

AERA Division B Newsletter

FALL 2015

“On behalf of our Division B members, I am also sending strong beams of consoling, healing, and hopeful light to the family members, significant others, friends, colleagues, students, etc. of those inspirational curriculum theorists and workers we have lost! We pledge that we value, with our hearts and souls, their contributions to the field and the world! We pledge that in spite of odds, difficulties, despairs, losses, oppressions, suppressions, and repressions, we will bring the mighty curriculum light from them, pass it on, and continue to enlighten worthwhile curriculum work and invent curriculum possibilities for a just, invigorating, joyful, and hopeful future for all!” (Ming Fang He, VP)



- Pg. 1 - 36 Division B Messages
& Announcements
- Pg. 37 - 40 Articles by the Div.
members
- Pg. 41 Elliot Eisner (1976)
& Maxine Greene,
(1978)
- Pg. 41 - 46 An Appreciation of
Between the World
and Me
- Pg. 46 - 48 New Publications
- Pg. 49 - 52 Conferences, Journals
& Curriculum Camp
- Pg. 53 Parent Scholar
Conversation

Message from Division VP, Ming Fang He

Dear Division B Curriculum Studies Colleagues:

I sincerely hope that you all have finished the hustling and bustling work of another crazy year and are heading for relaxing, reflective, healthy, and meaningful holidays and intellectual vacations! On behalf of our Division B members, I am also sending strong beams of consoling, healing, and hopeful light to the family members, significant others, friends, colleagues, students, etc. of those inspirational curriculum theorists and workers we have lost! We pledge that we value, with our hearts and souls, their contributions to the field and the world! We pledge that in spite of odds, difficulties, despairs, losses, oppressions, suppressions, and repressions, we will bring the mighty curriculum light from them, pass it on, and continue to enlighten worthwhile curriculum work and invent curriculum possibilities for a just, invigorating, joyful, and hopeful future for all!

I would like to thank all of our members for the invaluable support for Division B through your participation as a member in 2015. We would like to remind you to renew your AERA Division B membership (only \$10), which will expire on December 31, 2015. Your continued commitment to our Division B, the AERA, and the field of education research is critical to our capacity to advance the field with an active and engaged membership. Your membership provides you with unique benefits such as access to the latest research and to a vibrant network of students and scholars through our Division B, other 11 AERA Divisions, and 155 SIGs. You receive a major discount for the Centennial Annual Meeting on April 8-12, 2016 in Washington DC; receive *Educational Researcher* and another AERA Journal of your choice; monthly emails of “AERA Highlights” to keep you informed on the latest news, policies, issues affecting education research, along with providing information on funding, awards, and conference opportunities; programming via the AERA Virtual Research Center; AERA Job Board; and discounts on publications and more than 15 insurance plans at favorable group pricing. Please renew your membership online now, or, if you prefer to renew by mail or phone, contact the AERA membership team at members@aera.net or 202-238-3200. Your support for and involvement in Division B are vital to invigorating the field of curriculum studies! Please inspire more exhilarating curriculum workers to join our Division B!

I would also like to send thousands of forever thankful flowers to our courageous and creative 2016 Program Team: **Program Co-Chairs--Eve Tuck** (OISE/University of Toronto) and **Ruben Gaztambide-Fernández** (OISE/University of Toronto); **Division B Secretary--Isabel Nuñez** (Concordia University Chicago; 2014-2016); **Division B Incoming Secretary--Debbie Sonu** (Hunter College, New York); **Division B Affirmative Action Officer--Crystal Laura** (Chicago State University); **Section 1 Co-Chairs** [Culture and Commentary (The Reading/Making of Curriculum)]--**Michelle Bae Dimitriadis** (Buffalo State University) & **Nirmala Erevelles** (University of Alabama); **Section 2 Co-Chairs** [(Histories and Futurities (The Moment(s) of Curriculum)]--**Wade Tillett** (University of Wisconsin, White-Water) & **Michael Dumas** (University of California, Berkeley); **Section 3 Co-Chairs** [Methodologies and Ethics (The Shapes of Curriculum)]--**Jorge Lucero** (University of Illinois at Urbana-Champaign) & **Tim San Pedro** (Ohio State University); **Section 4 Co-Chairs** [People and Politics (The Who of Curriculum)]--**M. Francyne Huckaby** (Texas Christian University) & **Min Yu** (Wayne State University); **Section 5 Co-Chairs** [Place and Praxis (The Places of Curriculum)]--**Sabrina N. Ross** (Georgia Southern University) & **Katrina-Ann R. Kapā‘anaokalāokeola (Kapā) Nākoa Oliveira** (University of Hawai‘i Mānoa); **Section 6 Co-Chairs** [Decolonization and the Next Hundred Years (The Desires of Curriculum)]--**Nicholas Ng-A-Fook** (University of Ottawa) & **Lisa (Leigh) Patel** (Boston College). With your exceptional wisdom, hard work, and synergy, another thought provoking and irresistible program is in the making!

We would like to particularly thank the Urban Education Program at The Graduate Center, The City University of New York, particularly Assistant Program Officer Christine Saieh, Executive Officer Anthony Picciano, and all of the students and faculty in the Urban Education Program, for providing such a fantastic place for our Division B Program Meeting this year. Thanks to our Program Co-Chair, **Eve Tuck**, for negotiating such a meaningful meeting place for us! Thanks to Eve Tuck's wonderful Graduate Assistant, **Fiona Cheuk**, for your brilliant and gracious assistance! Thanks to our incoming Secretary, **Debbie Sonu**, for arranging so many incredibly delicious, healthy, and invigorating meals for us while we worked so diligently on our programming!

Thousands of exquisite flowers go to our incomparable Newsletter Editors-- **Dinny Risri Aletheiani** (Arizona State University & Yale University), **Boni Wozolek** (Medina City Schools), and **Cristyne Hébert** (York University, Canada) for creating such an exhilarating space for us to share, to listen, and to honor diversity in unity and unity in diversity in curriculum studies!

Thousands of heartfelt thanks to the reviewers who took their precious time to provide insightful and critical reviews for our proposals and those who made commitments to their participation in the 2016 AERA Annual Meeting in Washington DC as chairs, presenters, and discussants! We could not have pulled together such vibrant programs within AERA without you!

I would like to thank our Secretary, **Isabel Nuñez**, and our Affirmative Action Officer, **Crystal Laura**! With both of you, sources of energy and wisdom, we will continue to build our curriculum work on the *Principles of Diversity for AERA Division B* suggested by Bernadette Baker and initiated under the VP-ship of Donald Blumenfeld-Jones (see details from our Division B's home page at AERA).

Thousands of heartfelt thanks to those who are graciously willing to serve as our Division's New Officers! I feel extremely honored to work with such brilliant, passionate, and compassionate colleagues (see Division B Officers including Committee Members and Program Chairs in the following pages for details). Your courageous and creative service for our Division continues to inspire and invigorate the unyielding and mighty curriculum work engaged in by curriculum studies workers--researchers, scholars, policy makers, parents, teachers, students, community workers, and movement organizers as we develop our understanding toward and enact our action upon contested curriculum issues and situations in context, practice, inquiry and theory in an increasingly contested world.

With great enthusiasm, I am calling for the nomination for the 2016 AERA Division B Awards. Please take your invaluable time to identify and nominate worthy candidates for the 2016 AERA Division B Awards.

See details from the descriptions of the awards and procedures for nomination from our Division B 2015 Fall Newsletter and our Division B website under “Awards.” Please note that the deadline for all the nominations is approaching--**December 31, 2015**.

Please also pay special attention to the exciting Division B Pre-Conference Seminars led by a group of inspirational and generous curriculum workers scholars. Please see *Call for Proposals* for participation in those seminars from our Division B home page under “News and Announcements!” Please note that the deadline for all the applications is **Friday, February 6, 2016 at 11:59pm (Eastern Standard Time)**.

In particular, we thank all of our members, especially our graduate students for their invigorating participation at various levels in Division B! You are the arising prominence and future of curriculum studies!

Sincerely,

Ming Fang He
AERA Division B VP (2014-2017)

If, like me, you are a procrastinator, you’ve been watching those AERA renewal emails hit your inbox, glancing to your desk calendar, and hitting delete with regularity for the past few months. After all, we’re still a little ways out from the New Year’s festivities, and just when did those missives from Felice Levine begin arriving anyway? By the time I usually end up renewing—generally so that I can pay the members’ registration rate for the annual meeting—I am feeling pretty guilty for putting off a simple task for as long as I have. However, this year I’m thinking that this may not be such a bad thing, as well as hoping that other people have done the same.

Why? Because the pending renewals may just be our opportunity for a Division B membership drive!

Division B Secretary’s Message

Isabel Nuñez



You’re probably wondering how this possibility came to mind, and there were two impetuses (impeti?). One was a phone call from Jane LaBarbera, the new interim director for membership and constituent relations at AERA, and the other was the local NPR station’s pledge drive, which kicked off this week on Giving Tuesday. The phone call was an offer of support in building our unit’s membership, and the pledge breaks interrupting my news drip this week in the car were a reminder that more money allows worthy organizations to do more of the good work that they do.

In the context of the American Educational Research Association, the way to get more money is to get more members. Divisions and special interest groups' budgets increase with each additional member. It doesn't cost the individual very much: Joining an extra division costs regular members \$10 and graduate students \$5, while SIG dues run between \$5 and \$20 plus a \$7 general SIG fee. (Just a side note as I'm looking at the form: Did you all know that the Research on Learning and Instruction in Physical Education SIG costs \$20 for both regular and student memberships? I think I may stop by their business meeting in D.C.; there'll probably be great food—maybe even an open bar!) Signing onto an extra unit or two in AERA isn't (usually) too much of a financial hit; but, like with the WBEZ pledge drive going on now in Chicago, those small amounts add up to make a big difference to the organization.

In Division B, this means that the more members we have, the more preconference seminars we can put on—and the more graduate student travel grants we can award to the attendees. The more members we have, the more community-based education activists whose participation on the annual

meeting program we can support—like the parents and organizers from New Orleans we brought to Chicago last year. The more members we have, the more booze we can buy for the post-business meeting bash in the vice presidential suite. (Do you all realize how many cases of wine we went through last year? Maybe with more members we won't run out and have to shut the party down next time!) With a lot of new members, we may even be able to dream of entirely new ways to do curriculum work toward better schools and a better world.

Talk to your colleagues in other disciplines about Division B. Tell them about the eclectic and stimulating intellectual space that is curriculum studies. Explain what a comfortable and welcoming home base Division B is within AERA. Tell them that they'll never have more fun and laughter at a business meeting than they will with Ming Fang at the helm. Especially recall to them the food, drink, fellowship, and incredible views of downtown Chicago that Ming Fang hosted for us last year. Spread the word that Division B puts on the best party at AERA—with the possible exception of the Research on Learning and Instruction in Physical Education SIG.

Division B Officers and Program Chairs (2015-2016)

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SECTION CHAIRS (2015-2016)

Section I: Culture and Commentary (The Reading/Making of Curriculum)

Critical multiliteracies and popular culture, cultural production, cultural studies, social commentary, cultural analysis, stories, social movements, hash tags, postcolonial, anticolonial, queering, transnational, feminisms, not of the father, critical disability studies, media representations, the more than human world, digital everything.

Section Co-Chairs:

Michelle Bae-Dimitriadis, *Buffalo State, SUNY*, baems@buffalostate.edu

Nirmala Erevelles, *University of Alabama*, nerevell@bamaed.ua.edu

Section 2: Histories and Futurities (The Moment(s) of Curriculum)

Suppressed histories and emerging futurities in/of curriculum studies, Posts, hyphens, asterisks, multi-, gender, race, trans*, critical race theory, critical disability theories, Afrofuturisms, confronting antiblackness, (Black/Latin@/Asian/Native/...) feminisms, QT*POC futurities, (nonlinear) temporalities, Indigeneity and memory, historical memory, social suffering, survivance, daydreams, deferred, ephemeral, virtual, unrecorded, subversion, parallel, multiverse, utopic visions, manifestoes, counter-narratives, mythologies, tactics and strategies, unearth, underground, archaeology, birth, death, genealogy, projected, heterotopia, habits, rituals, prophets and prophecy, divergent actualization, problem-posing. Questioning the assumptions, limitations, effects, or orthodoxies of any of the above.

