriculum theory and practices in education. Advancing a new understanding of the maternal body, it argues for a 'bodied curriculum' that attends to the relational, social, and ethical implications of being-with other bodies differently, and to the different knowledges such bodily encounters produce.

Session T-502

***Disassembling and Decolonizing School in the Pacific: A Genealogy from Micronesia* - CCP**

David W. Kupferman, College of the Marshall Islands, dkupferman@gmail.com

This book deploys a Foucaultian lens to explore the circulations of power through formal schooling in the region known as Micronesia. Far from being a force for decolonization, this work considers the contemporary ways that American-style school have colonized the region and offers alternative discourses to benign meta-narratives of schooling.

Session T-503

Continuities and discontinuities: Turning points in our learning journey about Aboriginal perspectives

Will Letts, Charles Sturt University, wletts@csu.edu.au

Randa Khattar, Charles Sturt University, rkhattar@csu.edu.au

umar umangay, Charles Sturt University, uumangay@csu.edu.au

This paper provides insight into the complexities of a teacher education programme's professional learning journey to enact curricula and pedagogies from perspectives of First Nations. We argue that the polyphonic nature of stakeholder voices provides both the challenges, but also the opportunities to work towards establishing responsive, robust practice.

Representing Aboriginal cultural diversity: A look inside the gallery - CCP

Annette Furo, University of Ottawa, afuro@uottawa.ca

Do representations of Aboriginal cultural diversity really represent Aboriginal cultural diversity? A semiotic analysis of a museum gallery in Canada asks educators to critically consider how the constructed nature of the museum space and the historical narratives presented reinforce or disrupt notions of Aboriginal cultures.

Session T-504

“What do You Want to Know about Us?”: A Complex Loop of Relationship, Reflexivity, Responsibility, and Recursion in Narrative Inquiry

Jie Yu, Rollins College, jyu@rollins.edu

This paper challenges the traditional educational narrative method of “taking” stories from school teachers for the researchers’ own use and tries to establish a complex loop of relations, recursion, reflexivity and responsibility.

Developing the Researcher “Self”: How Does Reflexivity Shape the Identity of a Qualitative Researcher?

Leylja Emiraliyeva-Pitre, Louisiana State University, lemira1@tigers.lsu.edu , leylia.epitre@gmail.com

Conducting the first research as a graduate student is not easy. How should graduate students be taught to become qualitative researchers? Is there a step-by-step manual to guide us through the research process? This paper will examine the relationships between reflexivity and developing the researcher’s identity in narrative inquiry.

Session T-505

Portrait of Delta Express Program: A blue print for future post-disaster education program

Jolanta Smolen Santana, Louisiana State University, jsmole1@lsu.edu

Following Hurricane Katrina, multitude of organizations and programs entered Renaissance Village (RV), the largest FEMA trailer park. However, only Delta Express Program, an LSU College of Education initiative weathered the storm of biopolitics and biopower through the application of culturally relevant practices; consequently contributed to the development of a blue print for future programs.

Forging University-Public School Partnerships in Post-Katrina New Orleans

Paul T. Bole, University of New Orleans, pbole@uno.edu

Kenneth Farizo, University of New Orleans,

This presentation describes how several University of New Orleans, College of Education faculty utilized Learning Walks (Resnick, 1996) to create partnerships with area charter schools, in the aftermath of Hurricane Katrina. Conference participants will learn how those partnerships blossomed into opportunities/challenges that promoted school/student improvement and professional development for both entities.

Teach for America: Charity Education in Post Crisis situations - CCP

Prudence Browne, University of Illinois at Chicago, pbrown22@uic.edu

Jessica Gottlieb, University of Illinois at Chicago, Jgottl3@uic.edu

Our research study will explore the impact of the actor’s ideology, in particular that of Teach For America, on education reform in New Orleans following the 2005 hurricane. The intersection of racial ideology while teaching black children and the prioritization of the neoliberal economic agenda all contribute to a Post-Crisis Education, a form of colonial dominance through a model of education that borrows from charity and charitable giving.

Doodles and Notes

Friday, 9 November 2012

Early Morning Sessions

7:30am-8:30am	Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph's Salon
7:30am-8:45am	JCP Editorial Board Meeting breakfast – This is a closed business meeting of the Editorial Board of the Journal of Curriculum and Pedagogy.

Art Exhibition

9:00am-5:15pm	Subject2Change – CCP - Ballroom
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All Day Session

9:00am-5:15pm	The Thread of a Dream: Inviting Re-Attunement through a Nap-in – St. Ann's Cottage 2
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Sessions

Location	St Joseph's Salon	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4	Ballroom Table 5	Ballroom Table 6
Session F-100 9:00am-10:00am	Session F-101 Writing for the Journal of Curriculum and Pedagogy: A Conversation with Prospective Authors and Reviewers	Session F-102 What's in it for me?: African American adolescent males exploring identity and masculinity through young adult literature – CCP Narrating from the Bottom of the Stairs: The Lived Experience of Minority Students at a Midwestern High School	Session F-103 PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design The Early Development of Kindergarten in New Orleans (1860-1945) - CCP	Session F-104 Power, privilege and textbooks: a content analysis of General Studies textbooks in primary schools in Macao Primary Teacher's Characteristics and their effectiveness in the Teaching of Environmental Education in Cameroon SJU Project Haiti: Learning and Growing Together	Session F-105 Evaluating Community outreach programs: Experiences from Makerere University, School of Industrial and Fine Arts' stakeholders. Community-Institution Partnerships: The Influence on Curriculum - CCP	Session F-106 Trauma/Imagination Heteronormativity in the Texas Oil Patch: Practices, Policies, and Curriculum and its impact on Gay White students in the Texas Public School System.	Session F-107 A Search for an Alternative Curriculum and Pedagogy: The Case of the Village Institutes Emancipatory Literacy: From Gramsci and Freire to Guthrie and Lead Belly

Friday, 9 November 2012

Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	St. Ann's Cottage 1	Ballroom Table 1	Ballroom Table 3	Ballroom Table 5	Ballroom Table 6
Session F-200 10:15am-11:15am	Session F-201 The Language of Mathematics: Helping ELLs Make Sense of Mathematics	Session F-202 A Pedagogy of Love: Transcending the boundaries of technical teaching practices through the art of serving others	Session F-203 The Curriculum that Care Forgot	Session F-204 Nice White Lady? One teacher educator's reflections on the creation of a disposition rubric.	Session F-205 The New Colonizers: Elementary Teacher (Mis)Education in Mandated Times	Session F-206 Tracing the Inside from the Outside: A Look at Histories of Penal Literacy Practices	Session F-207 Life experiences of an undocumented English language learner: From border crossing to scaling the brink of a dream.
				Producing (White) Teachers: The Effects of Racelessness and Technical Rationality on Teacher Subjectivity – CCP	Building Capital During the Novice Years of Teaching Reading	The politics of Arizona's private for-profit prisons, criminalization of immigration, and their implications for education: A Foucauldian Analysis - CCP	Displacement on the border: A curriculum of violence, implications for practice – CCP
				Promoting Culturally Responsive Pedagogy in tomorrow's Educational Leaders: A Preliminary Ethnographic Study	Rainbow [Dis]Connection?: Perceptions on Pre-Service Teachers' Preparedness to Work with Minority Sexual and Gender Identity Students		

