

Critical Race Studies in Education Association



Critical Race Theory in Education Conference

**Race, Education and Public Policy for Social Justice:
Transdisciplinary Activism in Critical Race Studies**

Vanderbilt Law School
Nashville, Tennessee
May 28 – May 30, 2014

Critical Race Studies in Education Association

Mission Statement

We are an interdisciplinary consortium of educators, scholars, and activists who recognize global implications of racism and inequity across educational settings. We are committed to gathering once per year for an annual conference to engage in critical dialogue and debate focused on educational, legal, and social inequities.

2014 CONFERENCE THEME

Race, Education, and Public Policy for Social Justice: Transdisciplinary Activism in Critical Race Studies

The significance of critical race theory (CRT) and critical race studies includes examining the systemic roles of race across multiple areas of academic disciplines, especially between education and legal studies, and advancing social justice activism across all segments of human interactions. As CRT scholar-activists we theorize, strategize, and take action using transdisciplinary perspectives interrogating dynamic issues including race, gender, cultural/social/political dynamics, and economic inequality that influence education (P-20) and the public good. CRT, critical race scholarship, and social equity praxis informs our work.

Given this year's conference theme, presenters and conference attendees share work that crosses these strands:

- **Community Organizing for Social Justice:** This strand centers on community-based initiatives that challenge social structures, policies, and practices that (re)produce inequities within marginalized settings.
- **Critical Race Theory Praxis:** This strand focuses on the importance of praxis and the need to develop the skills and competencies of CRT in practice and in action.
- **Health Care and Race:** This strand explores the complexity of interrelated issues of health care as a human rights issue for students, educators, and society, and the fundamental importance of health care access and equity across all learning environments.
- **Immigration, Citizenship, Language & Power:** This strand examines the multiple discourses surrounding structures and policies that determine and design inequitable outcomes for the educational experiences of immigrant communities.
- **Legal Studies and Social Justice:** This strand examines a broad range of legal scholarship and issues shaped by political, economic, and cultural forces that affect education-related policy and practice.
- **School to Prison Pipelines:** This strand highlights theories, politics, policies, and practices that focus on the criminalization and expanding racialized school-to-prison dynamics that confront communities of color.
- **Transdisciplinary and Intersectionality Approaches for Equity & Opportunity:** This strand examines transdisciplinary approaches and intersectionality concepts for exploring and building increased equity, access, and opportunity across P-20 educational environments.

CRSEA Leadership Team

Mark S. Giles

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The University of Texas at San Antonio

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Columbia University

Lisette Torres-Gerald

Graduate Student

Iowa State University

Brandy Wilson

Appalachian State University

Rema Reynolds

Project Development

University of Illinois, Urbana-Champaign

Conference Program Committee

Elizabeth Cook – The University of Texas at San Antonio
Diane Elizondo – The University of Texas at San Antonio
Mark S. Giles – The University of Texas at San Antonio
Alejandra Montoya-Boyer – Columbia University
Lindsay Pérez Huber – California State University, Long Beach
J.T. Snipes – Indiana University – Purdue University Indianapolis
Lisette Torres-Gerald – Iowa State University
Brandy Wilson – Appalachian State University

Proposal Reviewers

Reginald Blockett – Indiana University
Elizabeth Cook – The University of Texas at San Antonio
Alvin Curette, Jr. – The University of Texas at San Antonio
Jonathan Damiani – Nagoya University of Commerce & Business
Diane Elizondo – The University of Texas at San Antonio
Jennifer Foubert – University of Wisconsin-Madison
Mark S. Giles – The University of Texas at San Antonio
Mariana G. Martinez – University of Illinois, Urbana-Champaign
Aisha Holmes – University of South Florida
Michael Jennings – The University of Texas at San Antonio
Sonja Lanehart – The University of Texas at San Antonio
Adrian Martin – Montclair State University
Nadrea Njoku – Indiana University – Purdue University Indianapolis
Lindsay Pérez Huber – California State University, Long Beach
Kamau Rashid – National-Louis University
Juhanna Rogers – Indiana University – Purdue University Indianapolis
J.T. Snipes – Indiana University – Purdue University Indianapolis
David Stovall – University of Illinois at Chicago
Denise Taliaferro Baszile – Miami University
Madhavi Tandon – University of Colorado Denver
Lisette Torres-Gerald – Iowa State University
Betty Jeanne Taylor – The University of Texas at Austin
Tierra Tivis – Oakland University – Rochester, Michigan
Kara Viesca – University of Colorado Denver
Trevor Warburton – University of Utah
Brandy Wilson – Appalachian State University
Ashley Woodson – University of Pittsburgh

CONFERENCE SPONSORS

A deep appreciation and note of gratitude to Vanderbilt Law School Professor Terry Maroney, and the Vanderbilt Law School Social Justice Program, and Professor Beverly I. Moran, for their strong support and sponsoring the use of law school facilities for the conference.

