Decolonizing the History of Education

Nov. 3-7, 2021
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Welcome

Dear Colleagues,

On behalf of the History of Education Society, I am pleased to welcome you to the 61st Annual Meeting at the Doubletree Hotel, Mission Valley in San Diego, California. In the context of a global pandemic, we are fortunate to have this chance to come together safely as scholars and friends. Thanks to your outstanding efforts, this year’s conference is the largest in our society’s history!

Our program features several innovations. We have our first “Online Wednesday” which gives us the opportunity to share our work and meet new colleagues in a fully online setting. Our conference will also feature several “hybrid” sessions that combine remote participants and those who are on location in San Diego. And third, many of our events, including the Presidential Address, will be livestreamed, making the conference more accessible than ever for those who are unable to attend in person.

This year’s meeting showcases the work of a wide range of scholars, including teachers, public history professionals, archivists, university-based academics, and others who engage in the history of education, broadly understood. Within that wonderful diversity of expertise, our conference theme seeks to emphasize the idea of decolonizing the history of education. Historically, educational institutions and processes have been central to the maintenance of colonial relations. They have also been central to reform, resistance, and revolution. Thus educational researchers, practitioners, and consumers inhabit a paradoxical and contested space—participating in the epistemic, linguistic, and structural legacies of coloniality even as they work toward anti-colonial goals of anti-racism, democracy, human flourishing, and justice. We have a number of sessions this year that examine the challenge of decolonizing the history of education—in museums, in archives, in teaching, and in the general framing of our field.

I hope that all participants, new and returning, consider getting involved and participating in the organizational and social life of the conference. Everyone is welcome to the business meeting, as well as to affinity group gatherings, plenary sessions, receptions, and other special events. And of course our host city, San Diego, offers a rich tapestry of history and culture, a stunning landscape, and other world-class attractions for those who wish to venture forth and explore.

Wishing you the joy of learning,

Benjamin Justice
Program Chair and President-elect
HES Statement on Inclusivity

The History of Education Society welcomes individuals and groups representing the full range of human diversity including, but not limited to: race, ethnicity, gender, class, sexual orientation, ability, religion, language, immigrant status, or other group identity. We do not condone forms of harassment, especially as it targets historically marginalized people. The HES Officers and Board of Directors will take appropriate and proactive measures to ensure that our organization remains an inviting and safe place.

Territory Acknowledgement

It is appropriate for us as historians and educators to acknowledge the history of the place where we hold our conference. This location we call San Diego was originally inhabited by the Kumeyaay people, a nation of many communities who have lived for millennia in Southern California (USA) and Baja California Norte (Mexico). Before the arrival of Spanish imperial forces in the 18th century, our hotel’s location in the San Diego River Valley was the home of a large Kumeyaay community. In 1769, the vanguard of the Spanish military and church arrived near here and set up near what is now called Old Town. These forces attempted to integrate the people of the region into the mission system—an abusive and extractive form of imperial rule. They also brought new forms of land use and commodification that gradually eroded the ecology of the region and the traditional political economy of its inhabitants. Despite a Kumeyaay uprising in 1775, the Spanish mission system expanded and endured until its secularization in the mid 19th century. Mexican, and later United States, rule accelerated the transformation of the land and political economy of Southern California with new forms of ideological, legal, and economic repression of its original inhabitants. As have indigenous peoples across the globe, Kumeyaay people and communities have adapted to and/or resisted the process of settler colonialism in a variety of ways. Today this area is called Mission Valley, stamping the legacy of colonialism on the language we use to order this place; but the name does not acknowledge the people who were already here, and still are.

For more information, see:


Participation Policies and Guidelines

Given the context of a global pandemic and constantly shifting norms for travel and gathering, this year’s conference has integrated online communications to an unprecedented degree. Rather than an aberration, we see this situation as the beginning of the new normal for scholarly conferences. Online communications technologies create exciting opportunities for more inclusive, dynamic, and productive experiences for in-person and online participants alike.

Pandemic Precautions
We ask that people attend the in-person conference only if they have been vaccinated against the COVID-19 virus. In addition, we ask that all participants wear masks during all conference events except while eating and drinking. All receptions and the banquet are scheduled in outdoor venues, weather permitting.

