CIGSA
Curriculum & Instruction Graduate Student Association
At a time when the term social justice has gained a degree of ubiquity at educational and related academic conferences, and savvy rhetoricians motivated by strategic political and commodity-based interests appropriate themes of social justice with an almost predictable level of confidence, it needs be asked: What do we – educators, researchers, practitioners – mean when we deploy the term? Does the term still possess relevance or has it fragmented into an empty signifier (Lévi-Strauss, 1950)? How may the work of ethically-conscious social justice within the academy, schools, and greater society be foregrounded in a manner that imbricates the role with the soul (Freire, 2000), and what may this term come to mean for 2016 and beyond? Alternately stated, how can we speak authentically of justice in and for social contexts that are often pressing with regards to human and environmental urgency and gravity?

At the heart of such questions lies the need for a merging of practice with reflexivity (Siraj-Blatchford & Siraj-Blatchford, 1997). How, for instance, do our social practices and the manner we reflect – or fail to reflect – on these reify not only prior ideological assumptions but also co-constitute a particular ethical stance? Of particular interest here are the reflective methods and strategies that practitioners daily employ as forms of an “ethics of suspicion” (Bernasconi, 1990) that seeks to question both world and ‘self’ so as to bring about modes of action characterized by greater degrees of equality, justice, and relationship.

Hence, this conference theme calls for a revalorization of those often taken for granted assumptions that undergird practice and action through the interrogation of the terminology – ‘social justice’, ‘critical’, ‘activism’, ‘transformatory’, and ‘advocacy’ to mention but a few – which has come to characterize substantial parts of educational research and practice.
Saturday, March 19th, 2016

8:00-8:30 Chambers Building Lobby

- Coffee and breakfast included for all attendees

Welcoming:

Dean, David Monk - College of Education: The Pennsylvania State University

Session I 8:30-9:45

104 Chambers

- Redlining and its Influence on Educational Opportunities in the Public Education System - Erika Emery, California State University - East Bay

- Critical Policy-Making: A Metaphorical Analysis of the Work of Four Policy Scholars - La-Trina Jackson, Georgia State University

- How do the support and Resources that Cyber Charter Schools Provide to their Students Afford or Constraint Equity and Justice in their Learning? - Victoria Raish, Stephanie Schroth, Alison Carr-Chellman, The Pennsylvania State University

105 Chambers

- Community School Leadership for Equity and Social Justice - Stacey Campo, The Graduate Center, CUNY

- Prospects for Change: Family Involvement: Rethinking Community Engagement - Patricia Saddler, California State University, East Bay

- Including Inclusion in Teacher Education: Critical Reflections on Teaching for Social Justice - Marisa Kofke and Dana Simone, University of Delaware
The Millennium Scholars Program: Increasing Minority Representation in the STEM Fields One Student at a Time- Starlette Sharp, The Pennsylvania State University

Between Belief and Action: Teachers’ Negotiated and Enacted Beliefs about Multicultural Science Teaching- Hannah Kye, Teacher College, Columbia University

The Intersections of STEM, Critical Thinking, and Social Justice for Minority Students- Jonte’ C. Taylor, The Pennsylvania State University

An Experiential STEM Course for Latina/Latino Undergraduates at the University of Arizona- Shireen Keyl, University of Arizona

Workshop

Whose Story is This? (Ferguson, the Future and Perspectives)- Doug Selwyn, Suny Plattsburgh


Rethinking Legal Education for Equity- Rafael Alvarado, Dwayne Wright, The Pennsylvania State University

Beyond Right and Wrong: Fostering Adolescent English Learner Writing Ability - Paolo Infante, The Pennsylvania State University


Social Justice in Science Education: Reading the Word and the World- Peter R. Licona and Paolo Infante, The Pennsylvania State University
Welcome and Keynote Presentation 10:00-11:00

101 Chambers Building

Opening Remarks
Rabiyatu Jalloh: Spoken Word Performer
Nirmala Erevelles: From Flint to Ferguson and Beyond: Reading Disability at the Intersections

Session II 11:15-12:30

104 Chambers

‣ You Have to be Carefully Taught- Patrick Shannon, The Pennsylvania State University
‣ From examining "other" to examining self: Engaging pre-service teachers in social justice education- Jennifer Lane-Myler and Ana Carolina Diaz Beltran, The Pennsylvania State University
‣ "Justice and the Outsider"- Bettina P. Murray, John Jay College of Criminal Justice, CUNY

105 Chambers

‣ Anxiety and Aggression in an Inclusive Preschool in Paris- Gail Boldt and Joe Valente, The Pennsylvania State University
‣ A Critical Examination of the Education System as a Social Justice Imperative in Cuba- Samanta Lopez and Bryan D. Campbell, University of Delaware
‣ Curtailing High-Stake Testing: A Look at the Opt-Out Movement from the Theory of Punctuated-Equilibrium- Dorothy Moulthrop, The Ohio State University

108 Chambers

‣ Resurgent Behaviorism and Neoliberal Reason: On the “Skillification” of Education and the Thoughtlessness of Capital- Mark J. Garrison, D’Youville College
‣ The Other Privatization: Neoliberal Pedagogy and the Erosion of the Public Mission of Education- Jim Murphy, University of Massachusetts
111 Chambers

- Beyond Pity: A Critical Analysis of Service in Afterschool Education- Andrea Kolb, The Pennsylvania State University


113A Chambers

- Promises and Pitfalls: An Examination of Graduate Literacy Education Students in an Antiracist Book Group- Karen M. Wieland, St. Bonaventure University; Autumn M. Dodge, St. John’s University

- Empirical Designs: How the Concept of White Privilege is Researched in Teacher Education- Jacob S. Bennett, Stanley C. Trent, University of Virginia; Melissa K. Driver, Kennesaw State University

- An Outsider Searching Her Way in: Reflections on Working with Biracial Youths’ YouTube Content- Ashley Patterson, The Pennsylvania State University

209 Chambers


- Civic and Political Engagement in the Digital Age- Rebecca Y. Bayeck, The Pennsylvania State University

- Teaching Social Justice in Higher Education in the Age of the Colombian Post-Conflict. Reflections,Capabilities, and Methodologies from the Perspectives of the Human Development Capabilities Approach- Cristhian James Diaz-M, Saint Mary’s University of Minnesota.