Section Co-Chairs:

Wade Tillett, *University of Wisconsin – Whitewater*, tillettw@uww.edu

Michael Dumas, *University of California Berkeley*, michaeldumas@berkeley.edu

Section 3: Methodologies and Ethics (The Shapes of Curriculum)

New and reclaimed methods, theories of change, theories of knowledge, ontologies, ethics, the shape of/shaping the field, epistemologies, pragmatism, voice, postvoice, critical and postfoundational, decolonizing, humanizing, refusals, materials, materialities, dematerialization, beyond coding, beyond data, agency, agents, audiences, genres. critical disability studies as transformative methodology

Section Co-Chairs:

Jorge R. Lucero, *University of Illinois at Urbana-Champaign*, jlucero@illinois.edu

Tim San Pedro, *Ohio State University*, sanpedro.1@osu.edu

Section 4: People and Politics (The Who of Curriculum)

Youth, communities, schools, land, educators and researchers, families, participations, co-theorizations, collective epistemologies, difference, mattering, policy, voice, postvoice and representations, ontologies, social justice, competing notions of justice, sovereignty, agency, dispossession, austerity, school closings, school reforms, Common Core, non-humanity, politics beyond ideology, public education, schooling, settler states, globalization, neoliberalism, special education, confrontation and resistance.

Section Co-Chairs:

M. Francyne Huckaby, *Texas Christian University*, f.huckaby@tcu.edu

Min Yu, *Wayne State University*, minyu@wayne.edu

Section 5: Place and Praxis (The Places of Curriculum)

Border Pedagogy, critical pedagogies of place, critical geographies, curriculum of place(s), place-making, space and communities, significance of space and/or place, border crossing, land, public and private spheres, ecologies, formal and informal educational environments, institutionalization (special education/ alternative schooling/ residential settings), spatiality, spaces of and for social justice, third space, embodied pedagogy, space and representation, racial formation and education, place-based education, theorizing space and place in education, sites of resistance, landscapes of education, space, place, and power, fronteras, war fronts, politics and curriculum, lived lives, material excesses to theory, materials, materialists, labor, transnationalism.

Section Co-Chairs:

Sabrina N. Ross, *Georgia Southern University*, sross@georgiasouthern.edu

Katrina-Ann R. Kapā‘anaokalāokeola (Kapā) Nākoa Oliveira, *University of Hawai‘i Mānoa*, katrinaa@hawaii.edu

Section 6: Decolonization and the Next Hundred Years (The Desires of Curriculum)

Decolonizing, Indigenous, antiracist, mash-ups mangles and agentic cuts, and new contingent collaborations in curriculum studies. New materialist turn(s), ontological turn(s), trans*colonial imaginaries, #Blacklivesmatter, resisting dispossession, refusing the academy; refusing the state; refusing schooling; refusing knowledge; refusing research, refusing the refuse, otherwise, otherworlds, suspensions of terms.

Section Co-Chairs:

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William Ayers (billayers123@gmail.com), Former Division B VP & Deinstitutionalized Activist/Scholar

Mayida Zaal (zaalm@mail.montclair.edu), Montclair State University

The Ella Baker/Septima Clark Human Rights Award has previously been awarded to Grace Lee Boggs (2010, Inaugural Year); James Bell (2011); Lisa Lee & Barbara Ransby (2012); Roberto Cintli Rodriguez & Leilani Clark (2013); Vera Warren Williams (2014); and Monisha Bajaj (2015).

LIFETIME ACHIEVEMENT AWARD COMMITTEE

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OUTSTANDING BOOK AWARD COMMITTEE

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CALL FOR NOMINATIONS **The 2016 AERA DIVISION B (CURRICULUM STUDIES) AWARDS**

Dear Colleagues:

How are you?

I am calling for nominations for the 2016 AERA Division B Awards. Please take your invaluable time to identify and nominate worthy candidates for the 2016 AERA Division B Awards. See details from the following descriptions of the awards and procedures for nomination. Please note that the deadline for all the nominations is December 31, 2015.

Sincerely,
Ming Fang He
AERA Division B VP (2014-2017)

IMPORTANT DATES

Deadline for submitting nomination materials: December 31, 2015
Selection of awardees: February 9, 2016
Submission of names of awardees to AERA: February 14, 2016

Outstanding Dissertation Award

Due: December 31, 2015

The AERA Division B Outstanding Dissertation Award Committee is seeking nominations for dissertations that make outstanding contributions to the field of Curriculum Studies. Curriculum Studies research reflects a wide variety of perspectives and methodologies regarding the nature and improvement of curriculum practice, teaching, theory, and research at local, state, regional, national, and international levels. Broad areas of inquiry include: curriculum in classrooms; curriculum as connected to democratic practice and social justice; curriculum theory; curriculum design, evaluation, policy, and reform; curriculum history; and educational diversity.

Students who have completed and successfully defended their dissertations and/or graduated with their doctorate from January 2015 through December 2015 are encouraged to submit their work. If a dissertation came out at the very end of 2014 and it was not considered for the 2014 competition, it may be included for the 2015 competition. Nominations may come from either faculty or from students themselves. If the dissertation is self-nominated, the committee requires a letter of faculty endorsement from a member of the student's dissertation committee.

To nominate a dissertation, please include the five artifacts listed below. These artifacts must be scanned as one single PDF document and emailed to the 2015-2016 Division B Dissertation Award Chair, **Dr. Julie Garlen Maudlin** at (jmaudlin@georgiasouthern.edu) no later than December 31, 2015. Late submissions will not be reviewed.

The five artifacts include:

- ❖ A letter of endorsement or nomination from a faculty member of the student's dissertation committee attesting that the dissertation was completed by the student during the time period specified. The nomination or endorsement letter should include a brief clarification of the purposes, scope, and quality of the student's dissertation research, an explanation of how the dissertation contributes to the field of Curriculum Studies, and a discussion about why it is deserving of this award. The oral defense date also should be included.
- ❖ A title page for the dissertation (including university/college, name of the professor chairing the dissertation committee and a complete list of committee members).
- ❖ The Abstract of the dissertation.
- ❖ The Table of Contents from the dissertation.
- ❖ A brief summary of the dissertation prepared by the student that gives an overview of the dissertation research project, a description of individual chapters, and a statement that argues for how this research contributes to the field of curriculum studies. The summary should be no more than 5 single-spaced pages.

The committee will review the nominations to select the award recipient from a list of finalists. The committee may ask finalists for further documentation from their dissertations.

Outstanding Dissertation Award Committee:

Chair: Julie Garlen Maudlin (jmaudlin@georgiasouthern.edu)

Associate Professor, Early Childhood Education, Cultural Curriculum Studies, Creativity, Consumption, and Public Pedagogy
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Cleveland Hayes (chayes@laverne.edu), University of La Verne

Jason Goulah (JGOULAH@depaul.edu), DePaul University

Outstanding Book Award

Due: December 31, 2015

The Outstanding Book Award Committee is soliciting nominations of books that will be considered, on their merits of originality and scholarly strength, as making an outstanding or original contribution to curriculum studies. The crucial significance of the work lies in its depth, scope, and meaning including but not limited to exploring the following: urgent curriculum topics, issues, and concerns; historical, social, political, economic, geographical, cultural, linguistic, and ecological contexts; innovative theoretical perspectives, forms of inquiry, and modes of representation or expression; and impact of the work on practice, policy, context, and theory.

The nominated books should have 2015 publication dates. If a book came out at the very end of 2014 and it was not considered for the 2014's competition, it may be included for the 2015's competition.

Individuals (the author or another scholar) and publishers wishing to nominate a book for this award should send a letter of nomination and six copies of the book to the 2015-2016 Division B Outstanding Book Award Committee Chair: **Dr. Nicholas D. Hartlep** (ndhartl@ilstu.edu). Please allow 2 weeks for shipping time within the US and 3-4 weeks outside of the US.

Mail books and cover letters to:

Dr. Nicholas D. Hartlep (Chair) (ndhartl@ilstu.edu)

**Educational Foundations, Model Minority, Human Rights, Globalization,
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Carl James (CJames@edu.yorku.ca), York University, Canada

Ella Baker/Septima Clark Human Rights Award

Due: December 31, 2015

The Ella Baker/Septima Clark Award honors the memory of two giants of the Black Freedom Movement, the founding mother and inspiration behind the Student Nonviolent Coordinating Committee, and the education director of the Highlander Folk School. Each was a teacher, each a community educator, each a tireless behind-the-scenes organizer, each a curriculum maker determined to build the bond between education and human freedom.

Education and curriculum in a democracy are powered by the twin engines of enlightenment and freedom, linked to the radical proposition that we can change our lives wherever you have been, whatever you have done, education promises a new beginning. That promise has a particular resonance and urgency in a democratic society, for democracy assumes the necessity of continual and dynamic revitalization, and demands, then, regeneration as its lifeblood.

In a robust and participatory democracy, even an aspirational democracy, we share a common faith that every human being is of incalculable value. Human rights are at the center of our concerns and our goals. A democracy, theoretically at least, builds schools to fit children, not the other way around. Schools in and for democracy resist the forceful imposition of standardized ways of seeing and knowing, and reflect the powerful principle that the fullest development of all is the necessary condition for the full development of each, and conversely, the fullest development of each is necessary for the full development of all.

This is a key democratic injunction and principle. In a vital democracy education resists and rejects obedience and conformity as a worthy goal, and strikes out in favor of initiative, courage, imagination, and creativity as the most desirable qualities for participatory citizenship. A living democracy requires courageous educators.

The winner must be able to attend the Annual Meeting and give a short talk at our Business Meeting.

Selection/Eligibility Criteria: This annual award honors a scholar whose work embodies the connection between curriculum studies and human rights as articulated, for example, in the Universal Declaration of Human Rights (1948) and the UN Convention on the Rights of the Child (1989). The work of the honoree might be behind-the-scenes or just emerging, but it will also be cutting edge, the kind of work that will bring a positive impact on the field of curriculum studies broadly, and may include theoretical or technical developments, conceptualizations of curriculum issues that have enhanced public understanding of human rights and curriculum, or innovative ideas that have improved the lives of students and the broader communities. Possible domains of work include local or national or international or indigenous sites of struggle, community education, K-12 public schooling, and curriculum policy.

Nomination Process: A nomination must include four items:

- (1) a 1-2 page summary of the nature and significance of the nominee's work and a description of how it meets the criteria outlined above;
- (2) artifacts of creative works that exemplify the nominee's contributions, and (3) two letters of recommendation from scholars, practitioners, or policymakers representing the area to which a contribution has been made.

Self-nominations are permitted. The four items must be scanned as one single PDF document and emailed to the 2015-2016 Division B Ella Baker/Septima Clark Human Rights Award Chair, **Dr. Monisha Bajaj** at <mibajaj@usfca.edu> no later than December 31, 2015. If the nominator has difficulties in scanning the required items, please email **the award committee chair to negotiate for other communication methods**. Late submissions will not be reviewed.

Review/Selection Process: Each year the Vice-President will appoint a member to chair this committee. The chair will, in consultation with the VP, select 4-6 members and leaders in human rights and curriculum studies who will work out a timeline and issue a call to the entire membership of Division B. The committee will be responsible to review all applicants, evaluate and rank them, and select by vote the honoree by February of the following year based on the quality and the impact of the work.

Ella Baker/Septima Clark Human Rights Award Committee:

Chair: Monisha Bajaj (mibajaj@usfca.edu)

Associate Professor & Faculty Director, MA in Human Rights Education
Department of International & Multicultural Education
University of San Francisco

Members:

Patricia Krueger-Henney (Patricia.Krueger@umb.edu), University of Massachusetts, Boston

Cynthia Robinson (drcynthiarobinson@gmail.com), U. S. Department of Education

William Ayers (billayers123@gmail.com), Former Division B VP & Deinstitutionalized Activist/Scholar

Mayida Zaal (zaalm@mail.montclair.edu), Montclair State University

The Ella Baker/Septima Clark Human Rights Award has previously been awarded to Grace Lee Boggs (2010, Inaugural Year); James Bell (2011); Lisa Lee & Barbara Ransby (2012); Roberto Cintli Rodriguez & Leilani Clark (2013); Vera Warren Williams (2014); and Monisha Bajaj (2015).

Lifetime Achievement Award

Due: December 31, 2015

The Lifetime Achievement Award Committee seeks nominations for the 2016 AERA Division B Lifetime Achievement Award. Nominees should be venerable and distinguished scholars with widely recognized and continuous records of accomplishment who have made substantive contributions to the field of curriculum studies. The award will be presented at the AERA Annual Meeting, Division B Business Meeting in Washington DC in April 2016.

