

*Center for
Anti-Oppressive Education*

*UIC Department of
Educational Policy Studies*

*UIC Institute for Research
on Race and Public Policy*

welcome you to the



*6th INTERNATIONAL CONFERENCE ON
TEACHER EDUCATION & SOCIAL JUSTICE*

*2009 Conference Theme:
Reframing Race, Gender, and Teacher-Education Policy*

*University of Illinois-Chicago, Illinois, U.S.A.
5-6 December 2009*

UIC COLLEGE OF EDUCATION
UNIVERSITY OF ILLINOIS AT CHICAGO

Welcome Letter from the Conference Organizer

Dear Friend:

Welcome to the 6th International Conference on Teacher Education and Social Justice. I am excited that you are able to join this important event, which promises to be an invaluable experience for us all.

What does it mean to prepare teachers to teach toward social justice? Teacher educators face many challenges. Especially troublesome are the economic, social, and political contexts that make difficult our attempts to address differences and oppressions in schools and societies. Yet, in the face of these challenges, teacher educators are continuing to produce new and innovative theories, practices, and coalitions.

By far the largest to date, this conference offers rare opportunities to exchange ideas, develop resources, build networks, and explore possibilities for new directions in teacher preparation with a diverse group of educators who share commitments and priorities. The program is filled with presentations by more than two-hundred educators from around the world, and over five-hundred in attendance.

Some notes:

- Please wear your Conference Badge at all times.
- Please do not use audio or visual recording devices without permission from the conference organizer.
- Please be mindful that this conference addresses controversial issues, that participants will express various perspectives, and that one goal of this conference is to engage respectfully with these differences. Please help to make this conference welcoming, safe, and meaningful for everyone involved.
- Please spread yourselves around so that every session has a full turnout.
- If you need assistance, please come to the Registration Table.

I wish to acknowledge and thank the University of Illinois at Chicago's College of Education and Institute for Research on Race and Public Policy for hosting this conference, as well as my UIC colleagues for their support, especially Dean Victoria Chou. I am grateful to the many volunteers who are helping to staff this conference, as well as the many organizations that provided resources and materials, including Rethinking Schools, the National Runaway Switchboard, and the bookseller, Chicago Text. I especially wish to thank all of you, the presenters and participants, who are making this event possible.

I hope you share my excitement in what lies ahead of us this weekend, and I look forward to working with you and strengthening our abilities to build a truly liberating movement in education.

With best wishes,

Kevin K. Kumashiro, Ph.D.

Professor and Chair, UIC Department of Educational Policy Studies
Interim Co-Director, UIC Institute for Research on Race and Public Policy
Director, Center for Anti-Oppressive Education (<http://antioppressiveeducation.org>)



Thank You, Staff and Volunteers!

A. Zell Williams (Assistant Conference Organizer)
Jesse Buendia (Assistant Conference Organizer)

Benjamin Boyle
Lynette Danley
Anita Dasgupta
David Fischer
Kay Fujiyoshi
Morgan Halstead
Crystal Laura

Carlos Alfonso Lopez Leiva
Teresa Moy
Joe Raab
Robin Schmidt
Astrid Suarez
Melissa Tan
Yi Zhang