210 Chambers

- Dynamising Literacy Instruction: Revising Courses for Critically Socially Just Pedagogy Through Augusto Boal’s Theater of the Oppressed- Sharon M. Peck, SUNY Geneseo


- Infusing Diversity into Pedagogical Practices: A Moral Argument- Margaret Harris, California State University East Bay
Lunch: Cafe Laura 12:30-1:30

Cafe Laura: Catered Lunch provided for all attendees

Live performance by: Los Tikis

Social Justice award: Dr. Anthony Monteiro

Session III 1:45-3:00

104 Chambers

- Reforming The Individuals with Disabilities Education Act (IDEA)- Ruxandra Apostolescu, Christine Holyfield, Naheed Natasha Mansur, The Pennsylvania State University
- Embracing the Struggle: Cultivating Critical Reflection Through Case Story Analysis- Julie Gorlewski and David Gorlewski, SUNY, New Paltz

105 Chambers

- Examining the Question “Is Special Education Racist”: A further Discussion about Minority Students in Special Education- Jonte’ C. Taylor, The Pennsylvania State University
- Cultural Differences, Not Deficits: Rethinking Cultural Deficit Models and (Re)defining Cultural Strengths in Education- Martin Alberto, Syracuse University
- Rethinking Identity and Recognition in Education- Lochran C. Fallon, The Pennsylvania State University

108 Chambers

- Understanding Racialized Educational Disparity in the US through the Teaching Practices and Experiences of White Female Educators- Jill Butler, California State University, East Bay
111 Chambers

- Theatrical Workshop: Considering Whiteness with Theatre? (Youth Participatory Action Research)- Samuel Jaye Tanner: The Pennsylvania State University in Altoona

113A Chambers

History and Education: Engaging the Global Class War- Curry Malott, West Chester University of Pennsylvania

Drawing Class Lines Through Critical Education, or, the 20th Century is Not Yet Over- Derek R. Ford, Syracuse University

Dress Code or Gender Discrimination: Pedagogy for Space and a Right to “Experience As Curriculum” - Zane C. Wubbena and Emily Wubbena, Texas State University

209 Chambers

Workshop

- The Decentering of Whiteness in Order to Create Engaging Spaces for Culturally and Linguistically Diverse Students. Natalie Zwerger, Director of CSS, Chemay Morales-James, Senior Equity Coach, Khalilah Brann, Equity Coach, New York University Steinhardt

210 Chambers

- Critically Defining the M in STEM Education- Chair: Mark Wolfmeyer, Kutztown University of PA

  Discussant: Carla Zembal-Saul, The Pennsylvania State University

  Authors: Mark Wolfmeyer, Kutztown University of PA, Nataly Valle, SUNY New Paltz, Andrea McCloskey, The Pennsylvania State University

Session IV 3:15-4:30

104 Chambers


- The Effect of Child Abuse on Child Labor in Malawi- Naheed Natasha Mansur, The Pennsylvania State University

Educational Policy's Role in Encouraging Rural Student College Enrollment: Implications For Social Justice- J. Kessa Roberts, The Ohio State University

Leave No Inmate Behind: Issues of Equity and Reform in Corrections Education- Storm Y. Camara, Pennsylvania Department of Corrections

Resolving Civil Rights Grievances in Pennsylvania Schools- Stephen Worthington, The Pennsylvania State University


Emerging Sociopolitical Consciousness among US Pre-Service Teachers: Experiences from Immersion Abroad- Elizabeth Smolcic and Pauli Badenhorst, The Pennsylvania State University

Can Social Justice be achieved through social cohesion and Education? The Case of Georgia- Mariam Orkodashvili, The Pennsylvania State University

Learning Time Differentials: At the Intersection of Race and Class- Kathryn Mapps, California State University East Bay


A Critical Analysis of How Parents in Low-Performing, Low-Income Schools Define School Quality Relative to School Performance Frameworks- Charles Wilson, California State University, East Bay

Ethical Concerns of School Safety Measures- Ryan Kapa, Ohio State University

The Spectral Status of Transgender Characters in Bilingual (English-Spanish) Children’s Picture Books- Ashley Sullivan and Laurie Urraro, Penn State Erie The Behrend College

Can We Teach Porn? Towards the Development of an Ethical Erotics Education- Alanna Goldstein, York University
210 Chambers

Aerial Architectures of Resistance: Critical Education for a Pneu Movement- Derek R. Ford West Chester University of Pennsylvania

Empirical Designs: How the Concept of White Privilege is Researched in Teacher Education- Jacob S. Bennett, University of Virginia; Melissa K. Driver, Kennesaw State University; Stanley C. Trent, University of Virginia


Keynote and Closing remarks 4:45-5:30

102 Chambers Building

Davon Clark: Spoken Word Performer

David Stovall: This is Not for Accolades!: Education, Justice and the Will to Work

After conference gathering

5:45–

Whiskers at the Nittany Lion Inn

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