

SEPES 2005 PROGRAM

FRIDAY, FEBRUARY 4th
CONCURRENT SESSION I, 8:45-10:15

Teaching Academy 1

Regaining Democratic Momentum

School-Business Partnerships, Corporate Persons, and the Kingdom of Ends
Greg Seals, College of Staten Island/CUNY

How Europe and the United States are Drifting Apart in Their Dreams of the Future
Antje Barabasch, Georgia State University

Anarcho-syndicalism, Economic Democracy, and Schooling: Some Timely Reminders
Michael Johnson, University of Central Florida

Teaching Academy 2

Education and Justice: Some Considerations

The Ethical Shortcomings of Urban Schools: Circumstances and Consequences
Andrew N. McKnight, University of Alabama-Birmingham

Is Infusion Always a Democratic Reform?
Joyce Nutta, Jennefer Khattabi, and Larry Johnson, University of South Florida St. Petersburg

Educational Injustice in Democratic Society
Daniel R. Vertrees, Ethical Practice Institute

Teaching Academy 3

Body Talk and Living Power: Feminist Perspectives

Body Talk and Learning: How Panoptic Peers “Mis(s)” Educate
Elizabeth Hendrix, University of Alabama

The “Hill Girls” Live Up While the “City Girls” Live Down: Race, Gender and Power on a College Campus
Jennifer Esposito, Georgia State University

The Dialectic of Politeness, Dialogic Encounter, and Democracy of Being of the Female Progressive Educator
B. Lara Lee, University of North Carolina Greensboro

CONCURRENT SESSION II, 10:30-12:00

Teaching Academy 1

Considering the National Research Council's Report, *Scientific Research in Education* (Panel)
Philip Kovacs, Deron Boyles, and Benjamin Baez, Georgia State University

Teaching Academy 2

International Perspectives: Visions and Viewpoints

Dos Capitals: One Person's Experiences in Havana and Washington, DC
Shayla Mitchell, Georgia State University

Separation Failure? Islam, Cultural Conflict and Education
Jeffrey Ayala Milligan, Florida State University

Unnoticed Fall of Sparrows: Healing the Soul of American Education
Daniel R. Vertrees, Ethical Practice Institute

Teaching Academy 3

Body, Mind, and Machine

"Retooling: A Historian Confronts Technological Change": A Review
Richard D. Lakes, Georgia State University

"Minding" Knowledge: Leaving the Body Behind in Schools
Elizabeth Hendrix, University of Alabama

Whitehead Revisited
Jamie H. Leier, University of Florida

Head Masters: A Review Session
Wayne Urban, Georgia State University
Robert Sherman, University of Florida
Stephen Tomlinson, University of Alabama

LUNCH, 12:00-1:00

CONCURRENT SESSION III, 1:15-2:45

Teaching Academy 1

Study, Reflection, and Practice: Exploring the Confucian Philosophy of Education (Symposium)
Bradley Scott Ellison, Yan Cao, Hongmei Peng, and So Young Kang University of Tennessee

Teaching Academy 2

Frames, Policies, and Impacts

Reconceiving Knowing: Reclaiming The Use of Trust Over A Method of Doubt
Stephen Triche, Nicholls State University

Analytic Predications in the Promotion of Educational Policies: An Example of Vicious Intellectualism
Pamela C. Crosby, Florida State University

Language and Human Capitol Theory: The Precarious Flirtations of Bilingual Educators' with Neo-Liberalism
John Petrovic, University of Alabama

Teaching Academy 3

Teachers As Agents: Beliefs, Performances, and Decisions

Teaching and the Impersonation of the Impersonal
James Stillwaggon, Teachers College, Columbia University

Tempering Tenacity: Teaching By Virtue of Growth
Lisa Eaker, University of Alabama Huntsville
Ari Santos, Valdosta State University

Teachers' Professional Discretion and the Curricula: A Preliminary Analysis with Implications for Professional Development and Curriculum Policy
David Boote, University of Central Florida