SCHEDULE AT-A-GLANCE

Saturday, December 5

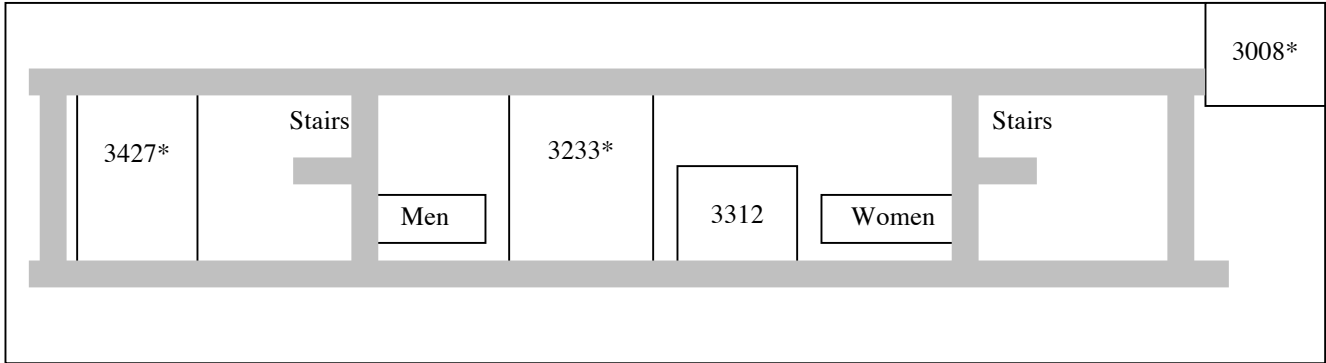
8:30 – 9:30	Registration and Refreshments
9:30 – 11:00	Breakout Session #1
11:15 – 12:45	Breakout Session #2
12:45 – 1:30	Refreshments
1:30 – 3:00	Breakout Session #3
3:30 – 4:30	Plenary Session
4:30 – 5:30	Reception

Sunday, December 6

9:00 – 9:30	Refreshments
9:30 – 11:00	Breakout Session #5
11:15 – 12:45	Breakout Session #6
12:45 – 1:30	Refreshments
1:30 – 3:00	Breakout Session #7
3:30 – 5:30	Post-Conference Workshop on Publishing

DIAGRAM OF ROOMS

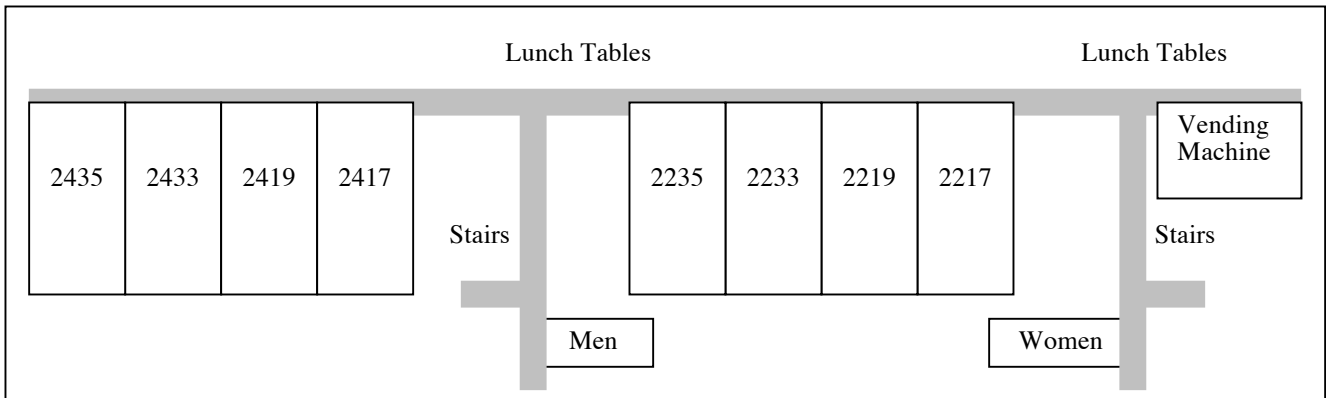
Third Floor



W. Harrison Street

- * Room 3233: Registration ~ Refreshments ~ Booksale ~ Exhibits ~ Free Resources
- * Room 3008: Quiet Room for Meditation ~ Worship
- * Room 3427: Extra Room for Ad Hoc Meetings