Playing to our Strength: Crowdsourcing
This year we will be crowdsourcing our virtual communications technology. As a society we have an all-volunteer, rotational leadership and a strong commitment to low registration fees. It is prohibitively costly to hire professional assistance with videoconferencing; it is also technically prohibitive to gather and train enough volunteers to make every one of our 80 sessions fully and reliably hybrid. This year’s mix of fully online, hybrid, livestream, and in-person-only sessions reflects that reality.

This year’s crowdsourcing model for videoconferencing leverages our collective human capital. Using Zoom as our platform, in-person members will individually and collectively produce audio and video content for online participants, with varying degrees of technical assistance from volunteers. While we anticipate a slight learning curve for these new norms, this approach creates a stable and adaptive framework with software that is already widely used and well understood.

What Will be Present When You are Presenting
All session rooms at the DoubleTree venue will include at the front of the room two six foot rectangular tables and a lectern. All lecterns will be wired for sound with a gooseneck mic, which will be broadcast into the room in order to make speaking with a mask as easy and effective as possible. Rooms GR I/II and GR VI/VII will also have a second, handheld mic to accommodate panel-type discussions. In addition, all lecterns are wired to a video projector. Whatever laptop is connected at the lectern will control video signal to the projector and should also be used as the only source of sound from the room to remote participants and vice versa. All other laptops should have sound and microphones completely off. Video signal from the room to zoom can be produced by anyone logged into zoom.

In this year’s in-person conference, we are relying on each session to provide a zoom link so that they can accommodate viewing (and in hybrid sessions, participation) from remote locations. We will distribute these links to all registered participants in advance along with specific instructions. Additionally, every hybrid session will be assigned a volunteer tech manager to ensure that online participants are taken care of during the meeting. All in-person members will be notified of the details of their integration into the zoom platform in the two weeks preceding the conference.
We ask that every presenter bring a laptop, ipad, or other zoom-capable device to the conference, to use while presenting. In most cases, this year's sessions will run like regular in-person meetings on top of a zoom meeting platform. Unless you have been recruited to lend a hand to the presenters, audience members please do NOT bring your laptop device and log into zoom while you are watching a session in person. Not only does it create the risk of audio feedback, but it eats up bandwidth and is socially gauche. We ask audience members to silence their devices and close their screens, just as we always have.

If you want to show a PowerPoint or anything else, please send your file to your chair/moderator so that they can have it cued up on the lectern laptop.
This reduces confusion. You will be able to present from the lectern and be heard in the room and online at the same time. Rooms with a handheld mic can manage sound from the table as well.

Session chairs and panel moderators have a special responsibility this year.

1. We are asking each session leader to create a zoom meeting using their own zoom account. This will be the link for others to use remotely.
2. As leader of your session, you will be the one who opens the zoom meeting before you convene the session. Please keep an eye on it, and during Q&A, please attend to online participants’ questions in the chat. If this responsibility is not feasible for you (for example, you do not have a laptop and a zoom account, or you find the idea too stressful), please contact me and we can make other arrangements.
3. Hybrid sessions will have an in-person volunteer with a laptop to assist with anything that might come up.
4. If you want your panel to be seen all together in a single screen for people on Zoom, recruit someone to sit at the front of the room facing you and use a webcam during your session while logged into zoom. We have webcams available.

Online Wednesday
The first day of our conference, Wednesday, Nov. 3, will take place fully in cyberspace. Overall, this portion of the conference is practically a conference unto itself: seventeen sessions on a wide range of topics and with varying formats in three different time slots. While some elements are similar to last year’s HES conference, there are some key differences, so please read on for important updates.

If you are a graduate student in the field, or if you work in a library, museum, or archive that engages the history of education, registering as an online-only participant is a great, affordable venue for registering and "dipping a toe."

Some things to consider for this year's fully online day, followed by some FAQs.

1. Very Important Information
   1. All times are Pacific Standard Time, so please be careful when marking your calendar.
   2. All participants must be registered. You can register here: https://www.historyofeducation.org/annual-meeting/
2. Zoom Details
   1. We will use Zoom as our platform. If you are unfamiliar with Zoom, you can easily find basic tutorials online. You will need a mic and a video camera to use Zoom.
   2. Session links: Because it is a searchable public document, this program does not include zoom links. We will send out a separate list of zoom links to all online-accessible sessions.
the week before the conference. We will email this document to all registered participants. If you have not registered, you will not get that email.