We send appreciation to the following faculty and staff for helping arrange the personal connections and logistics for the 2014 conference:

Bonnie L. Bielec, Vanderbilt Law School
BJ Jefferson, Vanderbilt Law School
Ebony McGee, Vanderbilt University Peabody College of Education
Daniel J. Sharfstein, Vanderbilt Law School

We greatly appreciate the support of Dr. Rogers Hall and the Department of Teaching and Learning at Vanderbilt University Peabody College of Education.

For the second consecutive year, the Derrick Bell Legacy Award and reception is sponsored by the Routledge, Taylor & Francis Group, and the *Journal of Race, Ethnicity, and Education*. In particular, we wish to generously thank Helen Wheeler from the Routledge, Taylor & Francis Group, and Dr. David Gillborn, editor of *Race, Ethnicity, and Education* for their support of this annual award.

Featured Speakers and Special Sessions/Meetings

WEDNESDAY, May 28, 2014, 3:45 – 4:45 P.M.

Flynn Auditorium, 1st Floor

Menah Pratt-Clarke – University of Illinois

Associate Chancellor, Associate Provost, Associate Professor, College of Education

THURSDAY, May 29, 2014, 4:30 – 5:30 P.M.

Flynn Auditorium, 1st Floor

Ian Haney-López – University of California, Berkeley School of Law

Book signing to follow

THURSDAY, May 29, 2014

POSTER SESSION 12:20 – 1:45 P.M.

Room 036

THURSDAY, May 29, 2014, 5:45 – 7:00 P.M.

DERRICK BELL LEGACY AWARDS AND RECEPTION.

Law School, 1st Floor Lobby

FRIDAY, May 30, 2014, 9:00 – 10:15 A.M.

KEYNOTE FEATURED PANEL

Flynn Auditorium

Angela P. Harris – University of California, Davis School of Law

David Gillborn – University of Birmingham, United Kingdom

Daniel G. Solórzano – University of California, Los Angeles

David Stovall – University of Illinois at Chicago

Margaret Montoya, Professor Emerita of Law, University of New Mexico School of Law

FRIDAY, May 30, 2014, 3:30 – 4:45 P.M.

CLOSING SESSION PANEL

Flynn Auditorium

Theodora Berry – The University of Texas at San Antonio

Mark S. Giles – The University of Texas at San Antonio

Marvin Lynn – Indiana University South Bend

David Stovall – University of Illinois at Chicago

Rema Reynolds – University of Illinois, Urbana-Champaign

WEDNESDAY, MAY 28, 2014

CONFERENCE REGISTRATION 11:00 A.M. – 5:00 P.M.

1st Floor Lobby, Vanderbilt Law School

WORKSHOP 1: NOON – 1:00 P.M.

Bennett Miller Room 222

Work-Life Balance

Rema Reynolds – University of Illinois

Cheryl Matias – University of Colorado Denver

Chair: Tami Ryan – Iowa State University

WORKSHOP 2: 1:15 – 2:15 P.M.

Room 222

Towards a Radical Re-imagining of the Engaged Scholar: Into the Politics of Love, Healing and Activism

David Stovall – University of Illinois at Chicago

Chair: Dawn N. Hicks Tafari – Winston-Salem State University

WORKSHOP 3: 2:30 – 3:30 P.M.

Room 222

Publishing Critical-Oriented Scholarship

Jim Scheurich – Indiana University – Purdue University Indianapolis

Subini Annamma – Indiana University – Purdue University Indianapolis

Robin Hughes – Indiana University – Purdue University Indianapolis

Kathleen Thorius – Indiana University – Purdue University Indianapolis

Chair: Nora Cisneros – University of California, Los Angeles

KEYNOTE SPEAKER, 3:45 – 4:45 P.M.

Flynn Auditorium, 1st Floor

Introduction by Dr. Rema Reynolds

From Theory to Praxis: A Transdisciplinary Social Justice Journey

Menah Pratt-Clarke, University of Illinois
Associate Chancellor, Associate Provost, and
Associate Professor, College of Education

THURSDAY, MAY 29, 2014

CONFERENCE REGISTRATION: 8:00 A.M. – 4:00 P.M.

1st Floor, North Lobby, Vanderbilt Law School

OPENING SESSION & WELCOME REMARKS: 9:00 – 9:50 A.M.

Flynn Auditorium, 1st Floor

Mark S. Giles, CRSEA President

Lindsay Pérez Huber, CRSEA Vice President/Treasurer

CONCURRENT SESSIONS: 10:00 – 11:05 A.M.