Second Floor



W. Harrison Street

Please help yourselves to light refreshments

*and get a head start in perusing the
Resources Tables, Exhibits, and Booksale!*

1A Critical Race Theory in Education: Community Resistance through Sustained Collaboration**Room 2217****Context of Teacher Racism and Student Voice***Allison Scott, Education Trust-West***Context of Developing Voice***Tyson Marsh, University of California at Los Angeles***Effective Teachers For Oakland***Kimberly Mayfield-Lynch, Holy Names University***Urban Teacher Education Pipeline***Rachelle Rogers-Ard, Oakland Unified School District***Urban Educational Leadership Pipeline***Christopher Knaus, California State University at East Bay*

Respondent: Kitty Kelly Epstein, Holy Names University

1B Teacher Education Programs and Courses**Room 2219****The Possibilities for Radical Pragmatism: Critical Frameworks and Student Resistance in Methods Courses***Brian Charest, University of Illinois at Chicago***What Is Social Justice Education, Anyhow?***Atasi Das, Spark Teacher Education Institute***Why Are the Opponents of Teaching for Social Justice Feeling So Threatened?***Carole S. Leonard, Arkansas State University***Teaching English, Queering Practice: How Do Methods Matter?***Sarah Maria Rutter, University of Illinois at Chicago*

1C Gender and International Contexts

Room 2233

Community Education: Its Role in the Empowerment of Women in India
Kirandeep Kaur and Rajinder Pal Kaur Sidhu, Punjabi University, India

Oppressive Gender Roles in Latin America
Rubia Magallanes, University of Illinois at Chicago

Witchcraft and Gender Concerns in U.N. Refugee Camps: Implications for the Resettlement and Education of Refugee Women and Girls
Bic Ngo and Sarah Hansen, University of Minnesota

Transnational States of (Discursive) Incarceration
Christina M. Stoltz, American University of Central Asia, Kyrgyzstan

1D The Role of the Performing Arts

Room 2235

Tierra Birthmarks: Producing Counter Narratives and Social Justice Teatro in a High School Chican@ Literature Classroom through Ethnographic Research
Curtis Acosta, University of Arizona

Three Faces of Theatre of the Oppressed: Critiquing Educational Identities through Performance Art as a Means to Inform Teaching and Teacher Education
Rhonda Jeffries, Beth Powers-Costello, and Peter Duffy, University of South Carolina

Lullabies: Serving Culture, Learning Love
Nicole Sumner, San Francisco Unified School District

1E Teaching and Learning in K-12 Mathematics and Science Classrooms

Room 2417

Experiencing Socially Relevant Applications in the High School Mathematics Curriculum: Students' Perspectives on Mathematics as a Tool for Social Inquiry
Anastasia Brelas, Northeastern Illinois University

The Intersection of Queer Identity and Mathematics
David J. Fischer, Drexel University

Young Women of Color Teaching Critical Mathematics to Teachers and Teacher Educators
Eric (Rico) Gutstein, University of Illinois at Chicago; and Veronica Gonzalez, Rut Rodriguez, and Amy Maldonado, Social Justice High School, Chicago

An Exploratory Study of Teacher Expectations: Integrated Science Curriculum Enactment and Student Engagement
Jomo W. Mutegi and Crystal Hill, Indiana University Purdue University

1F Programs for Professional Development

Room 2419

Changing Perspectives, Changing Lives: Teaching with Teach For America
Brenda Light Bredemeier, University of Missouri at St. Louis

Tools for Enhancing the Race-Relevant Expertise of Teachers and School Leaders: "Teaching Diverse Students Initiative"
Willis Hawley, University of Maryland and Southern Poverty Law Center

"Teaching Youth Activism through the History of the Student Nonviolent Coordinating Committee (SNCC)": Movement Building and Teacher Professional Development
Mia Henry, Chicago Freedom School