Any AERA member may make a nomination. Nominations should be accompanied by the following: (1) a detailed nomination letter outlining the major achievements of the nominee; (2) a copy of the nominee's curriculum vita; and (3) any number of letters of support from recognized scholars who have an informed and appreciative understanding of the nominee's body of work. All nominations and supporting documents are to be sent electronically in Word (.doc) and/or PDF format to: **Dr. Denise Taliaferro Baszile** at taliafda@miamioh.edu no later than December 31, 2015. Late submissions will not be reviewed.

Lifetime Achievement Award Committee:

Chair: Denise Taliaferro Baszile (taliafda@miamioh.edu)

Educational Leadership

Miami University, Oxford, OH

Phone: 513-529-1798

Email: taliafda@miamioh.edu

Members:

Rich Milner (RMILNER@pitt.edu), University of Pittsburgh, Pittsburgh, PA
Nathalia E. Jaramillo (njaramil@kennesaw.edu), Kennesaw State University
Robert J. Helfenbein (rjhelfenbein@loyola.edu), Loyola University Maryland
Horace Hall (hhall@depaul.edu), DePaul University, Chicago, IL
Theodorea Regina Berry (Theodorea.Berry@utsa.edu), University of Texas at San Antonio

2016 AERA DIVISION B PRECONFERENCE SEMINARS

Thursday, April 7, 1:00pm-5:00pm, and Friday, April 8, 9:00am-12:00pm
AERA, Washington, DC

We are announcing our 2016 AERA Division B (Curriculum Studies) Annual Preconference Seminars. Please encourage your students and junior faculty members to apply to the seminars below and disseminate this call in your local institutions.

1. **Vice-Presidential Graduate Student Seminar: Methodological Tensions of Curriculum Inquiries into the Life in Schools, Communities, and Neighborhoods -- Liberating Dissertation Writing**
(Ming Fang He, Division B VP, Georgia Southern University; **Denise Taliaferro Baszile**, Miami University, Oxford, Ohio; **Sabrina Ross**, Georgia Southern University)
2. **Emergent Perspectives in Curriculum Studies: Education Activism and Grassroots Movement Building**
(Isabel Nuñez, Division B Secretary, Concordia University Chicago; **Kristen L. Buras**, Georgia State University)
3. **Understanding Cultural Studies: Theory, Methods and Research--A Double Seminar**
(**Cameron McCarthy**, University of Illinois at Urbana-Champaign; **Ergin Bulut**, Koc University, Istanbul, Turkey)
4. **International Curriculum Research Graduate Student Seminar**
(**JoAnn Phillion**, Purdue University; **Min Yu**, Wayne State University)
5. **Early Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscape of Education**

(Crystal T. Laura, Chicago State University; Valerie Kinloch, The Ohio State University; William Ayers, Former Division B VP, Deinstitutionalized Activist/Scholar

Deadline for Student Applications: Friday, February 6, 2016, at 11:59pm (Eastern Standard Time).

Background

The Division B Preconference Seminars are an important tradition within the AERA annual meeting structure to which AERA and Division B devote significant resources. This year for each of the graduate student seminars there will be six \$200 stipends available and a maximum of six unfunded slots also available. Early Career Curriculum Scholar Seminar is self-funded as it was in the past. All preconference seminars run for two half-days before AERA begins and participants are responsible for finding their own transportation and accommodation. The evening meal at the end of the first day is included and is an official part of all the preconference seminars.

There will be opportunities to be invited to participate in exciting publication or research projects. Spencer Foundation staff members will be available to talk about grant applications and funding opportunities during the pre-conference seminars.

Seminar abstracts, co-facilitators, and participation information including application materials and deadlines are below.

This Year's Seminars

1. Vice-Presidential Graduate Student Seminar: Methodological Tensions of Curriculum Inquiries into the Life in Schools, Communities, and Neighborhoods -- Liberating Dissertation Writing

In this seminar, we explore methodological dilemmas in social justice research (Delgado, 1998; Dillard, 2000; Twine & Warren, 2000; Tyson, 1998). We focus on “methodological dilemmas inherent in forms of inquiry that purposefully attend to and work against racialized, gendered, classed, and other intersected oppressions that continue to influence, and be influenced by, life in schools, families, communities, and neighborhoods” (He, Ross, & Seay, 2015) in the U.S. and around the world. Contexts of rampant oppression and suppression that persist in the U. S. and around the world necessitate forms of curriculum inquiry that trouble accepted notions of what counts as educational research and that interrogate traditional understandings of research goals and outcomes.

Ming Fang He
(mfhe@georgiasouthern.edu), Division B VP,
Georgia Southern
University

Denise Taliaferro Baszile
(taliafda@miamioh.edu),
Miami University, Oxford,
Ohio

Sabrina Ross
(sross@georgiasouthern.edu), Georgia Southern
University

Our purpose in this seminar is to highlight the methodological tensions that arise when social justice inquiries are purposefully taught and engaged. This seminar creates a space for curriculum inquirers to explore creative ways to push methodological and representational boundaries to liberate dissertation writing by diving into life and writing into contradiction in schools, families, communities, and neighborhoods in the U.S. and around the world. The facilitators will work with the seminar participants to explore forms of inquiry and modes of representation and expression that challenge traditional ways of engaging in, interpreting, and writing about research. Together they will explore diverse forms of dissertation research and representations such as critical race narrative inquiry, critical geography/critical dis/ability studies, critical multiracial/mixed racial fictional auto/biographical inquiry, multiperspectival poetic inquiry, multiperspectival cultural studies, womanist currere, critical portraiture, memoir, fiction, oral history, documentary film, and painting. They will share their innovations in inquiry and writing through autobiographical writings, poetry, story, oral histories, critical portraiture, memoir, fiction, documentary novel, reader's theatre, spoken word, drama, singing, rapping, dancing, painting, digital story telling, graphic novels, multimedia representations, and documentary film which reflect the life they live in-between contested race, gender, class, and power in the U.S. and around the world. They will explore creative ways to engage in activist oriented research and writing, transcend inquiry boundaries, raise challenging questions, transgress orthodoxy and dogma, and research silenced narratives of underrepresented or disenfranchised individuals and groups with hearts and minds. They will discuss how diverse forms of curriculum inquiry and modes of representation and expression help address pressing issues and contemporary concerns; make impact on practice, policy, and historical, social, political, economic, geographical, cultural, linguistic, and ecological contexts; and advance curriculum theorizing toward social justice. Potentials, challenges, and future directions of such inquiries and representations will also be discussed.

Facilitator Bios:

Ming Fang He is Professor of Curriculum Studies at Georgia Southern University. She has been teaching at the graduate, pre-service, and in-service levels in the United States, Canada, Hong Kong, and China. She explores education, inquiry, and life in-between the Eastern, Western, and exile philosophy and curriculum. She has written about cross-cultural narrative inquiry of language, culture, and identity in multicultural contexts, cross-cultural teacher education, curriculum studies, activist practitioner inquiry, social justice research, exile curriculum, narrative of curriculum in the U. S. South, and transnational and diasporic studies. Her books include: *A River Forever Flowing: Cross-Cultural Lives and Identities in the Multicultural Landscape* (2003); *Narrative and Experience in Multicultural Education* (with Michael Connelly & JoAnn Phillion, 2005); *Handbook of Curriculum and Instruction* (with Michael Connelly & JoAnn Phillion, 2008); *Personal-Passionate-Participatory Inquiry into Social Justice in Education* (with JoAnn Phillion, 2008); *Handbook of Asian Education* [with Yong Zhao (Editor), Jing Lei, Goufang Li, Kaori Okano, Nagwa Megahed, David Gamage, & Hema Ramanathan (Co-Editors), 2011]; and *Sage Guide to Curriculum in Education* (with Brian Schultz & William Schubert, 2015). She co-edits two book series with Information Age Publishing: *Research for Social Justice: Personal-Passionate-Participatory Inquiry* (with JoAnn Phillion) and *Landscapes of Education* (with William Schubert). She guest edited an issue of *Critical Inquiry into Curriculum and Instruction on Experiential Approaches in Curriculum Studies: Personal, Passionate, and Participatory Inquiries* (with JoAnn Phillion, 2001); a special issue of *Journal of Curriculum Theorizing on Narrative of Curriculum in the U. S. South: Lives In-Between Contested Race, Gender, Class, and Power* (with Sabrina Ross, 2013); and a special issue of *The Sophist's Bane: A Journal of the Society of Professors of Education on Minority Women Professors Venturing on the Landscapes of Education* (with Sabrina Ross, 2015). She was an Editor of *Curriculum Inquiry* (2003-2005) and is a Leading Associate Editor of *Multicultural Perspectives* (since 2003) and a member of International Editorial Board of *Curriculum Inquiry*.

Denise Taliaferro Baszile is Associate Dean of Diversity and Student Experience and Associate Professor of Curriculum & Cultural Studies in the Department of Educational Leadership at Miami University. Her work focuses on understanding curriculum as racial/gendered text with an emphasis on disrupting traditional modes of knowledge production, validation and representation. Her scholarship draws on curriculum theory, critical race theory, and Black feminist theory and seeks a fuller understanding rather than a simply a legitimate understanding of the dynamic relationship between race, gender and curriculum. She has published in various journals including *Journal of Curriculum Theorizing*, *Curriculum and Pedagogy*, *Educational Foundations*, *Race Ethnicity and Education*, *Urban Education*, *Qualitative Inquiry and Knowledge Cultures*.

Sabrina Ross is an Associate Professor of Curriculum Studies at Georgia Southern University. Her scholarship involves intersections of race, gender, and power within formal and informal educational contexts. She has published articles in *Educational Foundations*, *The International Journal of Curriculum & Social Justice*, *The International Journal of the Scholarship of Teaching and Learning*, and *Teaching in Higher Education*. She guest-edited a special issue of *Vitae Scholasticae: The Journal of Educational Biography* examining the pedagogies of U.S. Black educators (with Donyell Roseboro, 2011), a special issue of *The Journal of Curriculum Theorizing* examining narrative of curriculum in the U.S. South (2012, with Ming Fang He), and *Special Issue of The Sophist's Bane: A Journal of the Society of Professors of Education* examining minority women professors venturing on the landscapes of education (with Ming Fang He, 2015). She is co-editor (with Svi Shapiro and Kathe Latham) of *The Institution of Education* (2006) and her forthcoming book (with Brenda Marina) is titled *Beyond Retention: Cultivating Spaces of Equity, Justice, and Fairness for Women of Color in U.S. Higher Education*.

2. Emergent Perspectives in Curriculum Studies: Education Activism and Grassroots Movement Building

Isabel Nuñez
(isabel.nunez@cuchicago.edu),
Division B Secretary,
Concordia University Chicago

Kristen L. Buras
(kburas@gsu.edu),
Georgia State University

What are the challenges of grassroots educational organizing in an era of corporate control over urban public schools? Is it possible for teachers, students, parents, rank-and-file union members, artists, and scholar activists working in solidarity with them, to challenge philanthropic and corporate groups with incalculable funds at their disposal? What are the specific resources and strategies—widely defined—that might assist education activists in advancing racially and economically equitable conditions? These questions have been asked by communities of color and allied scholars who are concerned about the assault on African American and Latino schools and neighborhoods, teacher unions, and historic and cultural institutions that have been central to the liberation of oppressed groups. From Chicago to New Orleans, from Little Rock to Detroit, and every city in-between, one of the most pressing tasks has been to recognize, map, and strategically utilize the untapped resources—subaltern knowledge and community cultural wealth—that will bolster the influence of traditionally oppressed communities over education decision-making and change.

Collectively considering the above questions and embracing such a pressing task propel the work of this groundbreaking seminar. Participants will have the opportunity to consider the "freedom dreams" that have inspired movement builders of the past; engage in dialogue with current scholar activists and community organizers about their visions, efforts, progress, victories, and challenges; map community assets and power networks relevant to their own education organizing and research; examine how music, film, and the arts build collective consciousness and support mobilizations; explore the role of new social media; and reflect on the issue of self-care and health to the long-term sustainability of activist efforts. Along these lines, an array of resources will be offered throughout the seminar, which is one-part meditation, one-part inspiration, and one-part strategic mobilization. Participants should come ready to be part of a circle of trust, sharing questions, dilemmas, counterstories, *testimonios*, and insights that will benefit those involved in a range of education struggles. Current involvement in school and/or community-based education activism and social justice work is a requirement. A commitment to critical praxis is likewise necessary.