Location	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4	Ballroom Table 5	Ballroom Table 6	Ballroom Table 7
Session F-300 11:30am-12:30pm	Session F-301 Michael's Story: A Portrait of Memories, Hopes, and Dreams	Session F-302 Lost in space: The dangers of critical reflection and transportation theory in autoethnographic research	Session F-303 Rural LGB Youth: Privileging Marginalized Voices	Session F-304 Who Do You Say I Am: Mary McLeod Bethune and Saint Katharine Drexel as Twentieth Century University Builders - CCP	Session F-305 A responsibility to otherness: The possibility towards multicultural curriculum	Session F-306 Our Lady of Guadalupe: The immaculate virgin as a site of public pedagogy - CCP	Session F-307 Unveiling the Cloak of Academic Patriarchy: Re-storying Who We Are and What We Do in Dep. of Teacher Education
	Using Fiction to Tell Unwanted Truths: Undocumented Immigrants in the USA	Critical Methodology: The Possibilities of Narrative Inquiry and Autoethnography for Engaged Pedagogy	Alone on Stage: How one GLBTIQ educator uses performance for social change - CCP	Participation and Privilege in a Gender Studies Classroom	Still Wandering: Jews, Social Justice, and Multicultural Thought	Model Minority or Perpetual Foreigner? The Images of Asian Americans Portrayed in U.S. History Textbooks - CCP	Developing African American Female Scholars: An Autoethnographic Reflection on a Critical Race Feminist Curriculum/Pedagogy - CCP
	I Know You're Black But What Am I? Disrupting the Static yet Arbitrary Notion of the Black Community - CCP						A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities

Friday, 9 November 2012

Town Hall/Lunch

12:45pm-2:45pm	Town Hall/Lunch – Ballroom
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Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	St. Ann's Cottage 1	St. Mary's Salon 2	Ballroom
Session F-400 3:00pm-4:00pm	<p>Session F-401</p> <p>Extending Autobiography into Life History and Narrative Research: Narratively Theorizing Identities</p> <ul style="list-style-type: none"> • "True to Thee": Understanding Place through Life History Research and Autobiography • El Otro Lado, Este Lado, and Epistemology In-between • What Are White Progressive Masculinities? Counter-Narrativized Identities of Committed White Male Teachers 	<p>Session F-402</p> <p>The 2012 Hurricane that Hit K-12 and Higher Education in Louisiana</p>	<p>Session F-403</p> <p>Advise Them to Not Become Teachers": (Re)Examining Our Role in Schools of Education in the Current Political Climate</p>	<p>Session F-404</p> <p>Pageant Culture and Desire: Representations of Childhood in <i>Pretty: The Series</i> and <i>Toddlers and Tiaras</i>.</p>	<p>Session F-405</p> <p>The Autonomy of the Art Complex in the Work of Emily Carr</p>

	St Joseph's Salon	St. Mary's Salon 1	Ballroom Table 1	Ballroom Table 3	Ballroom Table 5	Ballroom Table 7
Session F-500 4:15pm-5:15pm	<p>Session F-501</p> <p><i>Engendering Curriculum History</i></p>	<p>Session F-502</p> <p><i>Teaching Again</i></p>	<p>Session F-503</p> <p>Emerging Fitness and Regulating Gender: A Historical Analysis of University Fitness Centers</p> <p>Foucault, New Historicism, Masculinity</p> <hr/> <p>Sexual Orientation and Public Education: A Social Injustice Case Scenario</p>	<p>Session F-504</p> <p>Experience Wanted: The Ontological Problem of Contemporary United States Education Ontology, Experience, Critique</p> <hr/> <p>Teaching Machines: A History of Technology in the Classroom</p> <hr/> <p>Philosophical Media Literacy: A Bridge Between Philosophy & Information Environment</p>	<p>Session F-505</p> <p>Seduced and Menaced by Our Own Knowledge: Theorizing the Historical Moment</p> <hr/> <p>New Orleans (de)Segregated: critical race theory examination of public schools - CCP</p>	<p>Session F-506</p> <p>Forgotten Faces</p> <hr/> <p>Tattoos of a Mexican-U.S. Border region: Liberating Hidden Curriculum as Public Pedagogy to understand Power and Privilege - CCP</p>

Friday, 9 November 2012

Early Morning Session 7:30am-8:30am

Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation

Doug Aoki, University of Alberta, aoki@ualberta.ca

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to karatedō designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

Early Morning Session 7:30am-8:45am

JCP Editorial Board Meeting Breakfast

This is a closed business meeting of the Editorial Board of the Journal of Curriculum and Pedagogy. to discuss current and future business for the journal as well as any pending manuscripts under review. Co-Editors, ABER editor, Book and Media Review Editor, Assistant Editors, and all members of the Editorial Board are invited.

Art Exhibition 9:00am-5:15pm

Subject2Change - CCP

Crystal Leigh Endsley, Hamilton College, cendsley@hamilton.edu

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

All Day Session 9:00am-5:15pm

The Thread of a Dream: Inviting Re-Attunement through a Nap-in

Barbara Bickel, Southern Illinois University Carbondale, bickel.barbara@gmail.com

Medwyn McConachy, North Island College, mcconachy.medwyn@gmail.com

As artist/educator/activists we sew and weave moments of co-emergence-in-difference in our Nap-in processes. Through collective napping we re/articulate a co-poietic event-encounter, as essential for learning. This artworking encounter-event intersects being and doing, and stillness and action, offering a stopping place for self/other attunement and reflection in the midst of the conference environment.

Session F-100 9:00am-10:00am

Session F-101

Writing for the Journal of Curriculum and Pedagogy: A Conversation with Prospective Authors and Reviewers

B. Stephen Carpenter, II, The Pennsylvania State University, bsc5@psu.edu

Jenny A. Sandlin, Arizona State University, jennifer.sandlin@asu.edu

Morna McDermott, Towson State University, mmcdermott@towson.edu

Ju Chun Chen, Pennsylvania State University, jxc664@psu.edu

The co-editors and assistant editors will discuss effective methods for writing, submitting, re-submitting, and reviewing manuscripts for the Journal of Curriculum and Pedagogy. This session will seek to demystify the process of manuscript submission, review, and publication and is intended for all prospective authors and reviewers of JCP.

Session F-102

What's in it for me?: African American adolescent males exploring identity and masculinity through young adult literature - CCP

Angelle Hebert, Nicholls State University, ahebe45@lsu.edu

In light of educational research that has often characterized African-American males as oppressed and victimized by institutional power systems, the presenter explores, via data collected in an ethnographic study with ten African-American high school males, methods through which African-American males discover spaces for empowerment and resistance through young adult literature selections. Qualitative data collected throughout an eight-week teaching unit include observations, interviews, and questionnaires, as well as personal experiences of the researcher. In light of research findings, the presenter suggests classroom applications and possibilities for change through a more culturally responsive pedagogy.

Narrating from the Bottom of the Stairs: The Lived Experience of Minority Students at a Midwestern High School

Boni Wozolek, Medina City Schools/Kent State University, bwozolek@kent.edu

This paper explores the results of a study where students of color at a predominantly Anglo, Midwestern high school have made a hidden curriculum explicit, named a null curriculum and, in response, independently formalized a community that enacted a curriculum that counters the hegemonic influence of the status quo.

Session F-103

PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design

Teresa Green, Mercer University, bteresagreen@gmail.com

PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design is an examination designed to compare the learning, preparation of content, and the environment of both the Montessori environment and the standards-based classroom environment. The comparison will discuss the key components of student centered learning, assessment, communication, and differentiated learning.

The Early Development of Kindergarten in New Orleans (1860-1945) - CCP

Shaofei Han, Louisiana State University, shan6@tigers.lsu.edu

This paper will focus on the tension between the local citizens in New Orleans who were deeply attached to the city's feudal and elitist colonial traditions and the American Newcomers, and explore how kindergarten rooted in New Orleans.