3. Every session will have a dedicated tech manager (a volunteer who is skilled at zoom) who is there to assist with the technical aspects of the session. These good folks are doing us a huge favor and are not paid for their labor. Please keep those facts in mind should problems arise.

4. For all sessions, please remember to unmute yourself when speaking, and mute yourself when you are done.

3. Session Details
   1. All Online Wednesday sessions will be 75 minutes long. We allot this much time to ensure there is time for audience interaction.
   2. Panel discussions, including book talks, will proceed as usual. The chair or moderator will convene the session, introduce panelists, and manage the flow of time. We strongly encourage panelists, moderators, commentators, etc. to get in touch with each other and choreograph your session.
      ■ If you are in a book session, you might want to pop a link to the book within the chat. Good advanced communication is the key to a successful panel discussion.
   3. We have two options for traditional paper sessions. Option one is business as usual. The chair will convene the meeting and introduce the presenters. Each presenter will then present in turn. Please plan to leave AT LEAST 30 minutes after the presentations for discussion, which means that you should divide 45 minutes or so among the number of presenters (4 presenters means 11 minutes each, 3= 15 minutes each). Discussants should follow the presentations with no more than 10 minutes of remarks, and then the chair should invite authors to respond briefly before opening up the session to questions from the zoom audience.
      ■ Encourage audience members to put their questions in the chat. If the audience is small, you might choose to enable microphones and converse via audio.
   4. Option two is a new idea that we first mentioned in the original Call For Proposals. In this option, presenters will create a shared google drive folder that anyone can access with read-only privileges using a link. In this format, the session will proceed as usual with two modifications. First, authors will speak for no more than five minutes about their paper. Second, we ask that everyone who attends the session (including the authors themselves) read all of the papers in the session in advance. In this format, the chair should organize the session so that everyone present discusses each paper directly after the author describes it, beginning with comments from the discussant, followed by the other authors, followed by the audience.

Updates and Communications:
During the conference we will provide updates as needed via email, to the addresses you provided us upon proposal submission or subsequently in email. We encourage conference participants to check their email (including spam folder) at these addresses each day of the conference to check for updates.

Recording
The History of Education Society Annual Meeting and all the events therein are private, not public, events. With the exception of the Presidential Address, the History of Education Society does not record Zoom content unless otherwise specified. Participants do not have permission to record sessions in part or in full for any purpose, and any unapproved recording is subject to sanction by the Society and to state and federal law.
Captioning
At the request of participants we can activate Zoom captioning. The Society is not responsible for the accuracy or content of these captions and keeps no record of them.

Frequently Asked Questions:
1. Q: Will online panelists and presenters be able to share their screens? A: Yes. If you want to show a PowerPoint or any other medium from your computer, you will be able to. If you are planning to share an audio file and are in person at a hybrid session, you will need to alert your tech manager and turn off your mic during the sharing.
2. Q: Will online audience members be able to speak during the presentations? A: Not at first. The tech manager will automatically mute everyone and then selectively enable presenters the ability to share their screens and their sound. If you are in a small session and want to activate the mics of the audience, you have the power to make that decision.
3. Q: Will the session be recorded? A: No. We are purposefully not recording sessions to decrease pressure on participants. Unless otherwise specified (ie the Presidential Address), no session will be recorded by us and we do not grant permission for others to record sessions either. Unauthorized recording is subject to state and federal law.
4. Q: Is captioning available for people with hearing impairment? Yes. If participants request it, we will happily accommodate captioning via the zoom captioning feature on a case-by-case basis. The tech manager and other designated hosts have the ability to turn on captioning in situ. HES is not responsible for the quality or fidelity of the captioning that Zoom does.
5. Q: May I post the Zoom link to my meeting on social media? Can I share it with friends? A: No. Please do not share the links. Links shared online take on a life of their own. Our conference is not a public event and we do not have the technical or legal resources to manage the consequences of zoom bombing and other malicious attacks. If you have people you want to view/participate in the conference virtually, encourage them to register.
6. Q: If I am not going to San Diego but I am participating in a hybrid session, do I register as “online only?” A: Yes. “Online Only” means you will not be physically present in San Diego but will be a virtual participant.
7. Q: If I am going to San Diego but I am participating only in hybrid sessions, can I register as “online only?” A: No. If you are physically present at the conference you need a full registration.
8. Q: If I am registered for "online only" can I participate in the conference Wednesday-Sunday? A: Yes. We will have events every day that are available online to all registered participants. We will manage hybrid and live-streamed sessions internally using volunteers, however, and so we are not able to make everything available.
9. Q: Your latest email said the default for getting papers to chairs and discussants is three weeks. What if I’m not ready? A: Talk to your chair/discussant about how much time they need and what you have been expecting. What matters is that you find the sweet spot between sharing your best work and your discussant’s opportunity to read your work in advance and offer rigorous and productive feedback.
10. Q: If I’m in a hybrid book session, do I need to send anyone my remarks in advance. A: It is a basic courtesy to provide someone whose work you are discussing with prepared remarks the opportunity to prepare a response. We strongly recommend that everyone in your book session gets on the same page about how you organize. Please do not blindside book authors, even if it’s all praise.
Conference Sponsors