2A Whiteness and Teacher Education

Room 2217

Navigating Similarity and Difference: A Lens of Whiteness in Preparing White, Middle Class Pre-Service Teachers for Diverse Classrooms*Susan R. Adams, Butler University***Nothing to Add: The Function of White Silence in Racial Dialogues***Robin DiAngelo, Westfield State College***Discovering White Privilege: Cultivating Social Justice Educators***Tom Snell, Hamline University***How Does a White Teacher Come to Know about Her Privilege?: An Examination of the Important Role of Critical Self-Examination in Teacher Education***Rita Tracy, University of Colorado at Boulder***2B Teachers' Paths to Teaching for Social Justice**

Room 2219

Autobiographical Ambivalence: New Educators and the Struggle Over Social Justice "Qualifications"*Ruchi Agarwal, University of California at Santa Cruz; and Rachel Oppenheim, Teachers College, Columbia University***Social Studies Teachers Who Teach for Social Justice***Robert Good, University of Missouri at St. Louis***On a Mission to "Close the Achievement Gap": A Study of Teach For America Alumni***Kerry Kretchmar, University of Wisconsin at Madison***Swimming Against the Tide: Lessons from the Narratives of Social Justice Educators***Shirley Mthethwa-Sommers, Nazareth College***2C Learning to "See" Difference**

Room 2233

Swimming Upstream: Navigating Schools as a Double Minority*Jason R. Dennis, University of Illinois at Chicago***Queer Thinking in the Classroom: From Conception to (Un)Reality***Paul Hartman, University of Illinois at Chicago***Stories of Intolerance: The Need for Changing Classroom Dynamics in K-Graduate Education***Vivian Johnson, Hamline University; and Sharandra Pugh, Lake Forest College***Social Justice in Action: Including Students with Mild to Severe Problem Behavior***Jane Stephenson, Indiana University***2D Rethinking Leadership**

Room 2235

Oppressive Ideologies Promoted by the Construction of Family Identities in the Discourse of Educational Leaders*Felecia M. Briscoe, University of Texas at San Antonio***Leadership in a Women's World***Kathleen Burke, University of Illinois at Chicago***Linking Teacher Classroom Leadership, Reflective Practice, and Social Justice***Martin H. Jason, Roosevelt University***Thinking It Through: Better Equipping Our Rural Girls for Leadership***Machelle Palmer, University of Illinois at Chicago*

2E Mathematics and Science Teachers

Room 2417

Teaching Mathematics for Social Justice: Reflections on a Community of Practice for Urban High School Mathematics Teachers

Lidia Gonzalez, York College of the City University of New York

Six Years Later: A Conversation with Three Mathematics Teachers in an Urban District about Challenges, Supports, and Strategies Amid the Local and National Policy Climate

Della Leavitt, University of Illinois at Chicago; Marlene Collins, Susan Shaughnessy, and Erin Washington, Chicago Public Schools

Did We Mention This Would Change the Way You Think?: Capturing the Transformation of Career Changing Women from STEM Fields to Teaching

Catherine Snyder, Union Graduate College

Engineering for Teachers of Diverse Student Populations: The Possibilities and Challenges of an NSF Grant on Research Experiences for Teachers

Yvette P. Weatherton and Stephanie Lynn Daza, University of Texas at Arlington

2F Connecting Families and Homes with Schools

Room 2419

Rethining the Gap: The Connection to Home and Community

Viki L. Montera, Sonoma State University

Is There a Hmong Gender "Norm"?: Perspectives of Hmong American Policymakers on Gender, Early Marriage, and Education

Jill Leet-Otley, University of Minnesota

Harnessing the Potential of Home Visits as an Anti-Racist, Teacher-Learning Tool

Catherine Mutti-Driscoll, University of Washington

African American and White Mothers, Substance Abuse, Depression, Criminality, and Race as Risk Factors for School Suspension

T. Chedzsey Smith-McKeever, University of Illinois at Chicago

2G Multicultural Teacher Education

Room 2433

Learning from the Past and the Present: Expanding Our Understanding of the Knowledge Base Needed for Teaching All Students

Bethany Brent, University of Wisconsin at Madison

Toward a "Paideia of the Soul": Enriching America's Multicultural Democracy

Melissa Leigh Gibson & Carl A. Grant, University of Wisconsin at Madison

Instilling Dispositions for "Democratic Participation": Honduran Teachers Enact Educational Policy

Elisa Zwier, University of Wisconsin at Madison

SATURDAY, DECEMBER 5

LUNCH

12:45-1:30

Please help yourselves to a complimentary light lunch located in the second-floor hallways and foyers.