Session F-104

Power, privilege and textbooks: a content analysis of General Studies textbooks in primary schools in Macao

Shieh, Jin-Jy, University of Macau, jjshieh@umac.mo

This paper aims to analyze the pictures in the textbook of Macao primary school General Studies to uncover the ideology that might conceal an unequal structure in gender, race and disability. The results suggest that negative bias towards diverse groups still exists in current textbooks and needs to be rectified.

Primary Teacher's Characteristics and their effectiveness in the Teaching of Environmental Education in Cameroon

Efange Emilia Ngowo, University of Buea Cameroon, ngowoemi@yahoo.co.uk

This study examined primary teacher's characteristics and their effectiveness in the teaching of environmental education in Cameroon. A descriptive survey design was used in the study. Data was collected from 381 Environmental Education Teachers. Data collected was analyzed using frequency counts, T-test of variance. The six hypotheses formulated will be tested at 0.05 level of significance.

SJU Project Haiti: Learning and Growing Together

Terrance L. Furin, Saint Joseph's University, tfurin@sju.edu

"SJU Project Haiti: Learning and Growing Together," is a Saint Joseph's university-wide committee that grew after the 2010 earthquake because of a strong desire to improve Haitian education. In partnership with Haitian educators Saint Joseph's professors are working to develop model pedagogies that engage students in hands-on, child-centered learning.

Session F-105

Evaluating Community outreach programs: Experiences from Makerere University, School of Industrial and Fine Arts' stakeholders.

Ritah Edopu, Makerere University, rnedopu@gmail.com, ritah@sifa.mak.ac.ug

Makerere University has increasingly been investing in local and international community partnerships. However numerous questions about the implementation, progress, and relevance of these partnerships on University education have recently arisen. Adopting a Case Study design, this paper evaluates the significance of community outreach programs on visual arts higher education.

Community-Institution Partnerships: The Influence on Curriculum - CCP

Jerry M. Whitmore, Jr., Louisiana State University and Agricultural & Mechanical College, jwhitmore@lsu.edu

Institutions are increasingly more focused on preparing students for a global society. Institutional locations provide opportunities to not only service the communities, but also encourage the intellectual growth of student through service learning projects, which are incorporated into curriculum.

Session F-106

Trauma/Imagination

Jake Burdick, Purdue University, burdics@purdue.edu

Debra Freedman, University of Waterloo, dfreedma@uwaterloo.ca

For Eisner, imagination is nothing short of “the engine of social and cultural progress” (2002, p. 25), a perspective that illuminates a connection between mindedness and the political – a link that is only hinted at within Eisner’s body of work. In this paper, we offer a conceptualization of imagination that, incorporating work on consciousness and subjectivity by Lacan (2002) and Kristeva (2002), attends to the necessary traumas of alterity and the unknown.

Heteronormativity in the Texas Oil Patch: Practices, Policies, and Curriculum and its impact on Gay White students in the Texas Public School System.

Michael Andrew Thorson Jr., Texas A&M University, lonestarofdavid@tamu.edu

My study examines gay white former Texas public school students’ perceptions of heteronormativity within their schools and its possible impact on them. Furthermore, it seeks to suggest a pedagogical shift and alternative ethic to assist school leadership in Texas and beyond in creating a nurturing, positive environment for all students.

Session F-107

A Search for an Alternative Curriculum and Pedagogy: The Case of the Village Institutes

Nuran Aytemur Sagiroglu, Abant Izzet Baysal University, aytemur_n@ibu.edu.tr

This study examines curriculum and pedagogy implemented in the Village Institutes which, arising the “liberatory” potential of education, provide an important source for those who search for alternative curriculum and pedagogies.

Emancipatory Literacy: From Gramsci and Freire to Guthrie and Lead Belly

Carmen Scalfaro, Miami University, scalfac@muohio.edu

This presentation attempts to provide teachers with alternative modes of inspiration. Referencing emancipatory and critical theory through Antonio Gramsci and Paulo Freire this presentation explores the cultural media of musicians Woody Guthrie and Lead Belly, and the film School of Rock.

Session F-200 10:15am-11:15am

Session F-201

The Language of Mathematics: Helping ELLs Make Sense of Mathematics

Belinda P. Edwards, Kennesaw State University, bedwards@kennesaw.edu

Desha L. Williams, Kennesaw State University, dwill178@kennesaw.edu

Academic Language (AL) development involves making the language of mathematics explicit in order to expand students’ use of and control over mathematical language in a way that can increase their academic achievement in mathematics. Participants will examine the key mathematical words, symbols, and phrases students need to know and understand in order to make sense of mathematics.

Session F-202

A Pedagogy of Love: Transcending the boundaries of technical teaching practices through the art of serving others

Daniel Ciamarra, Coker College, dciamarra@coker.edu

This presentation is a reflection of a summer course I taught (The Pedagogy of Love) with 8 undergraduate students at Coker College. We want to share with you how the power of Agape Love can be used as a teaching tool transcend the status quo of teaching and learning.

Session F-203

The Curriculum that Care Forgot

Laura Jewett, University of Texas at Brownsville, laura.jewett@utb.edu

Jolanta Smolen, Independent Scholar, jsmole1@tigers.lsu.edu

Carol Plummer, University of Hawaii, Manoa, plummerc@hawaii.edu

Drawing from a triptych of qualitative studies conducted at a Katrina, FEMA trailer park, we examine a lived curriculum of disaster, characterized by displacement and solastalgia and what this might mean in terms of curriculum and the limits/possibilities of curriculum inquiry on the epistemological outskirts of research proper.

Session F-204

Nice White Lady? One teacher educator's reflections on the creation of a disposition rubric.

Patricia L. Bullock, Kennesaw State University, pbulloc2@kennesaw.edu

The purpose of this paper is to explore reflections on my experiences – as a teacher educator within the department – of ‘observing’ the development process of a dispositions rubric within a Department of Elementary and Early Childhood Education.

Producing (White) Teachers: The Effects of Racelessness and Technical Rationality on Teacher Subjectivity – CCP

Michael Cappello, University of Regina, michael.cappello@uregina.ca

How does whiteness shape curriculum/pedagogy in teacher education? This paper explores the constitution of white teacher subjects through a technical approach to teacher education in Regina, Saskatchewan, Canada. The paper analyzes the effects of both the assumption of racelessness and the adoption of technical rationality as the ‘core’ of teaching.

Promoting Culturally Responsive Pedagogy in tomorrow's Educational Leaders: A Preliminary Ethnographic Study

Jennifer Martin, University of Mount Union, doctorjenmartin@gmail.com

Mandy Capel, University of Mount Union, capelmi@mountunion.edu

This ethnographic study examines the journey of two university professors teaching in a new online hybrid Master of Educational Leadership program and their challenge to promote equitable schooling by fostering social justice principles and critical consciousness in a largely hegemonic student population.

Session F-205

The New Colonizers: Elementary Teacher (Mis)Education in Mandated Times

Lori T. Meier, East Tennessee State University, meier@etsu.edu

This paper will consider the complex challenges to current elementary undergraduate teacher education through the lens of recent (and intrusive) teacher education mandates at the higher education level and discuss the missing opportunities for faculty inclined towards critical pedagogy, curriculum studies, and foundations.

Building Capital During the Novice Years of Teaching Reading

Patricia Durham, Sam Houston State University, Patricia.durham71@gmail.com, pmd006@shsu.edu

This paper opens conversations to discuss the way five teachers used their lived-experiences to construct pedagogical ownership and identity. It offers opportunity to compare historical moments of pedagogical development as well as the need to re-articulate its direction to meet the needs of future educators.