RACIALIZED/GENDERED EXPERIENCES OF WOMEN OF COLOR IN THE ACADEMY

Bennett Miller Room 222

STEM Mujeres: Successfully Navigating the STEM Pipeline

Karina I. Vielma – The University of Texas at San Antonio

Tigre del Mar (Marine Tiger): A Boricua *Testimonio* of Surviving the Sciences and Finding Healing

Lisette Torres-Gerald – Iowa State University

Chair: Lisette Torres-Gerald – Iowa State University

STUDENTS OF COLOR AND EDUCATIONAL COSTS

Flynn Auditorium

Racial Microaggressions toward First-Generation and Low Income College Students of Color

Geneva Sarcedo – University of Colorado Denver

Cheryl Matias – University of Colorado Denver

The Capitals and Costs Associated with Schooling for Students from Traditionally Marginalized Groups

Leslie Ann Locke – The University of Southern Mississippi

Terah T. Venzant Chambers – Michigan State University

Chair: Lelia Flagg – University of Missouri – St. Louis

RACIAL DIVIDES AND ACCESS

Covington Room 220

The Digital Divide Through the Eyes of Critical Race Theory: The Digitally Denied

Stacy Gee Hollins – University of Missouri-St. Louis

Carl Hoagland – University of Missouri—St. Louis

Chair: Janiece Z. Mackey – University of Colorado Denver

The Myth of Meritocracy: Race and Class Inequities in Selective Regional Institutions' Admissions

Mary Lyons – Appalachian State University
Brandy Wilson – Appalachian State University

YOUTH, DIALOGIC SPACE AND CRITICAL CONSCIOUSNESS

Hyatt Room 144

Where Theory Meets Practice: Sociopolitical Development, Academic Interventions and Urban Youth

Ebony Cain – The Center for Power Public Schools
D'Artagnan Scorza – University of California, Los Angeles
Jonli Tunstall – University of California, Los Angeles

Beyond Pedagogical Disruption: Why Critical Race Discourse Must Account for the Aftermath of Dialectical Resistance

Bridgette Johnson – University of Florida
Michael Hudson-Vassell – University of Florida
Charisse Hudson-Vassell – University of Florida
Justin Hosbey – University of Florida
Chair: Kip Austin Hinton – The University of Texas at Brownsville

ACTIVISM, SOCIAL MOVEMENTS AND CRT

Ray Room 151

The Race to Blackness: Confronting Non-Black Claims to Oppression in/through Appropriations of Black Struggle Narratives

Aman Sium – Ontario Institute for Studies in Education - University of Toronto

'Racial-Undocu' Battle Fatigue: The CRT Praxis Approach in a Social Justice Based After School Program's YPAR Project Fostering Community, Youth Engagement, Action Research and Activism

Johnny C. Ramirez – University of California, Los Angeles

Sista-Girlfriends: Research/Participant Relationships with Black Mothers, Positionality, and Accountability

Tierra Tivis – Oakland University – Rochester, Michigan
Chair: Justin Mendez – University of California, Los Angeles

DECONSTRUCTING MULTICULTURAL EDUCATION

Renaissance Room 036

The Intersection of Critical Race Theory and Biography-Driven Instruction: Forging New Roads for Educational Equity

Melissa Prescott – Kansas State University
Cristina Fanning – Kansas State University
Socorro Herrera – Kansas State University

**Multicultural Education at a Crossroads: The Nonwhite Speech Language Impaired Student
“Cycle-of-Silence” and the “Possessive Investment in Whiteness”**

Antonio L. Ellis – College of Charleston

Nicholas D. Hartlep – Illinois State University

Chair: Joya Carter Hicks – Kennesaw State University

CONCURRENT SESSIONS: 11:15 A.M. – 12:20 P.M.

PROBLEMATIZING WHITENESS AND TEACHER EDUCATION

Bennett Miller Room 222

**Cockblocking CRT: How Emotionally Investing in Whiteness Blocks the Penetration of CRT
in Urban Teacher Education**

Cheryl Matias – University of Colorado Denver

Roberto Montoya – University of Colorado Denver

Naomi Nishi – University of Colorado Denver

The Discourse of Whiteness among Taiwanese College Students

Yih Yeh Pan – Akita International University

Chair: Janiece Z. Mackey – University of Colorado Denver

WRITING CRT—FICTION AND COMPOSITE STORIES

Location: Flynn Auditorium Room

**Deploying Fiction in the Service of Critical White Studies: Reading from an
Autoethnographic Novel**

James Joseph “Jim” Scheurich – Indiana University – Purdue University Indianapolis

**Hip-Hop Otherfathers: A Composite Counterstory of Black Male Elementary School
Teachers from the Hip-Hop Generation**

Dawn N. Hicks Tafari – Winston-Salem State University

Chair: Matthew Davis – University of Missouri - St. Louis

**VISIBILITY, LIVED EXPERIENCE AND RACIAL BATTLE FATIGUE IN HIGHER
EDUCATION**

Covington Room 220

Creating a New Narrative: Reframing Black Masculinity for College Men

Danté Pelzer – Florida State University

**African American Male Student Leadership Responses to Racial Battle Fatigue: A CRT
Responsive Praxis Point Examined**

Bryan K. Hotchkins – University of Utah

**Is There Really Room for All of Us? A Counter-Story of Black Doctoral Students at Hispanic
Serving Institutions**

Elizabeth Cook – The University of Texas at San Antonio

Chair: Shawn Patterson – University of Pennsylvania

RESISTANCE AND “TROUBLEMAKERS” IN THE CLASSROOM

Hyatt Room 144

Encountering White Resistance in a Social Studies University Course

Blanca Araujo – New Mexico State University

Armando Altamirano – New Mexico State University

Troublemakers and the Logics of Exclusion in the World History Classroom

Tadashi Dozono – University of California, Los Angeles

Chair: Justin Mendez – University of California, Los Angeles

CRT’s INTERSECTIONALITY TO INTERROGATE LABELING AND CIVIC DISEMPOWERMENT

Ray Room 151

A Review of the Narrative Research on the Educational Experiences of African American Women with/Labeled with Disabilities