This conference is made possible by the support of the following institutions:

College of Education and Health Professions, Higher Education Program, University of Arkansas
College of Education, University of Illinois Urbana-Champaign
Department of Education, Washington University in St. Louis
Graduate School of Education, Rutgers University
San Diego Community College District
University of Delaware
University of Massachusetts Lowell

The following individuals provided financial support to the conference:

Jackie Blount        Alexander Hyres        Michelle Purdy
Dionne Danns        Edward Janak           Rachel Rosenberg
Sherman Dorn         Benjamin Justice       John Rury
Susan Eckelmann     Lauren Lassabe         Christopher Span
Linda Eisenmann     David Ment              Kim Tolley
Ansley Erickson     Adam Nelson             Donald Warren
Jon Hale             Christine Ogren         Ting Hong Wong
Robert Hampel       Stephen Ostrach        Sage Wright
                    Yook Pak
About the History of Education Society

Founded in 1960, HES is an international scholarly organization that encourages research in the history of education, publishes the *History of Education Quarterly*, hosts an annual conference every fall, fosters the teaching of the history of education in colleges and universities, highlights the value of historical perspective in the creation of education policies, and promotes library and museum facilities for the preservation of primary source materials. Information regarding HES membership is available at: [www.historyofeducation.org/membership/](http://www.historyofeducation.org/membership/). For more information, including our constitution and by-laws, see: [https://www.historyofeducation.org/about-us/](https://www.historyofeducation.org/about-us/)

**History of Education Society Officers, 2020-2021:**

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- Kevin Zayed, College of Wooster (21-23)
- Derek Taira, University of Hawai‘i at Mānoa (21-23)

### HES Henry Barnard Prize
- Danielle Wingfield-Smith, University of Virginia (19-21), Chair
- Sevan Terzian, University of Florida (20-22)
- Kabria Baumgartner, University of New Hampshire (21-23)

### Outstanding Book Award
- Jon Hale, University of South Carolina, Columbia (19-21), Chair
- Lucy Bailey, Oklahoma State University (20-22)
- Richard Benson, Spelman College (20-22)

### Eisenmann Prize
- Cally Waite, Teachers College (18-22), Chair
- Adam Laats, SUNY Binghamton (19-23)
- Eddie Cole, UCLA (21-24)

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- Yoon Pak, University of Illinois Urbana-Champaign, chair
- Derrick Alridge, University of Virginia
- Alex Hyres, University of Utah
- Adrea Lawrence, University of Montana
- Lori West, Graduate Student Representative

### Teaching of the History of Education
- Carter Savage, Morehouse University (17-19)
- Sevan Terzian, University of Florida (17-19)
- Jacob Hardesty, Rockford University (19-)

### Technology
- Andrew Grunzke, Mercer University (18-20)
- Michael Hevel, University of Arkansas (18-20)
- Lindsay Marshall (20-22)
- Jackie Blount, ex officio (18-20)

### Graduate Student
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- Neil Dhingra, University of Maryland

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- Mirelsee Velázquez, University of Oklahoma
- Benjamin Justice, Rutgers University

### Archives
- John Y. Jones, Truman State University (16-18), Chair (18)
- Rebecca Noel, Plymouth State University (17-19)
- Debbie Schaefer-Jacobs, National Museum of American History, Smithsonian (18-20)
- Catherine Dixon, University of Wisconsin- Madison, Grad Student Rep (16-18)
What’s New at History of Education Quarterly?