Rainbow [Dis]Connection?: Perceptions on Pre-Service Teachers' Preparedness to Work with Minority Sexual and Gender Identity Students

Reagan J. Kaufman, University of Wyoming, reagan@uwyo.edu

In an effort to understand the current level of MSGI inclusion in one teacher preparation program, the author utilized a mix-method study to explore pre-service teacher preparedness to work with MSGI students through multiple perspectives. Despite resistance to the research, the initial data suggest an overall lack of factual knowledge about MSGI students, on both the part of teacher educators and pre-service teachers.

Session F-206

Tracing the Inside from the Outside: A Look at Histories of Penal Literacy Practices

Melinda A. Hollis, Arizona State University, mahollis@asu.edu

History is bound by expectations, ways of reading, and ways of knowing. The act of "doing" pedagogical history follows expected and unexpected conventions. Histories are often disseminated and upheld as "the way we were" and serve to suggest something about the ways that we have changed. From amid the fog of contemporary approaches to carceral education, this presentation explores some of the histories of educational programs and practices established in institutions that incarcerate human minds and bodies. It questions how we understand the function of pedagogy by looking through the past as it is historicized in the present.

The politics of Arizona's private for-profit prisons, criminalization of immigration, and their implications for education: A Foucauldian Analysis - CCP

Suniti Sharma, Saint Joseph's University, ssharma@sju.edu

Using Critical Discourse Analysis (CDA), this paper is a Foucauldian analysis of three interconnected issues: the growth in private for-profit prisons, state sanctioned criminalization of immigration, mass incarceration of Latino/a undocumented non-citizens, and the implications of these policy shifts for education as a democratic practice in a multiracial and multicultural civil society.

Session F-207

Life experiences of an undocumented English language learner: From border crossing to scaling the brink of a dream.

Ludovic A. Sourdout, Texas Woman's University, lsourdout@twu.edu

Holly Hansen-Thomas, Texas Woman's University, HHansenThomas@twu.edu

This presentation will report on a case study that highlights the life experience and challenges faced by an undocumented college student and English Language Learner.

Displacement on the border: A curriculum of violence, implications for practice – CCP

Luz Zuniga, University of Texas at Brownsville, lezuniga@bisd.us

This paper uses autobiographical narrative to explore the curriculum of U.S.-Mexico border violence. With current power struggles and violence occurring in Mexico, how do involuntary immigrant students adapt to a culture of privilege? How can teachers create a classroom environment that is conducive to learning despite different pedagogical and curricular structures?

Session F-300 11:30am-12:30am

Session F-301

Michael's Story: A Portrait of Memories, Hopes, and Dreams

Marianne Fry, Louisiana State University, mfry3@lsu.edu

This paper presents a portrait of a young man who spent two years in a juvenile prison. Narrative poetry is incorporated to tell his story. Giving voice to the seldom heard marginalized adolescent/juvenile delinquent population is the overall goal, with an additional endeavor of promoting social awareness and empathetic concern.

Using Fiction to Tell Unwanted Truths: Undocumented Immigrants in the USA

Miryam Espinosa-Dulanto, Valdosta State University, meespinosadulant@valdosta.edu

Sandra Rodriguez-Arroyo, University of Nebraska at Omaha, srodriguezarroyo@unomaha.edu

Poetic Narrative that emerges out of a larger research project centered on the lives of immigrants allows the stories to weave the familiar and the extraordinary of a life. These poems are brushstrokes of dreams, hopes, violence, and danger associated with the Mexican/USA border. They breathe and grow in the dreams of the people in both nations. As qualitative researchers and educators, we believe that giving a humane face to the numeric data helps increasing awareness about power and privilege and highlights intersections of gender, ethnicity, socio economic and immigration status. It gives the opportunity to understand that self and Other are intertwined and that it is not possible for one to survive without the other.

I Know You're Black But What Am I? Disrupting the Static yet Arbitrary Notion of the Black Community - CCP

Chelda Smith, University of Minnesota, smit5881@umn.edu

This essay problematizes notions of a monolithic Black community. Additionally, it seeks to theoretically understand the role of social capital in reference to raced-based community border patrollers. I intend to analyze the construction of racial identities and their legitimacy as measured by cultural insiders, outsiders, and floaters.

Session F-302

Lost in space: The dangers of critical reflection and transportation theory in autoethnographic research

David, Humpal, Texas A&M University, dhumpal@tamu.edu

This paper presentation focuses on the complications and dangers of utilizing qualitative research methods while suffering from symptoms of Major Depressive Disorder (MDD). Autoethnographies position the researcher as observer/narrator who uses introspection and self-analysis while immersed into a community context. The teacher/researcher shares ramifications MDD poses for qualitative researchers.

Critical Methodology: The Possibilities of Narrative Inquiry and Autoethnography for Engaged Pedagogy

Sara Carrigan Wooten, Louisiana State University, sara.wooten@gmail.com

This paper explores a cooperative relationship between narrative inquiry and critical autoethnography in the pursuit of a reimagined multicultural education classroom. The central question of this project centers on how to displace dominant positionalities that reject and rebrand threatening discourses, redefining the Other in ways that silence resistance.

Session F-303

Rural LGB Youth: Privileging Marginalized Voices

Allison K. Kootsikas, Penn State University, akk151@psu.edu

Elizabeth A. Mellin, Penn State University, eam20@psu.edu

Jillian B. Blum, Penn State University, jbb2551@psu.edu

Pia Smal, Penn State University, pss165@psu.edu

Carly Scarton, Penn State University, carlyscarton@gmail.com

Existing research has identified rural school communities as the most unsafe for Lesbian, Gay, Bisexual (LGB) adolescents, however few studies have investigated their experiences. Photovoice is one way to empower this marginalized population, allowing them to express their experiences while expanding upon their community base and support system in the process.

Alone on Stage: How one GLBTIQ educator uses performance for social change - CCP

J. Scott Baker, Texas A & M University, joseph.baker@cfisd.net

One secondary educator utilizes a poetry performance to address the complexities of the GLBTIQ teachers who work in secondary schools. The author, an openly gay teacher, addresses the frustrations, fears, and experiences of what it's like to have students today know their teacher is queer.

Session F-304

Who Do You Say I Am: Mary McLeod Bethune and Saint Katharine Drexel as Twentieth Century University Builders - CCP

Roland Mitchell, Louisiana State University, rwmitch@lsu.edu

Berlisha Morton, Louisiana State University, bricar3@lsu.edu

In this presentation, we acknowledge Mary McLeod Bethune and Saint Katharine Drexel as university builders. During an era that placed constrictions on Black education, these women had to be more than just religious missionaries and civil rights activists to create unique and lasting approaches to higher education and vocational outreach.

Participation and Privilege in a Gender Studies Classroom

Julianne Guillard, Virginia Commonwealth University, jguillard@vcu.edu

How can we encourage our students to participate in class, create safer discourse spaces, and resolve conflict? In this presentation, I will present analyses of recent examples of participatory pedagogy in a gender studies classroom wherein students created and controlled their means of participation and why this exercise is valuable.

Session F-305

A responsibility to otherness: The possibility towards multicultural curriculum

Kaori Shimizu, Louisiana State University, kshimi1@lsu.edu

Based on an autobiographical account by a Japanese author who lived in Louisiana as a 10-year-old boy in the 1960s, this paper analyzes incidents the Japanese boy encounters with the Other informed by Derrida's notion of aporias, and considers the nature of multicultural curriculum.