Mercedes Cannon – Indiana University – Indianapolis

Kathleen Thorius – Indiana University – Purdue University Indianapolis

My Body Is Still Mines: Toward Sexual Civic Empowerment in Urban Communities

Ashley Woodson – University of Pittsburgh

Chair: Brandy Wilson – Appalachian State University

CRITICAL RACE STUDIES AND PEDAGOGICAL CONSIDERATIONS

Renaissance Room 036

Troubling Trayvon: Pop Culture and Critical Pedagogy

Jennifer J. Whitley – University of Georgia

Exploring Teacher Attitudes and Practices Regarding Raising Issues of Race and Racism within the Education of Young Children

Oona Fontanella-Nothom – California State University, Long Beach

Critical Race Theory in the Dialogic Space: Testimony in Practice

Jermaine Soto – Syracuse University

Chair: Lindsay Pérez Huber – California State University, Long Beach

LUNCH: 12:20 – 1:45 P.M. (Boxed Lunches Provided)

1st Floor, North Lobby, Vanderbilt Law School

POSTER SESSION: 12:20 – 1:45 P.M.

Room 036

Colorblind Nature of Monitoring for Disproportionality

Timberly Baker – Indiana University
Maureen Convery – Indiana University

Stereotypical Representations of Marginalized People in the Media: Reel Bad Arab

AbdElHadi Basheer – Washington State University

The Complexities of Race in a “So-Called” Post Racial America a Black Man Counter-Story

Rodney Bates – University of Oklahoma

Lack of Policy on American Indian Imagery: Community-Based Initiatives at the University of Utah

Colin Ben – University of Utah
Natalia Ralyk – University of Utah

Cradling Tribal Identity, Motherhood and Higher Education Aspirations: Reflections From a Native American Women’s Weaving Circle

Nora Cisneros – University of California, Los Angeles

Is There One Best System? A Critical Viewpoint of the Complexities of Urban Educational School Systems

Ron Clark – Indiana University
Mary Priester – Indiana University – Purdue University Indianapolis
Cassandra Shipp – Indiana University – Purdue University Indianapolis

Toward the Development of a Relevant Policy Studies and Civics Coursework for Secondary Urban Students Using CRT Influenced Technology-Based Tutors

Troy Crayton – Indiana University – Purdue University Indianapolis

Love in the Time of Neoliberal Urbanism: Decentering Whiteness from Urban Teacher Education

Kay Fujiyoshi – The University of Texas at El Paso

Coming to America: Teaching and Learning about Immigration through First-Person Student Research

Karla Fuller, Kathryn B. Wilson, Khalifa Ndiaye, Adesh Ramcharitar, Tannya Luna, Jessamine Del Rosario, Kristine Perez, Gibsy Lino – Stella and Charles Guttman Community College

Sign Language Interpreters: Microaggressions that Manifest Itself in the Educational Environment

David Hernandez – California State University, Northridge
Kristi Brown – California State University, Northridge
Calista Paine – California State University, Northridge

Twitter as a Counter-Space for Latina Doctoral Students

Estee Hernández – Florida State University

Education in South Texas: Assimilation and Marginalization, 1519-2014

Kip Austin Hinton – The University of Texas at Brownsville

Gangstas and Masters of the Universe: Manhood and Power

Andre Koen – AM Horizons Training Group

Early College High Schools, Students from Traditionally Marginalized Groups, and Interest Convergence

Leslie Ann Locke – The University of Southern Mississippi

School Naming as Racial Resistance: Black School Principals and Critical Race Pedagogy in 1890 St. Louis, Missouri

Shante' Lyons – University of Missouri – St. Louis

Matthew Davis – University of Missouri – St. Louis

The Social Science Career Pathway: A Conduit to Racial Dialogue and Liberating Pedagogy

Janiece Z. Mackey – University of Colorado Denver

Cheryl Matias – University of Colorado Denver

Whose Crisis Is It, Anyway?

Callie Palmer – Washington State University

Immigration, Citizenship, Language & Power

Wilfredo Portillo – Indiana University

Benedict Adams – Indiana University – Purdue University Indianapolis

Racial Microaggressions from a German Youth of Color Perspective

Lili Rebstock – University of Halle, Germany

Soaring on the Wings of Sankofa: Auto-Ethnography of Black Woman, Mother, and Doctoral Student

Juhanna Rogers – Indiana University – Purdue University Indianapolis

An Analysis of Mica Pollock's Colormute through the Lenses of Four Seminal Writings on Race

Tami Ryan – Iowa State University

The 3C's of Global Teacher Education: Curriculum, Consciousness, Change

Gregory Seaton – The College of New Jersey

Helene Anthony – The College of New Jersey

Brenda H. Leake – The College of New Jersey

CONCURRENT SESSIONS: 1:45 – 2:50 P.M.