*Seating areas include
all of the rooms on the second and third floors
and the second-floor balcony.*

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3A Self-Study and Autobiography in Teacher Education **Room 2217**

A Hard Frost: Re-writing Teacher Education Curricula
Lace Marie Brogden, University of Regina, Canada

What's Curriculum and Pedagogy Got to Do with It?: Critical Sociocultural Knowledge and the Struggle to Prepare Teachers to Teach for Equity and Social Justice
Keffrelyn D. Brown, University of Texas at Austin

Teaching Requires More than Dedication: A Lesson from Critical Introspection
Youngjoo Kim, Oakland University

Always Learning: Instructor Self-Reflection in Addressing Race and Gender in Teacher Education
Jacquelyn Lewis-Harris, University of Missouri at St. Louis

3B Teacher Beliefs about Diversity and Social Justice **Room 2219**

Issues in Cross-Racial Research: A Case Study Examining "Collaborative Action Research" in a High School Ethnic Literature Class
Kako Koshino, Indiana University

Us and Them: Beginning Teachers Rethink Otherness
Tim Mahoney, Millersville University

Are Our Teachers Prepared for the Diverse Classroom?
Anne Mungai, Adelphi University

3C Connecting Universities, Schools, and Communities **Room 2233**

The Trials and Tribulations of Ringmasters in a Circus of Stakeholders: Investigating the Messy Business of an Urban Community-Based University and School Partnership
Andrew M. A. Allen and Aamer Shujah, University of Windsor, Canada

Theory as Practice: Revitalizing Teacher Education through Community Collaborative Praxis
Colette Cann and Maria Hantzopoulos, Vassar College

A Framework for Community Development Schools
Ryan Flessner, Paula Magee, and Elee Wood, Indiana University

Flight of the Phoenix: A Field-Based Integrated Model for Social Justice Teacher Education
Judith Reed, Keene State College

3D Rethinking Activism **Room 2235**

Translating Social Justice: The Intersections of Xicanisma Feminisms and Community Activism in Teacher Education
Morgan Halstead, University of Illinois at Chicago

Social Activism and Educational Leadership
Lauren Hoffman, Lewis University

Social Justice Must Be Action: Obligatory Duty and the Institutionalization of Activism in School
Debbie Sonu, Hunter College of the City University of New York

Strengthening Anti-Oppressive Education and Action through Teacher-Organizer Partnerships
Megan N. Wade Antieau, Democracy Unlimited of Humboldt County

3E Experiences of African American Students

Room 2417

Teaching Mathematics for Social Justice: Implications for In-service and Pre-service Mathematics Teachers of African American Students
Julius Davis, University of Maryland

Black Girls on the Brink of Obscurity
Angela L. Exson, University of Illinois at Chicago

Wrangling with Du Bois: A Cautious Challenge of "Talented Tenth" Ideologies in an All-Black High School
Connie North, University of Maryland at College Park

A Human Rights Framework for Public Schools
Laura Ramirez, University of Illinois at Chicago

3F Pedagogies of Trust and Resistance

Room 2419

Toward a Pedagogy of Trust
Eric DeMeulenaere, Clark University

Teachers as Carriers of Social Justice
Jagpreet Kaur and Lakhwinder Singh, Punjabi University, India

Creating Safe Space through Personal Sacrifice
Dawn Mann, Miami University of Ohio