Facilitator Bios:

Isabel Nuñez is Associate Professor in the Center for Policy Studies and Social Justice at Concordia University Chicago. She holds a Ph.D. in Curriculum Studies from UIC, an M.Phil. in Cultural Studies from Birmingham University, England, and a J.D. from UCLA. She was a classroom teacher in Los Angeles and Birmingham, England, and a newspaper journalist in Japan. She has engaged in policy activism in resistance to the neoliberal education agenda. She is a founding member of CReATE (Chicagoland Researchers and Advocates for Transformative Education), a group of volunteer faculty engaged in inquiry and dialogue around policy for Chicago schools. She has advocated for public schooling and for teachers on in local and national media, including television, radio, print and online outlets. Her latest book, *Worth Striking For: Why Education Policy is Every Teacher's Concern* was released in February by Teachers College Press.

Kristen L. Buras is an Associate Professor in the Department of Educational Policy Studies at Georgia State University in Atlanta. She is the author of *Charter Schools, Race, and Urban Space: Where the Market Meets Grassroots Resistance*, which chronicles the past decade of education reform in New Orleans. She is also a co-author of *Pedagogy, Policy, and the Privatized City: Stories of Dispossession and Defiance from New Orleans*, which was recognized for its outstanding contribution by the Curriculum Studies Division of the American Educational Research Association (AERA). Buras coedited a special issue of *Critical Studies in Education* on "Grassroots Education Organizing in an Era of Venture Capital" and has worked extensively with teachers, public schools, and grassroots organizations in New Orleans. She is co-founder and director of the New Orleans-based Urban South Grassroots Research Collective for Public Education and was granted the Distinguished Scholar-Activist Award by Critical Educators for Social Justice of AERA. She is regularly contacted by school board members, parent groups, teachers, education activists, and journalists from cities across the nation for her expertise on the New Orleans model of education reform and its effects on local communities.

3. Understanding Cultural Studies: Theory, Methods and Research--A Double Seminar

Cameron McCarthy
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University of Illinois,
Urbana-Champaign

Ergin Bulut
(ebulut@ku.edu.tr),
Koc University, Istanbul,
Turkey

With the recent passing of Stuart Hall, one of the towering founding members of the tradition of insurgent scholarship on popular culture known as Cultural Studies, it is time for a reassessment of the nature and significance of this emergent research tradition and its deployment within the educational field. To this end this double seminar will offer participants the opportunity to become familiar with the history, applications and limitations of key theoretical and methodological approaches to the study of contemporary culture and popular media that have been developed in within Cultural Studies.

Seminar I: Cultural Studies: An Overview of Key Theoretical Traditions

Seminar I will offer participants the opportunity to consider analytical frameworks for understanding the work of popular culture in contemporary cultural life.

Debates and issues within Cultural Studies and debates between Cultural Studies and other schools of thought such as the Frankfurt School, Political Economy and Poststructuralism will serve as the organizing agenda for exploring: the relationships between culture, experience and unequal social relations of gender, race, class, nation, and sexuality; youth cultures, resistance through rituals; popular culture, power and public policy; cultural imperialism and center-periphery relations; poststructuralism and its implications for the study of culture; and the impact of cultural studies across the disciplines.

Readings:

- Arnold, M. (1997/2001/2012). Culture and anarchy. In J. Storey (Ed.), *Cultural theory and popular culture* (pp. 7-12). New York: Taylor & Francis.
- Benjamin, W. (1969). The work of art in the age of mechanical reproduction. In W. Benjamin, *Illuminations* (pp. 217-251). New York: Schocken Book.
- Foucault, M. (1990). Parts One & Two. In *History of Sexuality, 1*, 1-50. New York: Vintage.
- Hall, S. (1980). Cultural studies and the Centre: Some problematics and problems. In S. Hall et al (Eds.), *Culture, media, language* (pp. 15-47). London: Hutchinson.
- Johnson, R. (1986-87). What Is Cultural Studies Anyway? *Social Text*, 16(Winter), 38-80.
- Leavis, F. R. (1998). Civilization and minority culture. In J. Storey (Ed.), *Cultural theory and popular culture* (pp. 13-21). New York: Taylor & Francis.
- McCarthy, C., & Logue, J. (2012). Unmasking Class and Tradition: Questioning Recuperative History and Affiliation in Cultural Studies. In J. Nerone (Ed.), *Media history and the foundations of media studies* (pp. 684- 711). Cambridge, UK: Blackwell.
- Williams, R. (1958/2008). Culture is ordinary. In N. Badmington & J. Thomas (Eds.), *The Routledge critical and cultural theory reader* (pp. 82-94). New York: Routledge.

Seminar II: Doing Cultural Studies Research

Seminar II will call attention to the interdisciplinary nature of Cultural Studies and the critical qualitative and interpretive research approaches that inform this radical tradition of scholarship. Led by Ergin Bulut of the Koc University in Turkey, this seminar will consider research strategies for studying popular culture in the digital age. Particular attention will be paid to textual and discourse analysis, extended case study research and critical ethnographic methods for understanding the work of culture in contemporary everyday life defined as it is by electronic mediation, digitalization and the rapid circulation of meanings and cultural styles.

In both sessions special emphasis will be placed on discussing participants on-going research projects, dissertation proposals, dissertation manuscripts and publication interests.

Readings:

Dyer-Witheford, N. (2015). *Cyber-proletariat: Global labour in the digital vortex*. London: Pluto.

Hearn, A. (2010b). Structuring Feeling: web 2.0, online ranking and rating, and the digital “reputation” economy (J. Burston, N. Dyer-Witheford, & Hearn, Eds.). *Ephemera*, 10(3-4), 421–438.

Warren, S. (2002). Show me how it feels to work here: Using photography to research organizational aesthetics. *Ephemera*, 2(3), 224–245.

The last 2 chapters (by Melissa Gregg and Mark Andrejevic) from this fresh Special Issue on Apps and Affect (http://fibreculturejournal.org/wp-content/pdfs/FC25_FullIssue.pdf)

Facilitator Bios:

Cameron McCarthy is Hardie Fellow, Communication Scholar and University Scholar in the Department of Educational Policy, Leadership and Organization (EPOL) and in the Institute of Communications Research at the University of Illinois at Urbana-Champaign. Professor McCarthy teaches courses in globalization studies, postcolonialism, mass communications theory and cultural studies at the University of Illinois at Urbana-Champaign. He has published widely on topics related to globalization, canon formation, race and the class conquest of the city, postcolonialism, problems with neoMarxist writings on race and education, institutional support for teaching, and school ritual and adolescent identities in journals such as *Harvard Educational Review*, *Oxford Review of Education*, *Studies in Linguistic Sciences*, *The British Journal of the Sociology of Education*, *The European Journal of Cultural Studies and Education*, *Contemporary Sociology*, *Communications Inquiry*, *Cultural Studies*, *Discourse* among many others. He is the author or co-author of several books. Professor McCarthy is currently one of the lead-investigators of the “Elite Schools in Globalizing Circumstances” global ethnography study of youth and education in nine countries and across 5 continents: Australia, Africa, Asia, Europe, and Latin America and the Caribbean. He is currently on leave attached to the University of Complutense’s Departamento Periodismo y Publicidad I in Madrid, Spain.

Ergin Bulut is an Assistant Professor at the Department of Media and Visual Arts at Koc University, Istanbul. His research has been published in TV and New Media; Critical Studies in Media Communication; Communication and Critical/Cultural Studies, Globalization, Societies and Education; and Review of Education, Pedagogy, and Cultural Studies. He is the co-editor of *Cognitive Capitalism, Education, and Digital Labor* (Peter Lang, 2011).

4. International Curriculum Research Graduate Student Seminar

JoAnn Phillion
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Purdue University

Min Yu
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Wayne State University

The International Curriculum Research Graduate Student Seminar is for graduate students who are interested in international/comparative curriculum studies that focus on the complexities and contradictions of curriculum theory and research in relation to race, ethnicity, class, and gender issues in educational contexts. The major purpose of this seminar is to share the characteristics and examples of emergent international/comparative curriculum inquiries that explore the life of diverse schools, families, and communities with the intent to foster equity, equality, and social justice in international and transnational contexts.

This seminar draws upon and creates connections among forms of oppositional consciousness, feminist, critical, postcolonial, poststructuralist, ethnic, indigenous, intercultural, and many others, to encourage diverse ways of conceptualizing and acting upon curriculum as a project of inclusivity in knowledge production under the changing imperatives of global forces that are influencing and influenced by how we conduct curriculum research.

The facilitators will work with seminar participants in seeking ways to negotiate, question, and advance disruptive and emergent theories, methodologies, and epistemologies within local, national, international, and transnational spaces. Together, facilitators and participants will explore creative ways to engage in international/comparative curriculum inquiry; transcend epistemological, methodological, and representational boundaries; amplify silenced voices; and examine how to transform curriculum inquiries into positive social and educational change in international and transnational contexts. Contributions, potentials, and challenges of international/comparative curriculum studies are also explored. Doctoral students who are interested in human rights and social justice issues are strongly encouraged to apply.

Facilitator Bios:

JoAnn Phillion is Professor of Curriculum Studies, Purdue University. She holds a Ph.D. from the Ontario Institute for Studies in Education, the University of Toronto. She uses narrative inquiry in teaching graduate courses in curriculum and multicultural education, and in an undergraduate course in preservice teacher education. Her research interests are in social justice issues in education nationally and globally, in particular in immigrant student education, multicultural education, and teacher education. She has published extensively on her research in an inner-city Canadian school. Her recent research is on minority students in Hong Kong and preservice teachers understanding of diversity in an international field experience. She is involved in teacher education in Hong Kong and directs a teacher education study abroad program in Honduras.

Some of her publications include *Narrative Inquiry in a Multicultural Landscape: Multicultural Teaching and Learning* (Ablex, 2002); she co-edited *Narrative and Experience in Multicultural Education* (Sage, 2005); the *Handbook of Curriculum and Instruction* (Sage, 2008); *Minority Students in East Asia* (Routledge, 2011); and, *Internationalizing Teacher Education for Social Justice. Research, Theory and Practice* (Information Age, 2014).

Min Yu is Assistant Professor in the Teacher Education Division in the College of Education at Wayne State University. She holds a Ph.D. from the University of Wisconsin-Madison, major in Curriculum and Instruction and minor in Educational Policy Studies. She received both master's and bachelor's degrees from Beijing Normal University. Her ongoing research focuses on the experiences of migrant/immigrant children and explores how changing social, political, and economic conditions affect schools serving migrant and immigrant families and communities. She sees her work as situated within the fields of curriculum studies and social studies education, and the line of research she is continuing to pursue is informed by her work in comparative and international studies of education. She has published her research in the *Journal of Diaspora, Indigenous, and Minority Education*, presented her work at numerous national and international conferences, and is a contributor to the books *International Struggles for Critical Democratic Education* (Peter Lang 2012), *The Sage Guide to Curriculum in Education* (SAGE 2015), and *Handbook on Comparative and International Studies in Education* (Wiley, forthcoming). She currently serves as one of the program section chairs for Division B - Curriculum Studies of the American Educational Research Association (2014-2016).

5. Early Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscape of Education

Crystal T. Laura
(claura@csu.edu),
Chicago State University

Valerie Kinloch
(kinloch.2@osu.edu),
The Ohio State University

This seminar has been designed for early career scholars to meet the challenges of the first years out of graduate school. These challenges include developing a program of research and a writing discipline, finding outlets (academic and popular) for publications, possibly beginning a new faculty position, earning tenure or contract renewal, seeking internal and external research funding, and thriving in your teaching as well as in your community engagements and activism. In addition, new faculty members must navigate the idiosyncrasies of institutions with a wide range of social and cultural contexts, including patterns of injustice, privilege and power. This seminar is designed to support and mentor early career folks through the forest and the trees by gathering with scholar-mentors from Division B at roundtables in order to focus on various topics related to research and scholarship, teaching, activism and community engagement.

Topics to be discussed at the seminar will emerge from participants, and will likely include: developing worthwhile goals and research agendas; recognizing and positioning one's inquiries within traditions in the field of curriculum studies and seeking creative ways to move beyond those traditions; navigating creatively, courageously, and wisely in one's university and the larger communities; and developing strategies to thrive as a teacher and a scholar whose efforts can have a powerful positive impact in this contested and troubling world.