QUEERING AND QUESTIONING INTERSECTIONALITY

Bennett Miller Room 222

A Space of Resistance: Experiences of Same-Gender Loving Male Collegians of Color

Reginald Blockett – Indiana University

J.T. Snipes – Indiana University – Purdue University Indianapolis

Rezbian: Braided Identity

Cheryl Birdhat Polacek – Montana State University

Chair: Ashley Woodson – University of Pittsburgh

COUNTERSTORIES OF STUDENTS OF COLOR

Flynn Auditorium Room

El Que Persevera Triunfa/Whoever Perseveres, Triumphs

Juan Rios Vega – The University of North Carolina at Greensboro

Young, Black, and Female in Mathematics Education

Jessica Wilson – University of South Florida

Chair: Madhavi Tandon – University of Colorado Denver

RACE, EDUCATIONAL POLICY AND DISCOURSE

Covington Room 220

Blackface, Multicultural Education and the Post-Racial Fungibility of Race

Philip S. S. Howard – York Centre for Education and Community York University

Aman Sium – University of Toronto

Frédérique Bournot – York University and Ryerson University

Towards a Coalition Critical Race Theory in Education

Michael Ishimoto – University of California, Los Angeles

Chair: Janiece Z. Mackey – University of Colorado Denver

DE JURE AND DE FACTO WHITENESS

Hyatt Room 144

“When Saying You Care Is Not Really Caring”: Emotions of Disgust, Whiteness Ideology and Teacher Education

Cheryl Matias – University of Colorado Denver

Michalinos Zembylas – Open University of Cyprus, Cyprus

Protecting Whiteness: Deprivation of an Educational Right

Wei-Ling Sun – The University of Texas at Austin

Sarah Ishmael – The University of Texas at Austin

Mark A. Gooden – The University of Texas at Austin

Chair: Geneva Sarcedo – University of Colorado Denver

CONCEPTUALIZING RACISM, COGNITIVE DISTORTIONS, AND RACIAL MICROAGGRESSIONS

Ray Room 151

“It Wasn’t Racism; It Was More Misunderstanding.” White Teachers, Latino/a Students, and Conceptualizations of Racism

Meagan Call-Cummings – Indiana University – Bloomington

Sylvia Martinez – Indiana University

Critical Race Considerations in Educational Consultation

Lelia Flagg – University of Missouri – St. Louis

Seeking the Fountain of Resistance: Black Men and Responding to the Biopsychosocial Impact of Racial Microaggressions

Kenjus Watson – University of California, Los Angeles

Chair: Karina I. Vielma – The University of Texas at San Antonio

CONCURRENT WORKSHOPS: 3:00 – 4:15 P.M.

Making White Privilege Visible

Bennett Miller Room 222

Jessica Sierk – University of Nebraska – Lincoln

Emily Suh – Southeast Community College

Chair: Reginald Blockett – Indiana University

Social Justice as a Mechanism for Combating Linguicism

Renaissance Room 036

Kristine Sudbeck – University of Nebraska – Lincoln

Chair: Dawn N. Hicks Tafari – Winston-Salem State University

In a CRT State of Pain: Centering Race in Multicultural Teacher Education Curriculum and Movement

Covington Room 220

Natasha Flowers – Indiana University – Purdue University Indianapolis

Chair: Karina I. Vielma – The University of Texas at San Antonio

UCLA’s Call 2 Action: Questions and Lessons on Critical Race Praxis from Graduate Students of Color in Education

Hyatt Room 144

UCLA Call 2 Action:

Nora Cisneros – University of California, Los Angeles

Justin Mendez – University of California, Los Angeles

Johnny C. Ramirez – University of California, Los Angeles

Kenjus Watson – University of California, Los Angeles

Troy Lau – University of California, Los Angeles
Chair: Teara Lander – Kansas State University

KEYNOTE SPEAKER: 4:30 – 5:30 P.M.

Flynn Auditorium, 1st Floor

Ian Haney-López – University of California Berkeley School of Law
Dog Whistle Politics

* Book signing immediately after the talk

DERRICK BELL LEGACY AWARDS AND RECEPTION: 5:45 – 7:00 P.M.

Location: 1st Floor Lobby

2014 Derrick Bell Legacy Award Honorees:

Ian Haney-López – University of California Berkeley School of Law

Angela P. Harris – University of California Davis School of Law

Francisco Valdes – University of Miami

Natsu Taylor Saito – Georgia State University

David Stovall – University of Illinois, Chicago

FRIDAY, MAY 30, 2014

CONFERENCE REGISTRATION: 8:00 A.M. – NOON

1st Floor, North Lobby, Vanderbilt University Law School

KEYNOTE FEATURED PANEL: 9:00 A.M. – 10:15 A.M.