Emancipatory Methodologies: Teaching Resistance
June C. Terpstra, Northeastern Illinois University

3G Middle and High School Curriculum

Room 2433

Common Elements of a High School Social Justice Curriculum: A Critical Analysis
Nicholas D. Hartlep, University of Wisconsin at Milwaukee

Sexuality Education for Students with Disabilities: Breaking Down Social Barriers and Educational Norms
Joanna Keel, University of Illinois at Chicago

How to Engage Latino and Latina Students in Learning History and Social Sciences?
Tamara Korenman and Jorge Olmos, Saint Xavier University

Exposing the Elephant in the Living Room: Sharing Curricular and Pedagogical Strategies in Teaching Race and Racism
Cheryl Matias-Padua, University of California at Los Angeles

SATURDAY, DECEMBER 5

PLENARY SESSION

3:30-4:30

Educating for Democracy: Teachers as Agents of Change (Room L285 in basement)

- *William Ayers, University of Illinois at Chicago*
- *Erica R. Meiners, Northeastern Illinois University*
- *David Omotoso Stovall, University of Illinois at Chicago*
- *Moderator: Kevin Kumashiro, University of Illinois at Chicago and Center for Anti-Oppressive Education*

SATURDAY, DECEMBER 5

RECEPTION ~ L285 Foyer

4:30-5:30

*Immediately following the Plenary Session (L285 Foyer)
please stay to enjoy light refreshments and meet the other fabulous conference participants!*

Start the day with light refreshments
*and be sure to check out the booksale
 that features many books by conference presenters!*

4A Symposium: "Society of Critical Educators": An Introduction and Discussion of Social Justice Activism **Room 2217**

*Fran Huckaby, Texas Christian University
 Leslie Bloom, Roosevelt University
 Gaile Cannella, University of North Texas
 Altheria Gaston, Tarrant County College South
 Judith Gouwens, Roosevelt University
 Sherrie Reynolds, Texas Christian University*

4B Symposium: Acts in Solidarity in Teacher Preparation: Understanding the Tensions in Anti-Oppressive Education from the Perspectives of Teacher Candidates **Room 2219**

Eleni Katsarou, Arlen Hernandez, Gissel Escobedo, and Joel Munoz, University of Illinois at Chicago

4C Rethinking Diversity and Multiculturalism **Room 2233**

A Needs-Based Approach to Opposing Gender Bias in Teacher Education

Gregory Lewis Bynum, State University of New York at New Paltz

A Process for Belonging: Constructing Cultures of Critical Diversity

Carolyn Campbell, Dalhousie University, Canada

Toward the Postcritical: Multiculturalism and Teacher Education

Nicholas S. Mariner, University of Tennessee at Knoxville

Introducing Gender and Sexual Diversity in Teacher Education: Seven Foundational Approaches

Elizabeth J. Meyer, Concordia University, Canada

4D Education Policy Around the World **Room 2235**

"We Don't Have Time to Use These Methods!": Integrating Educational Policies in a Way that Makes Sense to Tanzanian Teachers

Bethany Hinsch, University of Wisconsin at Madison

A Ph.D. Program in Social Justice in Education in Chile

Abraham Magendzo, Universidad Academia de Humanismo Cristiano, Chile

How to Reframe Educational Debates to End Authoritarian Factory Schooling and Promote Greater Freedom in Education

Karl F. Wheatley, Cleveland State University

LGBTQ Issues and Policy Globally

Kristin Yenior, University of Illinois at Chicago

4E Men and Masculinities

Room 2417

After Practice ... Playing Off the Field: Deconstructing the Masculine Paradigm and Homosexuality among High School "Jocks"

Benjamin Boyle, University of Illinois at Chicago

Emasculation Blues: Black Male Teachers in Predominantly Female Workplaces

Ed Brockenbrough, University of Rochester

Black Macho and the Discourse of the Superbrotha: A Critical Discussion about the African American Male Teacher