Facilitator Bios:

Crystal T. Laura is Associate Professor of Educational Leadership and Co-Director of the Center for Urban Research and Education at Chicago State University. Laura began her career, in 2008, as an African American History and Communication teacher at St. Leonard's Adult High School for formerly imprisoned men and women, and a personal essayist who wrote to better understand and disentangle the intersections of education and incarceration. In 2011, she earned a Ph.D. from the University of Illinois, received the Outstanding Dissertation Award sponsored by the AERA Qualitative Research SIG, and secured a faculty position at a teaching-intensive institution. Her research focuses on the social foundations of education, diversity and equity in schools, and building the capacity of school leaders at all levels of the educational trajectory to promote social justice. Among her publications are *Being Bad: My Baby Brother and the School-to-Prison Pipeline* (2014) and *Diving In: Bill Ayers and the Art of Teaching into the Contradiction* (co-edited with Isabel Nuñez and Rick Ayers, 2014). She has been an active member of Division B since 2009, serving as a Graduate Student Representative, Program Committee Section Co-Chair, Human Rights Award Committee Member, and currently Affirmative Action Officer.

Valerie Kinloch is Professor of Literacy Studies in the Department of Teaching and Learning, Chief Diversity Officer, and Director of Office of Diversity and Inclusion in the College of Education and Human Ecology of the Ohio State University. Her research examines the literacies and community engagements of young people inside and outside schools. She is author of various articles and books on race, place, language, literacy, and diversity. Her book, *Harlem Our Minds: Place, Race, and the Literacies of Urban Youth*, received the 2011 Exemplary Research Award from Division K of the American Educational Research Association, the 2011 Honorary Mention for Outstanding Contribution to Research from AERA's Division B, and, in 2012, it received the prestigious Outstanding Book of the Year Award from AERA.

Among other recognitions, Valerie is the recipient of the 2010 AERA Scholars of Color Early Career Award, the 2015 Diversity Enhancement Award from the College of Education and Human Ecology, the 2015 Distinguished Diversity Enhancement Award from Ohio State, and the 2015 Rewey Belle Inglis Award for Outstanding Women in English Education from the National Council of Teachers of English. She has received grants from the Spencer Foundation, National Council of Teachers of English, and Corporation for National and Community Service. With colleagues, she participated in a Fulbright-Hayes research project to Sierra Leone, West Africa (to focus on language, culture, and history in Sierra Leone as connected to the Gullah Islands in the U.S.). Currently, she is working on literacy, social justice, and community engaged projects and partnerships.

William Ayers, formerly Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (UIC), and founder of both the Small Schools Workshop and the Center for Youth and Society, is a graduate of the University of Michigan, the Bank Street College of Education, Bennington College, and Teachers College, Columbia University. Ayers has written extensively about social justice, democracy and education, the cultural contexts of schooling, and teaching as an essentially intellectual, ethical, and political enterprise. He is a former Vice President of the curriculum division of the American Educational Research Association and member of the executive committee of the AERA Council. His books include *A Kind and Just Parent*; *Teaching toward Freedom*; *Fugitive Days: A Memoir*; *On the Side of the Child*; *Teaching the Personal and the Political*; *To Teach: The Journey, in Comics*; *Teaching toward Democracy*; and *Race Course: Against White Supremacy*.

How to Apply

Deadline: Friday, February 6, 2015, at 11:59pm (Eastern Standard Time).

Send the following application materials via email to the Lead Facilitator or requested contact for each Preconference Seminar:

1. a maximum one-page, single-spaced description of how your research relates to the seminar theme and description;
2. an up-to-date curriculum vitae;
3. full contact information including Department, University, and program you are in, e.g., Master's or Ph.D. and the sub-area of your Department if applicable, your mailing address with zip or post code, best telephone number, and email address.

Where to Send Email Applications

1. Vice-Presidential Graduate Student Seminar: Methodological Tensions of Curriculum Inquiries into the Life in Schools, Communities, and Neighborhoods -- Liberating Dissertation Writing

Ming Fang He (mfhe@georgiasouthern.edu), Division B VP, Georgia Southern University

2. Emergent Perspectives in Curriculum Studies: Education Activism and Grassroots Movement Building

Isabel Nuñez (isabel.nunez@cuchicago.edu), Division B Secretary, Concordia University Chicago

3. Understanding Cultural Studies: Theory, Methods and Research--A Double Seminar

Cameron McCarthy (cmccart1@illinois.edu), University of Illinois, Urbana-Champaign

4. International Curriculum Research Graduate Student Seminar

JoAnn Phillion (phillion@purdue.edu), Purdue University

5. Early Career Curriculum Scholar Seminar: Thriving Courageously and Creatively in the Contested Landscape of Education

Crystal T. Laura (claura@csu.edu), Chicago State University

General Questions

Isabel Nuñez (isabel.nunez@cuchicago.edu), Division B Secretary,
Concordia University Chicago



AERA Division B Planning Meeting: NYC Oct 1-3
Fiona Cheuk, OISE, University of Toronto
Division B Program Graduate Assistant

In New York City--the vivacious city on Lenape land-- big ideas turned into big plans for the 2016 annual meeting of the American Educational Research Association.

Over the course of three days, members of AERA's Division B, Curriculum Studies worked with great zest to use reviewer feedback to make decisions and design other sessions in light of the conference theme, *Public Scholarship to Educate Diverse Democracies*.

The meeting was organized by Division B Program Co-Chairs Eve Tuck (*University of Toronto*) and Ruben Gaztambide-Fernández (*University of Toronto*). It was attended by twelve section co-chairs, Min Yu (*University of Wisconsin-Madison*), Nirmala Erevelles (*University of Alabama*), Michelle Bae Dimitriadis (*Buffalo State University*), Wade Tillet (*University of Wisconsin, White-Water*), Michael Dumas (*University of California, Berkeley*), Jorge Lucero (*University of Illinois*), Tim San Pedro (*Ohio State University*), M. Francyne Huckaby (*Texas Christian University*),

Sabrina Ross-Griffin (*Georgia Southern University*), Katrina-Ann Oliveira (*University of Hawaii*), Nicholas Ng-A-Fook (*University of Ottawa*), Lisa (Leigh) Patel (*Boston University*), Division B Vice-President Ming Fang He (*Georgia Southern University*), Division Secretary Isabel Nunez (*Concordia University-Chicago*), Affirmative Action Officer Crystal Laura (*Chicago State University*), and myself.

Incoming Division Secretary Debbie Sonu planned beautiful meals throughout the meeting and provided other key support. The gathering took place in the meeting spaces of the Urban Education Program at The Graduate Center, The City University of New York. We acknowledge Assistant Program Officer Christine Saieh and Executive Officer Anthony Picciano and all of the students and faculty in the Urban Education Program for their generosity.

Our goal was to create a program that will be sure to challenge the boundaries and paradigms of curriculum studies. Spanning across sections focused on Culture and Commentary (The Reading/Making of Curriculum), Histories and Futurities (The Moment(s) of Curriculum), Methodologies and Ethics (The Shapes of Curriculum), People and Politics (The Who of Curriculum), Place and Praxis (The Places of Curriculum), Decolonization and the Next Hundred years (The Desires of Curriculum), the program was lovingly and thoughtfully put together.

The approach to planning for Division B's 2016 program differed from past years. We were intent on intervening on some of the institutional habits of the organization, and launching the next century of curriculum studies and research in a way that recognizes the ongoing effects of settler colonialism, racism and antiblackness, patriarchy, ableism, and homophobia and trans*phobia in education. We adopted a more division-driven and horizontal decision making approach, rather than section-driven approach. We wanted to create paper sessions and an invited session which would generate conversation across our six sections. This attention to the futurity of Curriculum Studies ignited lively conversations on the first night when everyone gathered for a working dinner and wonderfully nerdy conversations at the delicious Turkish Kitchen. Even though for many of the group this was their first time meeting in person, conversation flowed easily with the help of several focusing questions: What interventions need to be made in our field? How can we intervene

and what can we do to intervene? What counts as data, as evidence? What counts as theory or analysis? Who matters, who is expert?

Sleep after such generative discussion, good food, and stellar company led to a fruitful beginning. This was apparent when we reconvened the next morning, everyone brimming with ideas. We began with a few introductory words from the Division B Co-Chairs that outlined the agenda for day, after which the section co-chairs met to make initial decisions and to select papers to be highlighted in special cross-section paper panels. The beauty of the previous night's discussion was that the impressions generated from critical conversations were at work in our planning of these special sessions.

Next, we divided ourselves into three groups. Two groups consisted of one chair from each of the six sessions to create panels literally in conversation with each other. The third group, the "minglers," mingled between the groups and contributed by listening intently and acting as sounding boards or occasionally offering ideas about points of connection. One group created a special invited interdisciplinary panel that ended up with the intriguing title: Animating the Boundaries of Curriculum: Intersectional Disruptions of Space, Time, Culture and Dispossession.

The animated spirit of this group's discussion carried forth as a connecting theme across seemingly disparate topics in the form of the questions: what animates curriculum? The other group created two cross-section paper sessions, titled *Creative Interventions: Reimagining Transformative Modalities of Storytelling for Disrupting the Hegemony of Curriculum* and *Rethinking Pedagogies of Resistance, Reversing the Spectacle of Disaster as an Object of Inquiry*.

Scheduling cross-sectional brainstorming opportunities prior to single session panels was purposeful. The organizers were hopeful (and rightly so) that beginning with cross-sectional discussions would set the tone for decision-making within the sections. With these lingering and intriguing ideas following these weighty, but deeply satisfying brainstorming meetings, we enjoyed lunch before reconvening for the next task, which was to hunker down and make decisions about symposia and paper proposals. We did this for most of the day.

The day ended with one last work session to finalize the panels before everyone was gently reminded to stop at precisely 5:30 pm. There is a toll that such intellectually challenging work takes on the body. By ensuring everyone stopped at the same time, care was taken to ensure the participants could have a positive and enjoyable experience doing this work.

In fact, this intention was carried out by ending the day with an "unworking" dinner, a dinner where scintillating things other than the day's work were discussed and shared over a scrumptious fare at the Banc Café.

Our last morning involved a group discussion featuring appreciative and heartfelt closing remarks from Eve, Ruben and Ming Fang, alongside with thoughtful reflections of other participants about the meeting. We then parted ways, leaving for home with warm memories and hopeful hearts from the generative collaborations that occurred. No doubt, every person involved left enriched and invigorated by the ideas and approaches shared. This short-but-generative meeting left me with strong impressions on hopeful and transformative interventions being made to hegemonic notions of curriculum inquiry. Yet I also was reminded to recognize how the complex relationships to past scholarly work have created discursive spaces from which teaching, learning, and research practices begin. All of this will be critical to building a more equitable space for curriculum studies in the next hundred years.

Dr. Carol Mullen, Professor of Educational Leadership at Virginia Tech May - June 2015 Fulbright Specialist to China

In July 2015, Dr. Carol A. Mullen returned to the United States from a four-week assignment in China as a Fulbright Scholar where she explored people's perceptions of creativity and accountability in universities and schools. She describes the project she conducted with Southwest University (SWU), Chongqing, as "focused on interventions for learning in China that shape education policy and the civic society."

Dr. Mullen designed two courses, one for online delivery, and taught "Creativity and Accountability in Education" to undergraduates. Faced with the problem that her students lacked confidence in their ability to be creative, she held classes in a theater, beginning each with lively Virginia bluegrass music. Before long, students began to self-assuredly express themselves, using microphones to present their 3-D projects on stage.

Dr. Mullen eagerly shared her

internationally recognized expertise in mentoring, leadership, and policy, with the goal of contributing to the global scholarly community. At SWU, Mullen gave lectures and held seminars with faculty and students on topics that included good writing habits. She also visited various types of schools—rural elementary, university-affiliated, and Montessori—where she had informative meetings with school directors, principals, and teachers.

To link her Fulbright Specialist host institution with Virginia Tech, her home institution, in an innovative model of educational outreach, Dr. Mullen organized a synchronous teleconference that presented distinguished professors and presidential leaders to packed Chinese audiences of students and professors. From June 3 to June 23, prominent scholars from Virginia Tech were electronically transported through a live video teleconference to SWU. At 8pm, groups of Chinese students and professors heard from a series of speakers whose real-time talks were launched with PowerPoint slides. The speakers spoke on



leadership, policy, and science topics as interventions of leaning for shaping education policy and the civic society; outreach and international affairs in higher education; educational leadership and law in the USA; developing interdisciplinary teams for advancing research and practice; China-USA international partnerships and laboratories, and emerging technologies for supporting teaching and learning. The Specialist and her China translator provided mini talks in advance of these sessions.