Flynn Auditorium, 1st Floor

Angela P. Harris – University of California Davis School of Law

David Gillborn – University of Birmingham, United Kingdom

Daniel G. Solórzano – University of California, Los Angeles

David Stovall – University of Illinois at Chicago

Moderator: Margaret Montoya, Professor Emerita of Law, UNM School of Law

CONCURRENT SESSIONS: 10:25 – 11:40 A.M.

CAPITALISM, METAPHORS AND THE MYTH OF MERITOCRACY

Bennett Miller Room 222

American Chimera: The Ever-Present Educational Domination of Whiteness, Patriarchy, and Capitalism

Roberto Montoya – University of Colorado Denver

Cheryl Matias – University of Colorado Denver

Naomi Nishi – University of Colorado Denver

Capitalism vs. Communities of Color: The Implementation of Community Cultural Wealth, Funds of Knowledge, and Other Metaphorical Capitals

Kip Austin Hinton – The University of Texas at Brownsville

Chair: Ashley Woodson – University of Pittsburgh

CRITICAL RACE MANIFESTATIONS IN RESEARCH AND THE CLASSROOM

Covington Room 220

Transcending Celebrity Scholarship: Fostering Balanced Perspectives in Research on Black Issues

Shawna Patterson – University of Pennsylvania

Moving toward Praxis: Employing Critical Race Pedagogy in Critical Race Theory Courses

Jessica C. Harris – Indiana University

Chayla Haynes – University of Northern Colorado

Chair: Tami Ryan – Iowa State University

TESTIMONIO AS METHODOLOGY AND AIDING INSTITUTIONAL TRANSFORMATION

Hyatt Room 144

Succeeding Despite Institutional Barriers: The Journey of Mexicana Undocumented Students and Their Families towards Accessing Higher Education

Brenda B. Pulido – California State University, Long Beach

Lessons Learned: *Testimonios* from a New Center for Latin@ Studies at a Predominantly White University

Jessica Cruz – Ferris State University

Tony Baker – Ferris State University

Chair: Leslie Ann Locke – The University of Southern Mississippi

USING CRITICAL AND LEGAL STUDIES TO INTERROGATE MERITOCRACY AND “FOR ALL” LAWS

Ray Room 151

Fisher v. University of Texas at Austin: Through a Critical Race Theory Lens

Alvin Curette, Jr. – The University of Texas at San Antonio

Historic Residential Discrimination, the Resegregation of Our Cities, and Changing Demographics in Our Schools: Parental and School Choice

Jasmine D. Parker – University of Illinois at Urbana-Champaign

Inciting the Social Imagination for Transdisciplinary Activism and Transformative Education in Public Health Law Research

Jamal Martin – University of New Mexico

Chair: Rodney Bates – University of Oklahoma

ACADEMIC RESILIENCY AND DISMANTLING THE SCHOOL-TO-PRISON PIPELINE

Renaissance Room 036

How Teachers Can Impact the School-to-Prison Pipeline

Kayla Gass – University of Tennessee, Knoxville

Judson Laughter – University of Tennessee, Knoxville

“Cause I Wanna Better Life for Me, for My Baby, for My Family”: Exploring Resiliency through Community Cultural Wealth of Parenting Teens

Alonzo Campos – Claremont Graduate University

Renee Rivera Duniven – Claremont Graduate University

Taryn Vanderpyl – Claremont Graduate University

Chair: James Joseph “Jim” Scheurich – Indiana University – Indianapolis (IUPUI)

CONCURRENT SESSIONS: 11:50 A.M. – 1:00 P.M.

MAINSTREAM RACIAL REPRESENTATIONS AND THE PROMISE OF CRITICAL RACE PRAXIS

Bennett Miller Room 222

Exposing the White Avatar: Projections, Whiteness, and the Hope of Critical Race Theory Praxis...Online

Roberto Montoya – University of Colorado Denver
Cheryl Matias – University of Colorado Denver
Naomi Nishi – University of Colorado Denver

Social Justice and the Absence of Justice: Exploring the Intersection of Racial Realism and Anti-Black Racism in Urban Education Curriculum

Lynette Parker – University of California, Berkeley
Chair: AbdElHadi Basheer – Washington State University

STRATEGIES FOR HEALING AND NAVIGATING RACIAL TRAUMA

Covington Room 220

Fight, Flight, or Freeze: How Black Parents Navigate Hostile Education Systems

Jada Phelps-Moultrie – Indiana University

Reimagining Critical Race Theory in Education: Mental Health, Healing and the Pathway to Liberatory Praxis

Ebony McGee – Vanderbilt University
David Stovall – University of Illinois at Chicago
Chair: Justin Mendez – University of California, Los Angeles

VISUALIZING RACISM

Hyatt Room 144

“But I’m Latino, So They’re Saying I’m a Bandit!”: CRT, Visual Microaggressions, and the Historical Image of Mexican Banditry

Lindsay Pérez Huber – California State University, Long Beach
Daniel G. Solórzano – University of California, Los Angeles
Layla Huber Verjan – UCLA Lab School