Still Wandering: Jews, Social Justice, and Multicultural Thought

Daniel Ian Rubin, New Mexico State University, drubin1@comcast.net

Current reports show that acts of anti-Semitism have been at their highest levels since World War II, yet Jewish oppression is omitted from multicultural/social justice discussions in American university classrooms. This must change in order to create the next generation of social justice educators who can continue to deconstruct anti-Semitism.

Session F-306

Our Lady of Guadalupe: The immaculate virgin as a site of public pedagogy - CCP

Elizabeth Betsy Calhoun Reyes, Arizona State University, Elizabeth.Reyes@asu.edu

The image and myth of the Virgin of Guadalupe, as a national, religious, and historical icon, continues to be used alternatively, and sometimes simultaneously, as a pedagogical tool of both liberation and oppression. This paper explores the cultural productions and implications of Guadalupe as an increasingly mediated space within informal sites of pedagogical activity.

Model Minority or Perpetual Foreigner? The Images of Asian Americans Portrayed in U.S. History Textbooks - CCP

Sohyun An, Kennesaw State University, san2@kennesaw.edu

Yonghee Suh, Old Dominion University, ysuh@odu.edu

Drawing on content analysis of high school US history textbooks, this paper investigates how today's textbooks represent Asian Americans and their stories in the US history?; What messages do they send to students about what it means to be American and who we are as a nation?

Session F-307

Unveiling the Cloak of Academic Patriarchy: Re-storying Who We Are and What We Do in Departments of Teacher Education.

Douglas D. Karrow, Brock University, Doug.Karrow@Brocku.ca

Power, privilege, and patriarchy within the academy are insidious, pervasive, and self-perpetuating. The manner these are manifest within a Faculty of Education, specifically in relation to access to graduate education will be problematized and deconstructed. How curriculum theory could challenge this status quo, interrogating these norms, will be explored.

Developing African American Female Scholars: An Auto-ethnographic Reflection on a Critical Race Feminist Curriculum/Pedagogy - CCP

Theodora Regina Berry, Mercer University, berry_tr@mercer.edu

This presentation will focus on part of an ongoing study about the experiences of African American women as emerging scholars in the Academy. This auto/ethnographic study examines reconceptualists' notions of curriculum (Pinar 2012) and critical race pedagogy (Jennings & Lynn, 2005) for scholarship development of African American female doctoral students from a critical race feminist perspective.

A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities

Kristina Llewellyn, University of Waterloo, kristina.llewellyn@uwaterloo.ca

Jennifer Llewellyn, Schulich School of Law, jennifer.llewellyn@dal.ca

This paper examines the need for feminist pedagogy in universities that is based on a restorative approach. Drawing upon feminist pedagogy literature and the authors' experiences, this paper illustrates how restorative approaches challenge neoliberal ideological effects in universities, shifting the pedagogical emphasis away from the rational individual learner towards the interactive aspects of learner communities.

Town Hall/Lunch 12:45pm-2:45pm

This Town Hall is dedicated to a discussion of power, privilege, and supremacy building upon a discussion that began last year in response to a question on the next steps for the Browning Caucus. The Caucus began three years ago as an avenue to develop a "set of strategies and priorities for fomenting the proliferation of multiple approaches to critical race/anti-racist, postcolonial/anti-colonial, decolonizing, and indigenous scholarship in curriculum studies." This Town Hall will explore how we, as a field, and organization/conference, and a journal address issues of power, privilege, and supremacy as they manifest themselves in our work. Lunch will be served.

Session F-400 3:00pm-4:00pm

Session F-401

Extending Autobiography into Life History and Narrative Research: Narratively Theorizing Identities

This symposium, extending autobiography into life history and narrative research, advances traditional humanist life history and narrative research with notions of narratively theorized identities. Seeing life history and narrative's potential for articulating narratively theorized identities, this symposium provides examples of life history and narrative research that extend narrative's humanist roots toward complex understandings of identity as self-narrativized cultural production.

"True to Thee": Understanding Place through Life History Research and Autobiography

Reta Ugena Whitlock, Kennesaw State University, Rwhitlo3@Kennesaw.edu

El Otro Lado, Este Lado, and Epistemology In-between

Laura Jewett, University of Texas at Brownsville, laura.jewett@utb.edu

What Are White Progressive Masculinities? Counter-Narrativized Identities of Committed White Male Teachers

James C. Jupp, Georgia Southern University, icjupp@gmail.com

Discussant: Petra Munro Hendry, Louisiana State University, phendry@lsu.edu

Session F-402

The 2012 Hurricane that Hit K-12 and Higher Education in Louisiana

James D. Kirylo, Southeastern Louisiana University, jkirylo@selu.edu

Andre Perry, Loyola University, aperry@loyno.edu

Luis Mirón, Loyola University New Orleans, lmiron@loyno.edu

This symposium explores the contentious political climate in Louisiana, which is not only having a critical impact on universities and K-12 education in the state, but also has implications on a national scale.

Session F-403

Advise Them to Not Become Teachers": (Re)Examining Our Role in Schools of Education in the Current Political Climate

Jennifer Job, University of NC at Chapel Hill, jjjob@email.unc.edu

Todd Alan Price, National Louis University-Wheeling Campus, tprice@nl.edu

The aim of this panel is to address the changing reality of public schools and how this change impacts (or will impact) our roles as educators in Schools of Education. We will begin discussions around the questions already stated in this proposal, along with others such as: What choices do we have in presenting the profession of teaching to our students? What part can political activity play in our academic lives? And what role are we playing as a community in current social, political, and economic realities and lived experiences in schools?

Session F-404

Pageant Culture and Desire: Representations of Childhood in *Pretty: The Series* and *Toddlers and Tiaras*.

Debra Freedman, University of Waterloo, dfreedma@uwaterloo.ca

Erik Malewski, Kennesaw State, erik.l.malewski@gmail.com

This session will explore representations of pageantry and youth in the shows *Toddlers and Tiaras* and *Pretty: The Series*. Attendees will watch a series of clips from both shows and explore their implications for youth culture.

Session F-405

The Autonomy of the Art Complex in the Work of Emily Carr

Alexandra Fidyk, University of Alberta, alexfidyk@yahoo.co.uk ; fidyk@ualberta.ca

To provoke assumptions in art education and psychology about the creative process, I offer a poetic and visual narrative of Canadian artist Emily Carr's individuation. Through suffering her life, she learns to "step out" of her painting process in order to allow the autonomous creative drive to direct her.

Session F-500 4:15pm-5:15pm

Session F-501

Engendering Curriculum History

Petra Munro Hendry, Louisiana State University, phendry@lsu.edu

How can curriculum history be re-envisioned from a feminist, poststructuralist perspective? "Engendering Curriculum History" disrupts notions of history as linear, as inevitable progress, and as embedded in the individual. Rejecting a compensatory approach to rewriting history, which leaves dominant historical categories and periodization in tact, this book examines how the narrative structures of curriculum histories are implicated in the construction of gendered subjects. Five central chapters take up a particular discourse (wisdom, the body, colonization, progressivism, and pragmatism) to excavate the subject identities made possible across time and space.

Session F-502

Teaching Again

Thomas S. Poetter, Miami University, poettets@muohio.edu

At several of our meetings over the years, the author presented the first parts of a non-fiction narrative meant to capture his hopes for teaching, curriculum, students, and schools. The narrative is based on his efforts as a high school English teacher, part of a pilot volunteer program for professors at the local university to work more intimately and legitimately with local school partners. This year's presentation engages the complete narrative, the story of his experience with 'teaching again,' with the book in its final published form.