A SWU faculty member co-hosted each session and interacted seamlessly with the audience, translating Mullen's objectives for the teleconference and each session and, importantly, key points from the speakers' presentations into Mandarin, followed by Q&A. One of the co-hosts commented that the innovative teleconference had worked well and inspired SWU to try new experimental formats in teleconferencing to reach worldwide audiences.

A first-time visitor to China, Dr. Mullen is quick to point out that the learning experience there was two-way. "I found everyone to be very warm and welcoming. They went out of their way to share first-hand knowledge of schooling and experiences of their culture through classes in calligraphy, Thai Chi, and paper cutting." On her tours of schools, children and teachers alike expressed their creative selves by beautifying and personalizing garden spaces and caring for the environment by growing vegetables and raising fish. "Images of family, dragon festivals, and ancient symbolism," Mullen

noted, "seemed to be present everywhere I went."

Connecting with university administrators, faculty, school educators, and education students in China, Mullen sought to expand the knowledge and application of creative thinking. "I was particularly interested in building connections among groups in China committed to preparing future educators and leaders and to pursue cooperative ventures to further this mission."

Customizing her Fulbright visit, Professor Mullen traveled to Shanghai, Nanjing, Jinan, and Beijing, delivering seven keynote lectures at various universities and institutes. She rode the bullet train: "Everywhere I traveled," she said, "educators and officials treated me royally with exquisite celebratory lunches. I was truly impressed by the meaningful conversations we had (translated of course!)—they seemed to be very interested in who I was and what I had to say. They attracted large audiences to all of my talks and provided translators." In Shanghai Dr. Mullen lectured on mentoring and self-regulated learning in education at the Shanghai University of International Business and Economics. Next, in Nanjing she presented on institutional visioning models of faculty collaboration at the Nanjing Institute of Technology. At Nanjing University she talked about the universal journey as a metaphor for critical circumstances that shape people's lives.

Traveling north to Jinan, Dr. Mullen gave two workshops at Shandong University, one on institutional development in a global context and the other on aesthetics in educational leadership. Her tour ended in Beijing. At Beijing Normal University, she lectured on innovations in mentoring, collaborating, and coaching in the global age. She also spoke on clusters modeling for research institutions at the National Institute of Education Sciences, the research arm of the Ministry of Education. Before returning home, the editor of *China Education Daily* interviewed her.

Reflecting on her trip to China, Mullen said that “it is important to be extremely flexible with scheduling and to know that others who are responsible professionals will pull through at their end, even if the timing is close.” She observed that her plans in China often changed unexpectedly but that the outcome was typically better as a result. “The respect and care that my Virginia Tech translator and I received throughout the visit inspired me to give wholeheartedly and joyfully.” She developed bonds with ‘strangers’ from a country other than her own in a short time. “I had a life-changing experience that I don’t take for granted,” she added.

This Fulbright Specialist has already received a contract from Routledge/Taylor & Francis, co-sponsored by Kappa Delta Pi, to write a book about her experiences and outcomes in China.

Mullen has made arrangements to continue collaborating on the assignment she had as a Fulbright Specialist. The host invited her to

co-author an article on learning environments with the young faculty. She has in turn invited the faculty and students to various international conferences and shared the relevant information. Her assignment as a Specialist was multifaceted and included mentoring as a theme, so she has been mentoring the faculty and students who continue to reach out to her, such as students who, with her guidance, have applied for a Fulbright award and study abroad experiences in the United States.

Mullen plans to continue to be of service in ways that align with the Fulbright project, such as through co-writing, co-presenting, and co-researching. She brought a Chinese doctoral student with her to China and through his language translation services was able to forge deeper personal and professional contacts, just as he was able to through Mullen’s project scope, which included his teaching assistance in her course.

Mullen is continuing to communicate with the creative group of undergraduates she taught, forming a deep bond with her 35 students. In fact, her students sent her a touching video of their goodbye message and upon her departure gave her a handwritten poem they prepared using Chinese characters on a traditional roll.

Professor Mullen expresses gratitude to the U.S. Department of State, CIES Program Officer Carmel Geraghty and hosts Dean Zhu Dequan and Dr. Muhua Wang, in addition to Virginia Tech grant sponsor Dr. Karen Roberto, and lecture circuit sponsors Dr. Li Mang, Dr. Yan Wang, Dr. Yan Zhang,

Dr. Yanyan Wang, Dr. Saiqiang Lee, and Dr. Yumei Jiang. Besides the steadfast planning from her husband Dr. Bill Kealy, other supporters included Dr. Faye Snodgrass, Kathie-Jo Arnoff, Catherine Bernard, Dr. Guru Ghosh, Dr. Rolf Mueller, Dr. David Alexander, Dr. Diana Wu, Dave Brod, Dr. Yong Zhao, Dr. Grace Feuerverger, and Dr. Bev Irby.

The article is also published at <http://www.cies.org/article/expanding-knowledge-and-application-creative-thinking-china>

Cabrini Day Event

(by Alia Sheety, Ph.D., Associate Professor
Cabrini College)

Every year in November, my institution—Cabrini College—celebrates Cabrini Day, an annual event that honors Cabrini's heritage and mission while focusing on a current societal issue. This year's daylong event focused on mass incarceration in the U.S.

In anticipation of the campus wide event, the topic was announced months in advance so that Cabrini faculty from different departments and disciplines were able to integrate the issue into their curriculum planning. This multidisciplinary perspective ensures students can relate to the topic in a meaningful way that further cultivates their academic interests.

Students from various disciplines presented their research through posters, interactive simulations, video and media. Clearly reflected in each of the research findings was

the long unfair struggle between the powerful and powerless, and the injustices that exist in our society and communities.

In addition to a keynote presentation, students were engaged in two panel discussions titled "The School to Prison Pipeline: The effect of criminal justice policies on our children's education" and "Collateral Damage: Unforeseen Consequences of Imprisonment in America."

Since education is not and will never be neutral (Apple, 1990), the hope is to raise awareness and to empower students to be active and engaged citizens who care for their communities. Specifically for students in Education, the focus on a societal issue prepares students to be teachers who, in turn, will go out and empower their students, advocate for awareness, and work around the hidden and null curriculum to eliminate injustices.

Elliot Eisner (1976)**Maxine Greene (1978)**

The Museum of Education invites Division B members to visit the Maxine Greene and Elliot Eisner web exhibitions to view historic video footage:

Elliot Eisner at the 1976 Milwaukee Curriculum Theory Conference

<http://www.ed.sc.edu/museum/Guide-Eisner-1976.html>

Maxine Greene video footage from 1978

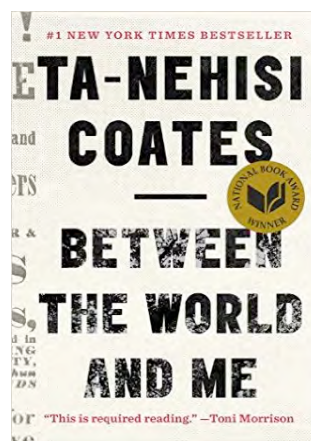
<http://www.ed.sc.edu/museum/Guide-Greene-1978.html>

Maxine Greene video footage from 1998

<http://www.ed.sc.edu/museum/Guide-Greene-1998.html>

An appreciation of *Between the World and Me* by Ta-Nehisi Coates

By William Ayers



Last year my students—Chicago teachers and teachers-to-be, educators from a range of backgrounds and experiences and orientations—all read *The Beautiful Struggle*. I'd put Ta-

Nehisi Coates' memoir on the list of required readings because I thought it was a fitting and important educational book, a useful text for city teachers to explore and interrogate. Some students agreed; several did not. "What's this got to do with teaching?"

I chose it because it moved me, frankly, and I thought it might move some of them as well. I chose it because in the details of this one life—the challenges and the obstacles, but especially the elements he assembled to build an architecture of survival—I saw human themes of love and beauty and the universal struggle to grow more fully into the light. I chose it because it took readers inside the life of one Black kid, this singular unruly spark of meaning-making energy negotiating and then mapping the territory between his home and the streets and the schools—necessary reading for city teachers I thought.

There was a lot to dig into, much to wrangle about, and a lot to send us off to other readings and further research. Soon students were diving into Crystal Laura's *Being Bad: My Baby Brother and the School to Prison Pipeline*, Jesmyn Ward's *The Men We Reap*, Claudia Rankine's *Citizen*, and Rachel DeWoskin's *Big Girl Small*. The book was doing *work*, as I'd hoped it would.

My students have all chosen to become teachers against a backdrop of corporate-driven school reform accompanied by unprecedented disrespect and hostility toward teachers and teaching. They know that teaching is devalued; they know they won't earn either a lot of money or a fair share of respect; they've been told by family and friends that they could do much, much better. And still they come to teaching, most saying they want to make a difference in children's lives. Some are motivated by memories of a wonderful teacher who'd reached and changed them, others by bitter experiences they hope to correct. They are mostly idealistic, and I admire them for that.

They bring to class a vague hope that they will do great things in spite of a system that they know to be corrupt and dysfunctional. But this knowledge is not yet deep enough, for they also accept—some with greater skepticism and some with hardly any doubts at all—the predatory system's self-serving propaganda: test scores, achievement gaps, accountability, personal responsibility.

Into this contradiction steps Ta-Nehisi Coates with an assertion that shaped and marked the course: *No matter what the professional talkers tell you*, Coates wrote, *I never met a black boy who wanted to fail*. That simple observation—or was it an argument, a polemic, or an indictment?—led to hot debate on the evening we first opened the book, and those 18 words were still roiling the seminar as the term came to an end.

Coates never lets up, and he returns again and again: *Fuck what you have heard or what you have seen in your son. He may lie about homework and laugh when the teacher calls home. He may curse his teacher, propose arson for the whole public system. But inside is the same sense that was in me. None of us ever want to fail. None of us want to be unworthy, to not measure up.*

Some claimed to have evidence to the contrary, while others answered that those contentions skated glibly on the surface of things and failed to go deep enough in search of root causes, accepting as fact the propaganda that locates failure everywhere but in the intentional design of the system itself. Some rejected the idea that they were agents of the state, bit players in a white colonial space, while others argued that teaching could never be even partially useful—let alone reach toward transcendence—until teachers fully faced the friction and gaping contradictions inherent in their teacher-roles. Truth and reconciliation, they argued, system-disruption and radical reconstruction; remediating the students is a ridiculous misdirection.

Ta-Nehisi Coates' new book, *Between the World and Me*, takes us deeper into life in schools, and especially what the experience means to its captives. *I was a curious boy*, Coates writes, *but the schools were not concerned with curiosity. They were concerned with compliance.*

That nails it: the obsessions that characterize American classrooms today—especially urban classrooms and schools attended by the poor, recent immigrants from impoverished countries, First Nations peoples, and the descendants of formerly enslaved people—are simple: the goal is obedience and conformity, the watchword, control. These schools are characterized by passivity and fatalism and infused with anti-intellectualism, dishonesty, and irrelevance. They turn on the little technologies of constraint, the elaborate schemes for managing the fearsome, potentially unruly mob, the knotted system of rules, the exhaustive machinery of schedules and clocks and surveillance, the laborious programs of regulating, indoctrinating, inspecting and punishing, disciplining, censoring, correcting, counting, appraising, assessing and judging, testing and grading. The corporate reformers offer no relief, and simply create charter or alternative schools that enact this whole agenda on steroids. They are not concerned with curiosity or imagination, initiative or courage because their purpose is elsewhere: everyone more or less submissively accepting their proper place in the hierarchy of winners and losers.

One night I opened seminar by telling the class that less than two miles from where we were meeting almost 10, 000 Jewish women were housed in cages. It was an electrifying and terrifying image, and the class rose up, some convinced I was joking (though I wasn't smiling) others that I was lying, all insisting that it couldn't be true. I eventually relented—you're right, I said, it's not true. The truth is that 10,000 poor, mostly very young Black and Latino men are living in those cages. Everything calmed down; the normal world returned.

And we returned to Coates: *the streets and the schools [were] arms of the same beast. One enjoyed the official power of the state [but] fear and violence were the weaponry of both.*

We had worked earlier to name the system, a system built on theft and lies and plundering Black bodies, Coates said. It was surely a predatory system, a racist system, and we looked hard at that word: *racism*. In one common context it meant ignorance and prejudice, the off-hand comments of Cliven Bundy or Donald Sterling, but there was more: there was the *system* itself, the plunder, the laws and structures, the schools. Donald Sterling's filthy mind and mouth is one thing; that he became rich as a swindling slum-lord something else.