Anthony L. Brown, University of Texas at Austin

Teaching Masculinity: Defining and Reframing the Male Teacher Conversation

Shaun Johnson, Towson University

4F Media and Popular Culture

Room 2419

Students' Perceptions and Beliefs about People and Cultures of the Middle East

Adel Al-Bataineh, Illinois State University

Femininity and Masculinity in Children's Cartoons

Francie McGowan, University of Illinois at Chicago

The Messiness of the Unimaginable: Examining Curricula of Hope

Brian D. Schultz, Northeastern Illinois University; and Debra M. Freedman, Ball State University

Learning to See the Master's Tools: Using Mainstream Media to Provide Social Critique and Critical Literacy Development in Teacher Education

Kaia Tollefson, California State University at Channel Islands

SUNDAY, DECEMBER 6

BREAKOUT SESSION #5

11:15-12:45

5A A Showcase of Teacher Professional Development Programs

Room 2217

Non-Profit Leaders as Teacher Educators: Advancing Anti-Racist and Pro-Justice Curricula in Elementary Classrooms

Sachi Feris, Border Crossers; and Shira Eve Epstein, City College of New York

Examining a Unique Historical Model: How American Teachers Trained Germans to "Teach For Democracy" After WWII

Ellen Roche, Capital City Public Charter School, Washington, DC

Why Teach Anti-Racism Education: And How Will Teachers Put this Critical Pedagogy into Action?

Pamela A. Taylor, Seattle University

Training Socially Just and Culturally Responsive Teachers: An Integrated Content-Based Model

Durene I. Wheeler and Jeanine Ntahirageza, Northeastern Illinois University

5B Video Documentary Screening and Discussion

Room 2219

"Merritt College: Home of the Black Panthers"

Jeffrey Heyman and LisaMarie Miramontes, Peralta Community College District

5C Rethinking Rights and Belonging

Room 2233

Mentoring International Students of Counseling/Clinical Psychology: Encouraging Critical Awareness and Dialogues on Cultural Identity
Marco Gemignani, Duquesne University

Against the Banality of Evil: Using the Political Theory of Hannah Arendt as a Teaching Tool
Martin Haber, John Dewey High School, New York

Human Rights Learning: For All to Know Human Rights as a Way of Life
Shulamith Koenig, People's Movement for Human Rights Learning

Troubling Citizenship: Civic Identity Construction and Neoliberal Urbanism
Kendall Taylor, University of Illinois at Chicago

5D Culture and Language

Room 2235

The Politics of a "Required" Course: Indigenous Studies 100 in Three Teacher Education Programs
Meredith Rogers Cherland, University of Regina, Canada

ATEP: Examining the Preparation of Math and Science Teachers as Culturally Efficacious for Classrooms Serving English Learners
Belinda Bustos Flores and Ellen Riojas CLark, University of Texas at San Antonio

Bilingualism from the Bottom Up: Reconceptualizing Bilingual Teacher Education
Nelson Flores, Graduate Center of the City University of New York

Challenging the Dominant Paradigm of Teacher Preparation with the Infusion of ESOL Competencies
Amy E. Fisher Youth, Miami University of Ohio

5E Addressing Sexual Orientation

Room 2417

"A Topic that Not Everybody has Any Desire to Know About": Middle School Language Arts Teachers Talk about Sexual Orientation
Laurel Puchner and Nicole Klein, Southern Illinois University Edwardsville

Separating to Support
Robin Schmidt, University of Illinois at Chicago

Addressing Public School Educators' Professional Behavior towards Sexual Orientation
Gerri Spinella, National-Louis University

High Schools for LGBT Students
Wilhelmina Walker, University of Illinois at Chicago

5F Children's Literature, Critical Literacy

Room 2419

Reframing Gender in Palestinian Textbooks: Building the Practice and Promoting Social Justice
Ghassan Abdallah, Center for Applied Research in Education, Palestine