Session F-503

Emerging Fitness and Regulating Gender: A Historical Analysis of University Fitness Centers

Tim Wells, Arizona State University, twells1@asu.edu

This study is a historical project examining the emergence of fitness/recreation centers on college and university campuses and its implications for gender and sexuality. Using Foucault, I challenge traditional narratives and surface 'subjugated knowledges' within fitness/recreation discourse in order to provide greater space for experience, possibility and transformation.

Sexual Orientation and Public Education: A Social Injustice Case Scenario

Kyle Sanchez, Stephen F. Austin State University, Kyle_Sanchez@hotmail.com

The author presents a case scenario in which a secondary educator masks his sexual identity as an LGBTIQ individual. Further discourse focuses on the social injustice associated with the lack of inclusion of sexual orientation and sexual identity in the statement of non-discrimination clauses of numerous Texas public school districts.

Session F-504

Experience Wanted: The Ontological Problem of Contemporary United States Education

Walter S. Gershon, Kent State University, wgershon@kent.edu

Despite its centrality to both educational ways of knowing and being, questions of ontology are often overlooked in contemporary schooling in the United States. Utilizing a somewhat non-traditional format, this paper performatively documents the theoretical and practical impact of a lack of attention to ontology for students in US schools.

Teaching Machines: A History of Technology in the Classroom

Jeff Frenkiewich, University of New Hampshire, frenkiewich@yahoo.com

Officials often tout technology as a solution for many problems we see in schools. 'Tech-ready classrooms' are promoted as the solution for increasing student interest, promoting literacy, etc.; however, the gaze of technology affects student subjectivities. Thus, we must question the place of teaching machines in our classrooms.

Philosophical Media Literacy: A Bridge Between Philosophy and the Information Environment.

John Cleary, Raritan Valley Community College, jpbcleary@gmail.com

Under the assumption that a synthesis of Media Studies and Critical Media Literacy is necessary, I argue it is not sufficient for defining a classroom practice. Instead, what is missing in media literacy is an in-depth analysis of the philosophical content inherent in media images. I therefore want to ask: To what extent can the curriculum of Critical Media Literacy be expanded and enhanced through the curricular approach—the identification and exploration of philosophical concepts—and the teaching methodology—community of philosophical inquiry—of philosophy for children? I have termed that putative expansion and enhancement Philosophical Media Literacy to bridge the gap between teaching, thinking philosophically and the information environment.

Session F-505

Seduced and Menaced by Our Own Knowledge: Theorizing the Historical Moment

Ann G. Winfield, Roger Williams University, awinfield@rwu.edu

This paper disaggregates grand historical narratives that comprise dominant discourse by utilizing inter/cross disciplinary analytical frameworks to formulate historical curricular inquiry in a way that replaces linearity with porosity and simultaneity. Reconceived, the discipline of history requires of its practitioners acknowledgement of complicity regardless of positionality, identity, or worldview.

New Orleans (de)Segregated: critical race theory examination of public schools – CCP

April Antonellis, Louisiana State University, april_antonellis@nps.gov

Kenneth Fasching-Varner, Louisiana State University, varner@lsu.edu

This presentation seeks to expand traditional understanding of integration in the New Orleans public schools by looking at the role of race in education inequality from Reconstruction to the present through a critical race perspective utilizing narrative and counter narrative.

Session F-506

Forgotten Faces

Reagan P. Mitchell, Louisiana State University, reaganpatrickmitchell@gmail.com

On my album “Stories” (2010) the inspiration for its inception was around family, home, and everyday experiences. One composition of importance is “Forgotten Faces.” The overarching meaning this composition is based around the idea of an individual or community being perceived as falling through society’s cracks. Rendering the individual or community as invisible and forgotten.

Tattoos of a Mexican-U.S. Border region: Liberating Hidden Curriculum as Public Pedagogy to understand Power and Privilege – CCP

Daniel Ricardo Aguilar Jr., University of Texas at Brownsville and Texas Southmost College, Daniel.Aguilar112@utb.edu

This paper examines tattoos from border cities on the United States of America and Mexican border as a form of public pedagogy. Tattoos, according to Kosut (2006), rise above age, class, and ethnic boundaries and now covers (literally and figuratively) all races regardless of pay scale or education.

Saturday, 10 November 2012

Council Meeting

7:30am-8:45am Council Meeting – Location TBA

Early Morning Sessions

7:30am-8:30am Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph's Salon

Art Exhibition

9:00am-12:00pm Subject2Change – CCP - Ballroom

Sessions

Location	St Joseph's Salon	St. Mary's Salon 1	St. Ann's Cottage 1	St. Mary's Salon 2	St. Ann's Cottage 2
<p>Session S-100 9:00am-10:00am</p>	<p>Session S-101</p> <p>Performing Philosophy of Education by Assuming the Persona of a Historical Figure</p>	<p>Session S-102</p> <p>A Video: Why Must I Learn This? An Infomercial Disruption</p>	<p>Session S-103</p> <p>Applying Aoki's 'Situated Praxis': Curriculum Development in an age of Prescriptive Instruction</p>	<p>Session S-104</p> <p>Louisiana Voices: Four Stories from the Bayous of Teachers' and Students' Classroom Experiences:</p> <ul style="list-style-type: none"> • Black Males' Perceptions of Their White, Female Teachers • Issues of Educational Apathy among Native American Students • Breaking the Mold: Gay, Lesbian, Bisexual and Transgender student Experiences in America's High Schools • Exploring Adolescent Self-Identities and Values in Middle School 	<p>Session S-105</p> <p><i>Teachers and Researchers supporting student community research in NOLA</i></p>

Saturday, 10 November 2012

Sessions

Location	St Joseph's Salon	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4
Session S-200 10:00am-11:15am	Session S-201 Social Change, Serendipity, and C&P	Session S-202 Researching with others: Affective tensions between ethics and method in interpretive studies of education	Session S-203 Voices from the Classroom: New Orleans Recovery School District Teachers on Education Reform	Session S-204 Praxis under Marxist Privilege: A Critical Essay Review of Kessen's Childhood in China	Session S-205 Tear Down that Wall: Higher Ed Addresses the Inclusion Model
		Active Teaching for Active Learning	Curriculum and Control: Teach For America Ideology and Practice in post-Katrina Charter - CCP	Edith Stein's Emancipatory Pedagogy of the Human Subject	Curriculum, socio-historical context and personal stories: reflections towards an education for social transformation - CCP

Location	St. Joseph's Salon	St. Ann's Cottage 1	Ballroom Table 1	Ballroom Table 2	Ballroom Table 3	Ballroom Table 4
Session S-300 11:30am-12:30pm	Session S-301 Student Voices for Change in New Orleans Schools	Session S-302 Curriculums of Difficulty: Teacher Stories of challenge, enlightenment, and growth	Session S-303 "Hey, teacher, leave them kids alone!" case study of a progressive teacher training program in Israel	Session S-304 Understanding the voice behind The Latino Gangsters	Session S-305 Exploring "Good Pedagogy" to Facilitate Complicated Conversation in the Classrooms in the Post 9/11 Era	Session S-306 Effects of Digital Divide on the Curriculum and Accessibility of Online Resources for Hispanic College Students - CCP
			Displacing curriculum and pedagogy in a transmigrating world: humanistic methodologies and global implications	What's a Black Life Worth?" Posthumous Pedagogical Messages to Black Male Youth from Tupac Shakur - CCP	Undocumented Migration from Mexico as an Emergent Space of Public Pedagogical Activity	The Missing Link: Curriculum Design in Higher Education Degree Programs

Saturday, 9 November 2012

Early Morning Session 7:30am-8:30am

Don't defend the self; lose the self: a sweaty workshop on karatedō and transformation

Doug Aoki, University of Alberta, aoki@ualberta.ca

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to **karatedō** designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

Art Exhibition 9:00am-12:00pm

Subject2Change - CCP

Crystal Leigh Endsley, Hamilton College, cendsley@hamilton.edu

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

Session S-100 9:00am-10:00am

Session S-101

Performing Philosophy of Education by Assuming the Persona of a Historical Figure

Mychelle Smith, Texas A&M University, mychellehadley@gmail.com

J. Scott Baker, Texas A&M University, joseph.baker@cfisd.net

David Humpal, Texas A&M University, dhumpal@tamu.edu

Michael Andrew Thorson Jr., Texas A&M University, lonestarofdavid@tamu.edu

Patrick Slattery, Texas A&M University, patslat@aol.com

This session consists of several short performances by doctoral students who assume the persona of a philosopher who impacted education. Each philosopher has differing theories of education. The professor will present a short overview of the methodology of creating one act plays used in the Philosophy of Education course.