"I'm no Donald Sterling," people say, meaning I don't utter the hateful words. But Coates won't let anyone off the hook: *the people who believe themselves to be white are obsessed with the politics of personal exoneration*. Their privileges are earned—they are good and true folks all—or come from thin air; their comfortable lives as normal as noon coming around every 24 hours. James Baldwin decades ago accused his country and his countrymen of a monstrous crime against humanity, and added a further dimension to the indictment: *it is not permissible that the authors of devastation should also be innocent. It is the innocence which constitutes the crime*.

Coates names the schools as central to the system: *If the streets shackled my left leg, the schools shackled my right*. The shackles were fear and violence, and also lies and denial.

In 2006 Florida passed a law stipulating that "American history shall be viewed as factual, not as constructed, shall be viewed as knowable, teachable, and testable." The law called for an emphasis on the "teaching of facts." Facts and only facts, without frivolous and messy interpretation, would be permitted by the legislators to guide instruction, for example, about the "period of discovery." I read that and did a neck-wrenching double-take: Huh? Whose facts, exactly, I wondered? The facts of a Genoan adventurer in the pay of Spanish royalty, the facts of the First Nations residents overwhelmed, murdered, and enslaved, or possibly a range of other facts and angles-of-regard altogether? I'll guess that the Florida lawmakers went with the first choice, legislating in effect a pep-rally for Christopher Columbus—yes, their own particular *constructed* explanation and analysis of events and circumstances passing as Fact.

In 2008 a group in the Arizona legislature passed a law stating that schools whose curriculum and teaching "encourage dissent" from "American values" risked losing their state funding. American history is bursting with stories of dissent from the first revolutionaries onward: Abolitionists, Suffragettes, anarchists and labor pioneers, civil rights and Black Power warriors, peace and environmental activists, feminists, heroes and sheroes and queeroes, Wounded Knee, Occupy, Black Lives Matter! Wherever you look and whatever period you examine, dissent is as American as cherry pie, an apple-core American value and the very engine of hope or possibility—except to the lawmakers of Arizona.

A history teacher in a Southside Chicago school was teaching a standard lesson on the legendary 1954 Supreme Court case, *Brown v. Board of Education*. *Brown* reversed *Plessy v. Ferguson* and

ended racial segregation in US schools, and the lesson was pointedly directed toward illustrating our great upward path as a nation. A student who had appeared to be paying no attention at all spoke up suddenly, challenging the teacher: “So you’re saying this class here is against the law? We’re breaking the law here? Can I call the cops?” Everyone cracked up, but the disruptive student was highlighting the obvious: here was a segregated classroom in a segregated school in a country that had outlawed school segregation decades ago.

It doesn’t take perceptive young people anytime at all to sniff out the duplicity and the dirty-dealing in the nothing-but-the-facts agenda, and to conclude that all schools lie. Teachers lie. Parents lie. In fact the whole edifice of adult society is a complete phony, a tangled and fiddly fraud sailing smoothly along on an enforced sea of silence. Some students submit to the empire of deception, concluding that the price of the ticket includes winking at the massive hoax and promising to keep quiet and go along—they’ll hopefully get rewarded by-and-by. Many other students go in the opposite direction: their insights lead them to insurgent actions and gestures and styles, all matter-of-fact performances of self-affirmation as well as hard-nosed refusals of complicity and rejections of a world that is determinedly disinterested in their aspirations and perceptions and insights.

There’s a genre of jokes that all end with the same punch-line: in one version, a man comes unannounced and unexpectedly upon his partner in the intimate embrace of another, and explodes in accusation. The accused looks up indignantly and says: “Who are you going to believe? Me, or your own lying eyes?” Kids get it viscerally: schools are asking them to ignore their immediate experiences and their direct interpretations—their own lying eyes. Who you going to believe?

In *The Golden Notebook*, Doris Lessing offers a compelling statement about modern education as a dominion of deception:

It may be that there is no other way of educating people. Possibly, but I don’t believe it. In the meantime it would be a help at least to describe things properly, to call things by their right names. Ideally, what should be said to every child, repeatedly, throughout his or her school life is something like this:

“You are in the process of being indoctrinated... What you are being taught here is an amalgam of current prejudice and the choices of this particular culture... You are being taught by people who have been able to accommodate themselves to a regime of thought laid down by their predecessors. It is a self-perpetuating system... you... [must] find ways of educating yourself—educating your own judgment...”

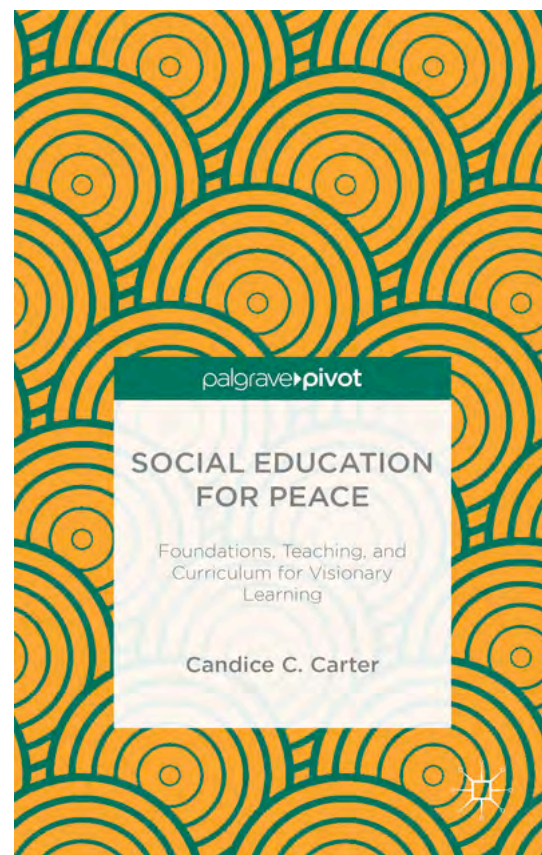
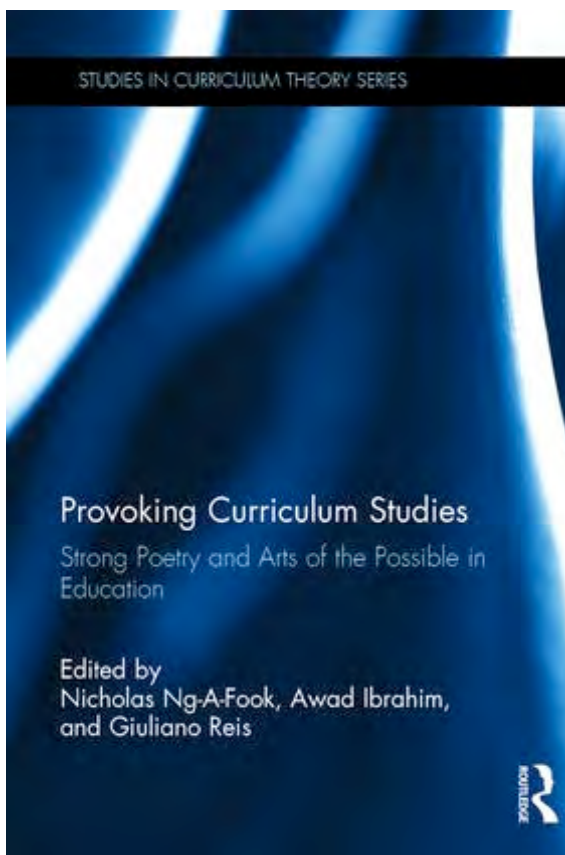
Schools chug along on the rails of indoctrination and propaganda: everywhere you look and in every direction lies the hype of the curriculum and the disingenuous spin about young people. Students are routinely subjected to an alphabet soup of sticky, inaccurate labels, mistrusted and

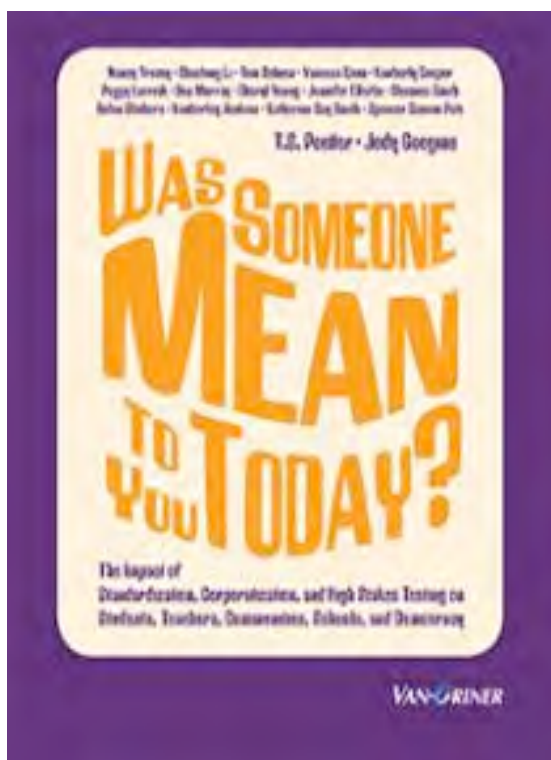
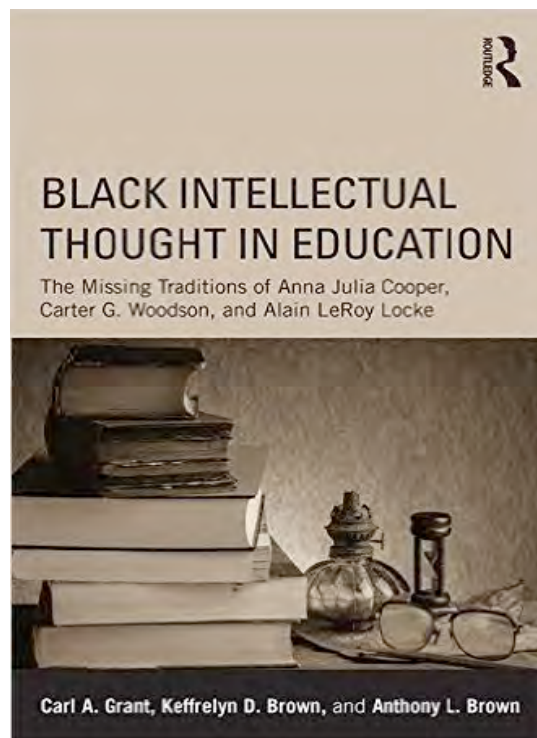
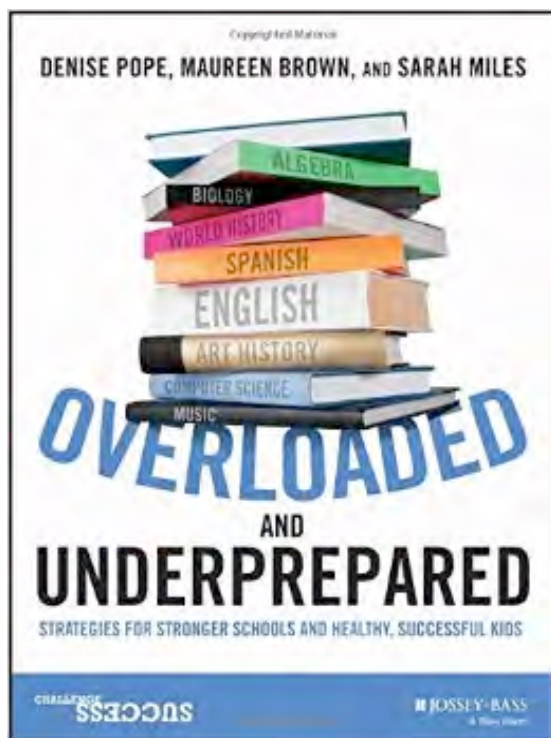
controlled, and defined as lacking the essential qualities that make one fully human. On a daily basis and as part of the normal routine, schools engage in the toxic habit of labeling students by their presumed deficits, and officially endorse failure—especially for children of the least powerful—in the name of responsibility and objectivity and consequences.