Barriers to Teaching toward Social Justice in (Post)Colonial, (Post)Conflict Uganda
Lorelei Blackburn, Michigan State University

Using Children's Books as a Springboard for Discussing Issues of Race, Gender, Class, and Religious Differences
Rawia Hayik, Indiana University

Please help yourselves to a complimentary light lunch
(Located in the second-floor hallways and foyers)

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all of the rooms on the second and third floors
and the second-floor balcony.*

6A Professional Development and Teacher Inquiry Groups

Room 2217

"Give Your Hands to Struggle": A Direction for the Liberation Journey of White Social Justice Educators

Mary R. Ferguson, Indiana State University

Critical Teacher Inquiry: What Does It Really Mean to Teach for Social Justice?

Nathan Haines, J. Cyriac Mathew, Jennifer Robin, and Karen Zaccor, Uplift Community High School; and Rhoda Rae Gurierrez, University of Illinois at Chicago

In Real Life, You Can!: Confronting Early Childhood Teacher Candidates' Assumptions about the Role of Social Justice/Social Awareness in Early Children Classrooms

Sheri Leafgren, Miami University of Ohio

6B Policy and Discourse

Room 2219

Deficit Ideology and the "Culture of Poverty" Myth: The Impoverished Class Discourse in Teacher Education

Paul C. Gorski, George Mason University

A Liberatory Approach to Social and Emotional Learning

Cassandra McKay, University of Illinois at Chicago

Policy as Performance: Tracing the Rituals of Racism

Carol Schick, University of Regina, Canada

Standardising Teaching: Moving Beyond Social Justice as Representation

Annette Woods, Queensland University of Technology; and Robyn Henderson, University of Southern Queensland

6C Immigration and Student Experiences

Room 2233

Meeting the Needs of All Students: Challenges and Solutions in a Culturally Diverse Classroom

Elaine Pierce Chakonas, Northeastern Illinois University

"Accompanying the Migrant Families of Ohio": Teaching in the Fields

Nina Ha, Ricardo Ariza, and Lorena Zamarripa, Creighton University

School Principals as Agents of Social Change in Serving the Needs of Somali Immigrant Students

Mohamed A. Nur-Awaleh, Illinois State University; and Shukri Nur, University of Illinois at Urbana-Champaign

"Missed" Opportunity: A Look at a Multicultural Event and Korean Immigrants in an Inner-City High School

Gilbert C. Park, Ball State University

6D Women of Color in Adult Education/Higher Education

Room 2235

The Economics of Gender Identity: The Asian Female Commodity

Kay Fujiyoshi, University of Illinois at Chicago

Muslim Women Students as Pre-Service Teachers: Their Challenges, Their Successes, and Their Expectations

Lena Boustani Darwich, GLOBAL University, Beirut, Lebanon, and University of Akron

How are Black Female Scholars Currently Positioning Themselves as Public Intellectuals, Activists, and Professionals in the Academy, and What are the Implications of these Positions for Their Classroom Teaching?

Stephanie Hicks, University of Illinois at Chicago

Interracial Marriage and Black Women's Racial Identity: Polyhythmic Realities in the Adult Education Classroom

Joyce McNickles, Quinsigamond Community College

6E Teaching and Learning High-School Literature

Room 2417

Knowledge, Power, and Heteronormativity: A Deep Investigation of One Text and Its Evolution Over Time

Heather Hickman, Lewis University

Moving English Teachers toward Social Justice through Critical Literacy

Jihyun Nam, Indiana University

Empowering African American Students Using Literature

William McHenry, Jones College Preparatory High School

SUNDAY, DECEMBER 6

POST-CONFERENCE WORKSHOP

3:30-5:30

Post-Conference Workshop on Publishing for Emerging Scholars (Room 3233)

Designed for emerging scholars in the field of teacher education and social justice, this workshop shares tips on publishing books and journal articles. No registration is required.

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