Session S-102

A Video: Why Must I Learn This? An Infomercial Disruption

Amy Bloom, Pennsylvania State University, alb491@psu.edu

This session presents a video collaged remix of a commercial promoting a corporate-endorsed curriculum for “the 21st Century.” Remixed video can serve to disrupt the prevailing discussion of curriculum reform, currently dominated by corporate and government interests, and can provide teachers and students with a voice in the debate.

Session S-103

Applying Aoki's 'Situated Praxis': Curriculum Development in an age of Prescriptive Instruction

Leslie Smith, Nicholls State University, lsmith@stmary.k12.la.us

Courtney Thibodeaux, Nicholls State University, THIBC437@its.nicholls.edu

Erin Scott, Nicholls State University, SCOTE513@its.nicholls.edu

This symposium will present ways in which classroom teachers are attempting to use Aoki's concept of “situational praxis” to overcome mandated curricula to better fit their classroom environments and better serve their students.

Session S-104

Louisiana Voices: Four Stories from the Bayous of Teachers' and Students' Classroom Experiences

- Black Males' Perceptions of Their White, Female Teachers
- Issues of Educational Apathy among Native American Students
- Breaking the Mold: Gay, Lesbian, Bisexual and Transgender student Experiences in America's High Schools
- Exploring Adolescent Self-Identities and Values in Middle School

Susanna Theriot, Nicholls State University, stheriot@stmary.k12.la.us

Kristin Percle, Nicholls State University, kcarriere@stmary.k12.la.us

Angela Guidry, Nicholls State University, angguidry88@gmail.com

Lauren Thompson, Nicholls State University, anchorpeace@yahoo.com

Schools in South Louisiana are very diverse communities. This symposium offers a look at four teachers and their everyday encounters with racially, ethnically, sexually, and socially diverse students. This diversity is a significant challenge to teachers as they work to educate them.

Session S-105

Teachers and Researchers supporting student community research in NOLA

James Kilbane, Tulane University, jfkilbane@me.com

Teachers and researchers interested in supporting NOLA students in learning projects that gather data, interact with community members, and/or take action based on their findings are invited to this session. If as a teacher you would like to engage your students in ways similar to those featured in [What Kids Can Do](#) or [Proyecto Latin@](#) or the [Council on Youth Research](#) this session is for you. If as a researcher you wish to support teachers and students in NOLA attempting this work by being a critical friend, offering design advice or assisting with data analysis this is the session for you.

Session S-200 10:15am-11:15am

Session S-201

Social Change, Serendipity, and C&P

James Kilbane, Tulane University (facilitator)

C&P in its efforts to support its mission of educational reform and social change searches out connections in the host community of our conference. We invited a number of people and organizations associated with social justice and educational work in New Orleans to share their work with us, and each other. Conference attendees are invited to not only hear about the work but to find ways to connect with these organizations so that we can affect change in partnership, moving our work beyond the time limits of a conference. Serendipity will be at play, aiding connections and fostering ideas. At next year's conference (and hopefully the year following) we will return to refresh our partnerships, spotlight our work and celebrate our successes.

Session S-202

Researching with others: Affective tensions between ethics and method in interpretive studies of education

Walter S. Gershon, Kent State University, wgershon@kent.edu

Boni Wozolek, Medina City Schools/Kent State University, bwozolek@kent.edu

This paper considers how affect informs questions of ethics in conducting interpretive studies in education. Such constructions of meaning are significant not only because ethical decisions made by researchers are often affective in nature but also because affect directly impacts how participants' daily educational interactions.

Active Teaching for Active Learning

Keeley Dupuy, Louisiana State University, kdupuy1442@att.net

Educators are faced with many challenges while trying to ensure quality education for engaged learners. Chief among the concerns is appropriate measurement of student learning outcomes. Educators (particularly nurse educators) are faced with the difficult question of whether or not to utilize standardized testing, or course specific testing, to measure student-learning outcomes.

Session S-203

Voices from the Classroom: New Orleans Recovery School District Teachers on Education Reform

Max Ciolino, Tulane, max.ciolino@gmail.com

Luis Mirón, Loyola University New Orleans, lfmiron@gmail.com

Kelly Frazier, Loyola University New Orleans, kellylynne.frazier@gmail.com

Teachers' perspectives are essential to understanding the direction and success of education reform in New Orleans' Recovery School District. As such, we asked teachers a series of questions regarding their experiences teaching within their school and district, including their interaction with students, fellow teachers, and administrators.

Curriculum and Control: Teach For America Ideology and Practice in post-Katrina Charter Schools – CCP

Beth Leah Sondel, University of Wisconsin-Madison, blsondel@wisc.edu

This paper interrogates how teachers understand the purpose of education within the context of market-based reform. More specifically I look at the degree to which Teach For America teachers feel pressure to teach to the test and how this influences their practice within the neoliberal context of post-Katrina New Orleans.

Session S-204

Praxis under Marxist Privilege: A Critical Essay Review of Kessen's Childhood in China

Zitong Wei, Indiana University Bloomington, butwxq@163.com

This paper provides a book review of Kessen's Childhood in China, discussing the basic pedagogical praxis under the dominance of Marxist privilege during Cultural Revolution. However, after the Reform and Opening up, the market economy brings new struggles. Thus, the paper calls for rethinking what is worth knowing and learning.

Edith Stein's Emancipatory Pedagogy of the Human Subject

Stephen Triche, Nicholls State University, stephen.triche@nicholls.edu

This paper is to introduce the philosophical and pedagogical ideas of the German phenomenologist Edith Stein. Her curriculum ideas argues for the importance of taking the full human person into consideration and for a curriculum of love, believing that curriculum must be responsive to students' diversity of being.

Session S-205

Tear Down that Wall: Higher Ed Addresses the Inclusion Model

Janice Janz, University of New Orleans, jjanz@uno.edu

Paul T. Bole, University of New Orleans, pbole@uno.edu

Brenda Burrell, University of New Orleans, bburrell@uno.edu

Mary Cronin, University of New Orleans, mcronin@uno.edu

Richelle Voelker, University of New Orleans, rvoelker@uno.edu

The Education of the Handicapped Act (1975) guaranteed services for students with disabilities in public schools. For the last 3 decades, emphasis for teacher preparation has been segregated: teacher candidates for the most part focus on strategies for teaching students in either general education or special education. The inclusion of students with disabilities in general education school programs has prompted higher education to examine the curricula of their teacher education programs. This session will examine how the faculty in Mild/Moderate Disabilities at the University of New Orleans approached the redesign of the curriculum for teacher candidates in a Merged Certification Program (special and general education).