And everywhere you look and in spite of it all, youth are making their wobbly ways toward enlightenment and liberation, the twin pillars of an education of purpose. From Youth Speaks in Oakland to the Baltimore Algebra Project and the Chicago Freedom School, they are having their say and forging their unique pathways. And right next to them are wondrous teachers in countless spaces and places organizing small insurgencies and underground railroads, bursts of purpose and power growing through the cracks in the concrete. These are teachers whose faith in the young calls them to dive into the contradictions, to find ways through the mechanisms of control, to tell the truth when it must be told, and to take the side of the child.

Between the World and Me will be required reading for those teachers, and it will be on my syllabus in the Fall. Get ready.

New Publications





Living as Mapmakers
Charting a Course with Children Guided by Parent Knowledge
Debbie Pushor and the Parent Engagement Collaborative II
Department of Curriculum Studies, University of Saskatchewan, Canada

While teacher knowledge is well-researched and conceptualized, parent knowledge remains largely untold. In response, this book details Pushor's conceptualization of parent knowledge, the unique knowledge that arises from the lived experiences of being a parent, knowledge that is relational, bodied and embodied, intuitive, intimate, and uncertain. Drawing from her narrative inquiry into parent knowledge, Pushor shares and unpacks the stories of one participant as a way to provide a close up view of the parent knowledge a First Nations father held and used in living with and educating his children. Twelve teachers and parents then put forward their individual and contextual experiences immersed in explorations and use of parent knowledge, attending to the questions: How can what parents know enhance schooling experiences for children? How can parent knowledge, used alongside teacher knowledge, inform decisions made in schools and enhance curricular programming and outcomes for children?

Using the metaphor of maps ... of mapmaking ... of living as mapmakers, this book is a storied account of the new practices in which parents and teachers engaged to enable parent knowledge to guide their work with children. It is an honest and vulnerable account of their journey. The authors puzzle over the complexities and the successes of their work and the resulting impact on children, parents, and teachers. This book is an invitation to educators and parents to consider how to walk alongside one another, using both teacher and parent knowledge, for the benefit of children's learning and wellbeing.

Paperback US\$43.00/€39.00 ISBN 978-94-6300-359-9
 Hardback US\$99.00/€90.00 ISBN 978-94-6300-360-5
 P.T.O. FOR TABLE OF CONTENTS AND HOW TO ORDER

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Education Policy Perils

Tackling the Tough Issues

Christopher H. Tienken, Carol A. Mullen



"Enlightening, insightful, practical, and evidence based. A much-needed masterful guide for traversing the bewildering and tough education policy terrain."

—Yong Zhao, Ph.D., author of *Who's Afraid of the Big Bad Dragon: Why China Has the Best (and Worst) Education System in the World*

Edited by Christopher H. Tienken and Carol A. Mullen

Education Policy Perils provides educators and those interested in the future of public education with research-based and practical analyses of some of the foremost issues facing public schools today. The collection, written by experienced scholar-practitioners, offers insights that include nuanced descriptions of various challenges facing educators and recommendations for overcoming them with an eye toward more successful policy and better implementation. The authors apply their expertise to a range of issues from international testing to policy challenges related to curriculum on the state and national levels. This volume positions ongoing debates within the wider context of an education landscape struggling to displace junk-science ideology with empirical research. The scope and sequence combined with the expertise of the contributors make this volume a vital resource for educators at all levels during a pivotal time of major changes in education policy. [Learn more...](#)

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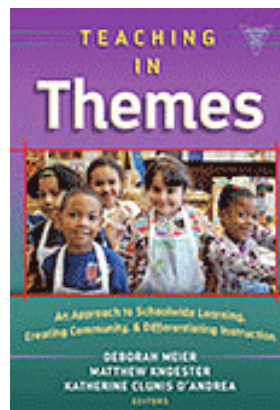
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Hartlep, N. D., & Hensley, B. O. (Eds.) (2015). Critical storytelling in uncritical times: Stories disclosed in a Cultural Foundations of Education course. Rotterdam, The Netherlands: Sense.



Conferences, Journals, and Curriculum Camp

THEORY, RESEARCH, AND ACTION IN URBAN EDUCATION



AN ONLINE, OPEN-ACCESS, PEER-REVIEWED EDUCATION JOURNAL OF THE GRADUATE CENTER, CUNY

ISSN: 2156-0908

The Theory, Research, and Action in Urban Education (TRAUE) Journal is now accepting submissions for our upcoming issues. TRAUE is an open-access, peer-reviewed online journal published by doctoral students and recent graduates of the Graduate Center of the City University of New York. (<http://traue.commons.gc.cuny.edu/>)

We encourage graduate students and recent graduates to submit studies in progress, as well as findings from completed research and reflections on practice. We publish articles, book reviews, policy briefs, and notes from the field that critically and politically engage with issues of equity in urban schools and communities. TRAUE's mission is to develop and share tools for imagining and enacting sustainable, systemic educational and social equity. Submissions to this journal should advance social and educational equity, have a strong theoretical grounding, and be well written with fully developed ideas.

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The Journal of the Ohio Council of Professors of Educational Administration (OCPEA)

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The mission of the OCPEA journal is to not only publish high quality manuscripts on various political, societal, and policy-based issues in the field of education, but also to provide our authors with opportunities for growth through our extensive peer review process. We encourage graduate students, practitioners, and early career scholars to submit manuscripts as well as senior faculty and administrators. We accept quantitative, qualitative, mixed methods, and action research based approaches as well as non-traditional and creative approaches to educational research and policy analysis, including the application of educational practices.

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Leadership and Research in Education: The Journal of the OCPEA accepts original manuscripts detailing issues facing teachers, administrators, schools, including empirically based pieces, policy analysis, and theoretical contributions.

Submissions must include a one hundred word abstract and five key words. Send one electronic (blinded) copy of the manuscript to the editor using MS Word as well as a signed letter by the author(s) authorizing permission to publish the manuscript. Additionally, a separate cover page must be included containing the article title, author name(s), professional title(s), highest degree(s) obtained, institutional affiliation(s), email address(es), telephone and FAX numbers. Only the article title should appear on the subsequent pages to facilitate a triple-blind review of the manuscript. Submissions should be approximately 15-20 pages including references. Submissions must align to the standards of the APA Manual (6th ed.). Submissions must be double-spaced, 12 point Times New Roman font with one inch margins on all sides, each page numbered. Our submissions are rolling, so feel free to submit a manuscript at any time.

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For more information, contact OCPEA Journal Senior Co-Editors, Jennifer L. Martin at martinjl@mountunion.edu or Jane A. Beese at jbeese@ysu.edu

Thank you,

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Critical Media Literacy Conference

March 26, 2016

Coastal Georgia Center, Savannah, GA

This multidisciplinary conference is designed to aid current educational leaders, future teachers, youth, and other concerned citizens in their understanding of the mass media and its impact on the events that shape our daily lives. Promoting critical media literacy is essential to excavating social inequalities and fostering participatory democracy during the 21st century.

CSSC

CALL FOR PROPOSALS

Priority Submission Deadline - March 11, 2016
Submission Period Ends March 25, 2016

CURRICULUM STUDIES SUMMER COLLABORATIVE CONFERENCE | JUNE 8-11, 2016

The Planning Council of the Curriculum Studies Summer Collaborative (CSSC) invites your submissions for the sixth annual meeting in the heart of historic Savannah, Georgia.

CSSC INVITES SUBMISSIONS FOR THE FOLLOWING STRANDS:

- CURRICULUM DIALOGUES (CD)
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- SOUTHERN SIGNATURE SESSIONS

For information contact Melissa Richardson at (912) 478-1821 or email at mrichardson@georgiasouthern.edu

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LSU

College of

Human Sciences & Education**2016 LSU Curriculum Camp***Friday, February 19, 2016 – Saturday, February 20, 2016*

LSU Curriculum Camp is designed to showcase the work of graduate students engaged in research on a host of subjects, such as: curriculum theory, gender, race, culture, higher education research (K-20), policy analysis, political and/or intellectual thought (including but not limited to narrative, feminisms, postmodernism, poststructuralism, queer theory, chaos & complexity theory).

This year, we are excited to welcome back to LSU, **Dr. William Pinar**, co-founder of the Curriculum Theory Project and former LSU St. Bernard Parish Alumni Endowed Professor, as the 2016 Curriculum Camp "Fireside Chat" speaker. Currently, Dr. Pinar is a professor at the University of British Columbia and is internationally regarded as a groundbreaking researcher and curriculum theorist.



**Wednesday 6th –
Friday 8th July 2016**

**RMIT University
Europe
Carrer de Minerva,
2, 08006 Barcelona,
Spain**

Social Justice in Times of Crisis and Hope: Young People, Well-being and the Politics of Education

**The Centre for Education, Training and Work in the Asian Century
(RMIT University, Australia)**

**The Centre for Social Justice and Wellbeing in Education
(Lancaster University, UK)**





Please save the date for an exciting Parent Scholar Conversation during the annual AERA 2016 in Washington, D.C.:

Event: Parent Scholar Conversation

Date: Friday, April 8, 2016

Time: 3PM-5PM

Place: Busboys and Poets-5th & K. 1025 5th Street NW. Washington, DC.

The purpose of the Parent Scholar Conversation is to bring together Parent Scholars to discuss ways that we can actively bridge critical multicultural theories into practice in our diverse classrooms, schools, communities, and work places. We warmly invite interested Parent Scholars to come together to discuss, organize, and support one another.

This event is generously sponsored by supporters of REACH *Research. Educate. Aspire. Change. History.*

Please contact: Dr. Judy W. Yu at judy.yu@reach-education.org to RSVP. Space is limited. Thank you!

NEWSLETTER EDITORS

Dinny Risri Aletheiani (dinny.aletheiani@asu.edu), Arizona State University & Yale University

Dinny Risri Aletheiani is currently a faculty member at the MacMillan Center for International and Area Studies, Yale University. She is also currently completing a Ph.D. in Curriculum Studies at Mary Lou Fulton Teachers College, Arizona State University. She has taught courses on schooling and culture, multicultural education, alternative education and free schools, and linguistics. Her academic and research interests are in the area of curriculum studies, curriculum history, historical archives, free schools, alternative education, language learning and policy, education and history of education in Indonesia, and education in Southeast Asia. She has been working with curriculum studies scholars from US and outside US sharing research and translation projects on the works of international curriculum theorists under the American Association for the Advancement of Curriculum Studies (AAACS) Internationalization of Curriculum Studies Task Force. She in particular has been translating, from early Indonesian to English, excerpts of curriculum works written in late 1800 and early and mid 1900 by Ki Hadjar Dewantara, an Indonesian curriculum theorist. She serves as a faculty advisor to the Yale Indonesia Forum (YIF).



Boni Wozolek (bwozolek@kent.edu), Medina City Schools

Boni Wozolek successfully defended her dissertation in June of 2015 from the school of Teaching, Learning, and Curriculum Studies at Kent State University. Her work focuses on questions of social justice, qualitative research methods, teaching practice and the examination of race, gender and sexual orientation in schools. In 2012, Boni was the recipient of the James T. Sears award for her paper *The Nested Nature of Mothering: Complicating Curriculum Conversations*. Boni is also an editor for the *International Journal of Curriculum and Social Justice* (CSJ), an online, open access journal that focuses on gathering international perspectives on questions of equity and access in schools. She was the lead editor for the inaugural issue, *Schooling Racialized Bodies: Curriculum at the Intersection of Presence and Absence*, focused on silenced voices in schools and the kind of presence engendered by un-intentional absences created in schools for marginalized student populations. In addition to her work as a scholar, Boni teaches world language to high school students. She has served for several years as a Gay-Straight Alliance advisor, facilitating the creation of safe spaces and places for LGBT students in schools. She also leads in-services in her district for K-12 educators that aim to foster conversations about student marginalization and supporting ideas and ideals of equity and access for all students.



Cristyne Hébert (cristyne_hebert@edu.yorku.ca), York University

Cristyne Hébert is a postdoctoral researcher at the Institute for Research on Digital Learning at York University. Her postdoctoral project examines how middle school school teachers can be best supported in the implementation of digital games in the classroom. Cristyne's other research interests centre on the intersection of curriculum theories and philosophy; she investigates into the impact of the edTPA - a high-stakes, performance assessment - on teacher candidate identities, the use of currere in teacher education classrooms, and notions of place, epistemic violence and aesthetic experience. Cristyne's work appears in *Reflective Practice: International and Multidisciplinary Perspectives*, *Provoking Curriculum Studies: Strong Poetry and the Arts of the Possible in Education* and a forthcoming issue of the *Journal of Curriculum Theorizing*.



THANK YOU!! See you in D.C. for the AERA Conference NEXT YEAR!!