Contemporary Blackface, Microaggression, and Pedagogy for Whiteness: Teaching and Learning Disregard on Canadian University Campuses

Philip S. S. Howard – York Centre for Education and Community York University
Chair: Kip Austin Hinton – The University of Texas at Brownsville

IMMIGRATION, CITIZENSHIP, REPRESENTATION & POWER

Location: Ray Room 151

Immigrant and Migrant Children in Japanese Schools & the Construction of “Controlling Images”

Kelly King – University of Fukui, Japan

Statusless and Stateless: Critical Analysis of Research Literature and Education Policy to Discern the Majoritarian Story about Refugee Students

Madhavi Tandon – University of Colorado Denver
Chair: Brandy Wilson – Appalachian State University

BREAKING THROUGH THE GLASS CEILING

Renaissance Room 036

The Underrepresentation of Asian Americans in Higher Education Leadership: A CRT Analysis of the Glass Ceilings Challenging the Promotion of Asian American Faculty into Administration

David H. K. Nguyen – Indiana University – Bloomington

J.T. Snipes – Indiana University – Purdue University Indianapolis

African American Women and Intergenerational Knowledge: A Holistic Perspective on Educational Leadership

Mary Whitehead – The University of Texas at San Antonio

Chair: Timberly Baker – Indiana University

LUNCH: 1:00 – 2:15 P.M. (Boxed Lunched Provided)

1st Floor, North Lobby, Vanderbilt Law School

CONCURRENT WORKSHOPS: 2:15 – 3:30 P.M.

Art as Activism: Performance AS CRIT-THERAPY

Renaissance Room 036

Juhanna Rogers – Indiana University – Purdue University Indianapolis

Bryan K. Hotchkins – University of Utah

Robin Hughes – Indiana University – Purdue University at Indianapolis

Chair: Diane Elizondo – The University of Texas at San Antonio

Everybody Wanna Be Nigga, But No One Wants to Be a Nigger: The Mis-education of Nigger

Hyatt Room 144

Marcellus Davis – Change Agent Consulting: Each 1, Reach 1, Teach 1

Alexander Hines – Winona State University

Chair: Rodney Bates – University of Oklahoma

Transforming the School to Prison Pipeline: A Humanizing Leadership Ethic

Covington Room 220

Karen Crozier – Fresno Pacific University

Chair: David H. K. Nguyen – Indiana University – Bloomington

CLOSING SESSION PANEL: 3:30 – 4:45 P.M.
Flynn Auditorium, 1st Floor

The Past, Present, and Possible Future of CRSEA: A Dialogue

Theodora Berry – The University of Texas at San Antonio

Mark S. Giles – The University of Texas at San Antonio

Marvin Lynn – Indiana University-South Bend

David Stovall – University of Illinois at Chicago

Rema Reynolds – University of Illinois, Urbana-Champaign

DERRICK BELL LEGACY AWARD

About the Derrick Bell Legacy Award

In 2012, the Critical Race Studies in Education Association (CRSEA) began the Derrick Bell Legacy Award to acknowledge the critical race theorists, and critical race scholar-activists who have demonstrated long-term commitments to advancing social justice and racial equity through their teaching and scholarship, mentorship, and community engagement. Each year, we recognize scholars and activists who have made significant contributions in these areas. CRSEA believes that progressive action (teaching, scholarship, mentoring, community engagement) that raises our insight into the human condition requires courage and commitment and is worthy of respect and acknowledgment. This recognition seeks to honor those whose leadership models such action for those at the “bottom of the well.”

2014 Derrick Bell Legacy Award Recipients

Ian F. Haney-López – University of California Berkeley School of Law

Angela P. Harris – University of California Davis School of Law

Francisco Valdes – University of Miami

Natsu Taylor Saito – Georgia State University

David Stovall – University of Illinois at Chicago

2014 DERRICK BELL LEGACY AWARD RECIPIENTS

Ian Haney-López is one of the nation's leading thinkers on how racism has evolved in the United States since the civil rights era. He is the author of three books and his writings have appeared across a range of sources, from the Yale Law Journal to the New York Times. Haney-López's current research emphasizes the connection between racial divisions in society and growing wealth inequality in the United States. His most recent book, *Dog Whistle Politics: How Coded Racial Appeals Have Reinvented Racism and Wrecked the Middle Class*, lays bare how conservative politicians exploit racial pandering to convince many voters to support policies that ultimately favor the very rich and hurt everyone else. Haney-López has written books on the legal construction of both white and Latino racial identity, respectively *White by Law* and *Racism on Trial*. A constitutional law scholar, he has also written extensively on how once-promising legal responses to racism have been turned into restrictions on efforts to promote integration.

Angela P. Harris joined the UC Davis School of Law of faculty in 2011. She began her career at the UC Berkeley School of Law in 1989, and has been a visiting professor at the law schools of Stanford, Yale, and Georgetown and Vice Dean of Research and Faculty Development at the University at Buffalo School of Law (SUNY). She writes widely in the field of critical legal theory, examining how law sometimes reinforces and sometimes challenges subordination on the basis of race, gender, sexuality, class, and other dimensions of power and identity. She is also a prolific co-author of casebooks, including *Criminal Law: Cases and Materials*; *Race and Races: Cases and Materials for a Diverse America*; *Gender and Law*; and *Economic Justices*. Her writings have been widely anthologized and have been translated into many languages, from Portuguese to Korean.