Curriculum, socio-historical context and personal stories: reflections towards an education for social transformation ■ **CCP**

Jesus Burciaga-Robles, Universidad Autónoma de Ciudad Juarez, jburciag@uacj.mx

This paper reflects on the relationships between Mexican Higher Education curriculum and the socio-historical context in which it takes place. The personal story of a student is used as reflection platform of the curriculum analyzed. The role of Higher Education curriculum in both the reproduction and transformation of structural social inequalities is explored in order to propose general suggestions for enacting higher education as praxis.

Session S-300 11:30am-12:30am

Session S-301

Student Voices for Change in New Orleans Schools

Adrienne Dixson, University of Illinois

Students in New Orleans are developing ways to advocate for themselves to get the schools that they deserve. This session gives them a chance to share their stories about these efforts. It also provides an opportunity for conference attendees to converse with these students about ways to be supportive of these efforts to improve educational opportunities.

Session S-302

Curriculums of Difficulty: Teacher Stories of challenge, enlightenment, and growth.

Christine Naquin, Nicholls State University, cnaquin30@its.nicholls.edu

Ashley Ward, Nicholls State University, award7@its.nicholls.edu

Rebecca Lundy, Nicholls State University, lundy@its.nicholls.edu

This symposium presents narratives created by teachers of difficulties with students and administrators using Leah Fowler's "curriculum of difficulty." These narratives are passed through the lenses of psychoanalysis, phenomenology, and hermeneutics helping teachers learn more about their students and their pedagogy to overcome prescriptive curriculum and to impact the lives of their students.

Session S-303

“Hey, teacher, leave them kids alone!” case study of a progressive teacher training program in Israel

Lilach Marom, UBC, lilachmarom73@gmail.com

I will describe a case study of an alternative progressive teacher-training program in Israel. This is a unique program where they “walk the talk” by creating different experiences for the students while in training; not merely by talking about social justice and transformation as academic venues, but by experiencing them.

Displacing curriculum and pedagogy in a transmigrating world: humanistic methodologies and global implications

Christopher J. Kazanjian, New Mexico State University, cjkazanjian@gmail.com

James D. Smrtic, Mohawk Valley Community College, jsmrtic@mvcc.edu

This paper presentation discusses the current global situation regarding displaced youth and the implications it has for classrooms in the United States experiencing growing diversity. The presentation will offer a humanistic theoretical framework for curricular and pedagogical methodologies engaging displaced youth within the classroom and community.

Session S-304

Understanding the voice behind The Latino Gangsters

Mauren Navarro, New Mexico State University, maunavar@nmsu.edu

Using CRT, this essay utilizes counter storytelling to examine the culture of the Gangsters. Analyzes issues such as class, capitalism, cultural nationalism, and hegemony and how those theoretical concepts interconnect in the daily life of the Gangsters, affecting marginalize communities and the role of education system in this process.

What’s a Black Life Worth?” Posthumous Pedagogical Messages to Black Male Youth from Tupac Shakur – CCP

Heather Cherie Moore, Purdue University, mooreh@purdue.edu

Hip-hop pedagogy has become a contemporary popular phenomenon in the fields of Education and Curriculum Studies. This paper argues for a renewed conversation on the documentary and literary discursive strategies of Tupac Shakur, as a way to revitalize pedagogies geared towards the formal and holistic education of black male youth.

Session S-305

Exploring "Good Pedagogy" to Facilitate Complicated Conversation in the Classrooms in the Post 9/11 Era

Merjjena Hemp, New Mexico State University, merjjene@gmail.com

Teachers are facing major challenges on how to effectively answer questions about terrorism and how to deal with name calling that further escalates problem on bullying, discrimination, racism, and the marginalization of the Arab and Muslim immigrants who are one of the most vulnerable ethnic groups post 9/11.

Undocumented Migration from Mexico as an Emergent Space of Public Pedagogical Activity

Elizabeth Betsy Calhoun Reyes, Arizona State University, Elizabeth.Reyes@asu.edu

This paper explores the cultural productions, epistemologies, and implications of undocumented migration across the U.S. Mexico border as a site of public pedagogical activity marked by the growing resources of information, educative programs, social networks, technologies, and consumerism that inform the complex relationship between the United States and Mexico.

Effects of Digital Divide on the Curriculum and Accessibility of Online Resources for Hispanic College Students – CCP

Rene Zuniga, University of Texas at Brownsville, ReneRZuniga@yahoo.com

The objective of this paper is to discuss the implications of the accessibility of the Internet and its relation to the success of Hispanic students who are marginalized by socioeconomic status, race, and gender. This paper will also highlight the effect digital divide has on curriculum and student success.

The Missing Link: Curriculum Design in Higher Education Degree Programs

Amanda Beirne, University of Southern California, abeirne@usc.edu

Danielle Klein, Louisiana State University, dklei11@tigers.lsu.edu

Maylen Aldana, Louisiana State University, maldana@lsu.edu

A phenomenon in student affairs is the entrance of new professionals into the field with little experience in curriculum design. This paper explores the emphasis placed on curriculum design courses in Higher Education graduate programs and the impact this has on how new professionals engage in designing student development opportunities.

Alphabetical List of Presenters

1. Adrienne Dixon, University of Illinois, addixson@gmail.com
2. Afshan Huma, Michigan State University, humaafsh@msu.edu
3. Alexandra Fidyk, University of Alberta, alexfidyk@yahoo.co.uk ; fidyk@ualberta.ca
4. Allison K. Kootsikis, Penn State University, akk151@psu.edu
5. Alphonso Grant, Penn State University, AlphonsoGrant@aol.com
6. Alyson Whyte, Auburn University, whyteal@auburn.edu
7. Amanda Beirne, University of Southern California, abeirne@usc.edu
8. Amy Bloom, Pennsylvania State University, alb491@psu.edu
9. Andre Perry, Loyola University, aperry@loyno.edu
10. Angela Guidry, Nicholls State University, angguidry88@gmail.com
11. Angelle Hebert, Nicholls State University, ahebe45@lsu.edu
12. Ann G. Winfield, Roger Williams University, awinfield@rwu.edu
13. Anna M. Meyerpeter-Newman, University of Texas at Brownsville, anewman@lfcisd.net
14. Anne Slonaker, Castleton State College, Anne.slonaker@castleton.edu
15. Annette Furo, University of Ottawa, afuro@uottawa.ca
16. April Antonellis, Louisiana State University, april_antonellis@nps.gov
17. Ashley Ward, Nicholls State University, award7@its.nicholls.edu
18. B. Stephen Carpenter, II, The Pennsylvania State University, bsc5@psu.edu
19. Barbara Bickel, Southern Illinois University Carbondale, bickel.barbara@gmail.com
20. Barbara Madeloni, University of Massachusetts Amherst, bmadeloni@gmail.com
21. Baudelaire Ulysse, National-Louis University, boddie.makarios@gmail.com
22. Belinda P. Edwards, Kennesaw State University, bedwards@kennesaw.edu
23. Berlisha Morton, Louisiana State University, bricar3@lsu.edu
24. Beth Leah Sondel, University of Wisconsin-Madison, blsondel@wisc.edu
25. Blanca Caldas, University of Texas at Austin, blanca.caldas75@gmail.com
26. Boni Wozolek, Medina City Schools/Kent State University, bwozolek@kent.edu
27. Brad M. Petitfils, Loyola University New Orleans, bpetit@loyno.edu
28. Brad Walkenhorst, Saint Louis University, bwalkenh@slu.edu
29. Brandon Sams, Auburn University, bls0023@auburn.edu
30. Brenda Burrell, University of New Orleans, bburrell@uno.edu
31. Brian Beabout, University of New Orleans, bbeabout@uno.edu
32. Carly Scarton, Penn State University, carlyscarton@gmail.com
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