CONCURRENT SESSION IV, 3:00-4:30

Teaching Academy 1

Identities and Freedom to Be: Liberatory Praxis in Schools

Through Thick and Thin: Exploring Christian Subjectivities in a Social Foundations Context
Kathleen Kinslow and Gerald Wood, Universtiy of Alabama

Critical Implications of Black Masculinity within the Intersection of Leadership Foundations and Spirituality—Leading and Living for Social Justice
C.P. Gause, University of North Carolina Greensboro

Being White and Knowing It: A Philosophical Exploration of White Identity
Lee Woodham Digiovanni and Delores D. Liston, Georgia Southern University

Teaching Academy 2

No Child Left Behind: Analysis and Critique

Emancipation via Corporatization: The Public Discourse of No Child Left Behind

Leslee Trammell, Georgia State University

No Child Left Behind Act: Prospect and Retrospect

James J. Van Patten, Florida Atlantic University

No Child Left Behind: Whose Child and by Whom?

Melissa Da Silva, Georgia State University

Teaching Academy 3

Teacher Education: Moral not Technical Work

Philosophies of Teaching, Pedagogic Creeds, Statements of Teaching Belief, and Electronic Portfolios in Pre-service Teacher Education

Eric Sheffield, Southwest Missouri State University

Truth in Teaching: The Epistemic Ethos

Donald Vandenberg, University of Queensland

Teaching: The Non-Profession Profession

Thomas E. Deering, Augusta State University

Steven P. Jones, Southwest Missouri State University

PRESIDENTIAL ADDRESS, 5:00-6:00

Jimmy Carter's Philosophy of Education or Lack Thereof

Deanna Michael, University of South Florida St. Petersburg

SATURDAY, FEBRUARY 5TH

CONCURRENT SESSION V, 8:30-10:00

Teaching Academy 1

Born Supremacy: Do Teacher Education Programs Sustain White Privileged Quasi-Fascist Democratic Societal Infrastructures (roundtable)

Arnold Monroe, University of Central Florida

Teaching Academy 2

Discourses, Voices, and Images

Introducing Equal Educational Opportunity in a Multilingual Context

Sikharini Majumdar, University of Alabama

William Gaudelli, University of Central Florida

Documentary, Pedagogy, and the Multicultural Agenda

Brandon Foltz, Indiana University-Bloomington

Bildung and the Promise of the Individual: A Study of Education at Charles Xavier's School for Gifted Youth Also Known as the X-Men

M. Stoermer, Indiana University-Bloomington

Teaching Academy 3

Cultural and Institutional Politics of Difference: Historical and Contemporary Perspectives

The Desegregation of Florida Community Colleges: Expanding Opportunity or Strategy to Preserve White Privilege?

Larry Johnson, University of South Florida St. Petersburg

Are Public Historically Black Universities and Colleges Endangered Institutions?

Marci Middleton, Georgia State University

Seeking Social Justice in Diverse Southern Schools: Race, Ethnicity, and the "Politics of Difference"

Camille Wilson Cooper, University of North Carolina Greensboro

CONCURRENT SESSION VI, 10:15-11:45

Teaching Academy 1

Curriculum Issues: Place, Character, and Creationism

Intelligent Design: An Only Slightly More Evolved Mutation of Creationism

Tim Ackley, University of Central Florida

Encapsulating the Environment: A Case for A Place

Andrew T. Kemp, University of Central Florida

The Character Education Inquiry (1928-1930)

Stephen G. Fairchild, University of Georgia

Teaching Academy 2

Language: Window, Remedy, or Cause

Three Case Studies in the Power Dynamics of Leadership

Judith Mucheck, Georgia State University

An Analysis of the Relationship Between Language and Thought in John Dewey's How We Think and Lev Vygotsky's Thought and Language

Peggy Ruth Geren, Augusta State University

Leadership as a Prescription for Urban Schools: A Cure or a Poison?

Doug Davis, Donna Adair Breault, Georgia State University

Teaching Academy 3

Dewey's International Influence

John Dewey's Impact on Today's Turkish Education System

Meltem Alemdar, Georgia State University

John Dewey and His Ideas in China: An Examination of Dewey's Influence in China Through Two Cases

Peijun Zheng, University of Alabama