Natsu Taylor Saito (J.D. Yale Law School, 1987) is a Professor of Law at Georgia State University in Atlanta, where she has taught International Human Rights, Race and the Law, International Law and Indigenous Peoples, Immigration, and related courses since 1994. In addition to some two dozen law review articles, Natsu is the author of two books, *Meeting the Enemy: American Exceptionalism and International Law* (NYU Press, 2010) and *From Chinese Exclusion to Guantánamo Bay: Plenary Power and the Prerogative State* (Univ. of Colorado Press, 2006). A third book, *Settler Colonialism and Race in America* [working title; under contract with NYU Press] is forthcoming. A former community organizer, Natsu has been active in movements to support indigenous rights, academic freedom, political prisoners, and homeless persons. She is a co-director, with Kathleen Cleaver, of the Human Rights Research Fund, and a member of the Board of Governors of the Society of American Law Teachers.

David O. Stovall is an Associate Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago (UIC). His scholarship investigates four areas: 1) Critical Race Theory, 2) concepts of social justice in education, 3) the relationship between housing and education, and 4) the relationship between schools and community stakeholders. In the attempt to bring theory to action, he has spent the last ten years working with community organizations and schools to develop curriculum that address issues of social justice. Dr. Stovall is a member of the Greater Lawndale/Little Village School of Social Justice High School design team, which opened in the Fall of 2005 where he also serves as a volunteer social studies teacher. Moreover, he is a founding member of the Chicago Grassroots Curriculum Taskforce (CGCT), an organization that seeks to transform traditional curriculum models by compiling collective knowledge of Chicago's communities and fosters intergenerational exchanges by bringing students, their families, community elders and educators together. Dr. Stovall serves on the Board of Directors and steering committee of CGCT. He is a Chicago native and has committed his career to improve conditions for marginalized urban Chicago communities.

Francisco Valdes, Professor of Law at the University of Miami, earned a B.A. in 1978 from the University of California at Berkeley, a J.D. with honors in 1984 from the University of Florida College of Law, and a J.S.M. in 1991 and a J.S.D. in 1994 from Stanford Law School. In 1991, while working on his J.S.D. dissertation for Stanford, he joined the faculty at California Western School of Law in San Diego, receiving tenure in 1994 before joining the University of Miami (UM) faculty in 1996. At UM, he co-founded the law school's Center for Hispanic & Caribbean Legal Studies and its Spain Study-Abroad Summer Program, serving as co-director of each. Since 2008, he also has served as founding Faculty Advisor to the UM *Race & Social Justice Law Review*. In 2010, Dr. Valdes was designated a Dean's Distinguished Scholar, and appointed founding Director of the UM Junior Faculty Development program. Dr. Valdes' work focuses on constitutional law and theory, Latina/o legal studies, critical outsider jurisprudence and Queer scholarship. In 2002, Dr. Valdes edited (with Angela Harris and Jerome Culp) the collection of essays, *CROSSROADS, HISTORIES AND DIRECTIONS: A NEW CRITICAL RACE THEORY*. Currently, Dr. Valdes is working with other RaceCrit/LatCrit scholars on *CRITICAL JUSTICE: IDEAS, IDENTITIES AND ACTION*, a multi-media theory-practice reader based on critical outsider jurisprudence, for West Publishing. Dr. Valdes served as founding co-chair of LatCrit, Inc., also has served on many professional boards, and is active in many, diverse organizations and journals dedicated to law and social justice, including the American Association of Law Schools (AALS), the Society of American Law Teachers (SALT) and the Law & Society Association (LSA). Born in La Habana, Cuba, Dr. Valdes now lives in Miami Beach, Florida, with Pepe, his friend (and dog).

DANIEL G. SOLÓRZANO MENTORING PROGRAM

Critical components of our work as critical race scholar-activists include providing support for the scholarly and professional development of next generation scholars. The mentorship we provide today strengthens the commitments toward social justice activism tomorrow. This is the first year CRSEA recognizes the importance of mentoring by naming a program for one of the most influential and effective mentors of critical race theorists in education, Dr. Daniel G. Solórzano. This developing program seeks to invoke Dr. Solórzano's philosophy of mentorship... to "pay it forward," and find ways to create support for future generations of CRT scholars. The focus of the program is to provide a unique opportunity for advance doctoral students utilizing critical race theory (CRT) to receive scholarly and professional guidance and support.

2014 Daniel G. Solórzano Mentoring Program Award Recipients

Yanira Madrigal-Garica, University of California, Davis

Mentor: **Professor Margaret Montoya**, University of New Mexico School of Law

Juan Ríos Vega, University of North Carolina at Greensboro

Mentor: **Dr. David Stovall**, University of Illinois at Chicago