*History of Education Quarterly* is the official journal of the History of Education Society (USA). In publication for more than six decades, *HEQ* has an international reputation for publishing high-quality scholarship across a range of subfields in social, political, economic, intellectual, and cultural history. Readers turn to the journal for original research in the history of education as well as outstanding book reviews. Starting in July 2020, the *HEQ* editorial team launched several new ventures designed to engage and broaden our readership:

- **Increasing access.** Many of *HEQ*’s articles are now free for all readers, expanding the journal’s reach to new audiences around the world. For a list of open access articles, visit: [https://www.cambridge.org/core/journals/history-of-education-quarterly/open-access](https://www.cambridge.org/core/journals/history-of-education-quarterly/open-access)
- **Connecting with policy.** Each issue of *HEQ* now includes a “Policy Dialogue,” intended to promote the exchange of ideas between scholars focused on the past and those focused on the present and future. Volume 61 has featured dialogues between James Anderson and Gloria Ladson-Billings, Paul Grendler and Carol Ann MacGregor, David Labaree and Sara Goldrick-Rab, and Zeke Baker and Hunter Gehlbach.
- **Investing in new media.** *HEQ* is extending its reach and social media presence through HEQ&A, a new podcast that gives authors a platform to talk about what is new, interesting, and important about their work. The podcast is available across multiple platforms, including the journal website: [https://www.cambridge.org/core/journals/history-of-education-quarterly/heq-podcasts](https://www.cambridge.org/core/journals/history-of-education-quarterly/heq-podcasts)

For more information about the journal, visit: [https://www.cambridge.org/core/journals/history-of-education-quarterly](https://www.cambridge.org/core/journals/history-of-education-quarterly)

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Jack Schneider, University of Massachusetts Lowell

**Associate Editor**
Chris Carlsmith, University of Massachusetts Lowell

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Sonya Ramsey, University of North Carolina at Charlotte

**Managing Editor**
Kim Tolley, Notre Dame de Namur University

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Karalyn McGovern, University of Massachusetts Lowell

**Editorial Intern**
Seamus O’Hearne, University of Massachusetts Lowell
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Marcelo Caruso, Humboldt University of Berlin
Dionne Danns, Indiana University
Jason Ellis, University of British Columbia
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Laura K. Muñoz, University of Nebraska-Lincoln
Margaret A. Nash, University of California, Riverside
Adam Nelson, University of Wisconsin-Madison
Diane Ravitch, New York University
Eugenia Roldán Vera, Cinvestav, Mexico
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John Thelin, University of Kentucky
Kim Cary Warren, University of Kansas
Ting-Hong Wong, Academia Sinica, Taiwan
61st Annual Meeting Information

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Program Coordinators
Ajua Kouadio, Rutgers University
Molly O’Connor, Rutgers University

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Michael Hines, Stanford University
Derek Taira, University of Hawai‘i at Mānoa
Carlos Cortez, San Diego Community College District
Joan Malczewski, University of California, Irvine
David García, University of California, Los Angeles
Eddie Cole, University of California, Los Angeles

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Jessica Owens; Olivia Casey; Stephanie Perez; Shari Cunningham; Linda Dexheimer, Chelsie Riche

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Adam Laats, Adam Nelson, Ajua Kouadio, Alexander D. Hyres, Andrew Grunzke, ArCasia D.
James-Gallaway, Barry Goldenberg, Campbell F. Scribner, Charles Dorn, Christian K. Anderson, David A.
Gamson, Deidre B. Flowers, Deirdre Mayer Dougherty, Diana D’Amico Pawlewicz, Edward Janak, Eric
Luckey, Ethan Hutt, Ethan Schrum, Hilary Moss, Isaac Gottesman, Jackie Blount, Jason Mayernick, Jisoo
Hyun, Joan Malczewski, John Rury, Jonna Perrillo, Judith Kafka, Karen Graves, Kate Rousmaniere, Kim
Tolley, Kristen Chmielewski, Kyle P. Steele, Laura Munoz, Linda Eisenmann, Linda Perkins, Mahasan V.
Chaney, Michael Hevel, Mirelsie Velázquez, Molly E. O’Connor, Nathan Tanner, Neil Dhingra, Sevan
Terzian, Sherman J. Dorn, Stephen Ostrach, Susan Eckelmann Berghel, Victoria Cain, Victoria-María
MacDonald, Yoon Pak, Zoe Burkhodel

Mentoring Program Organizers
ArCasia D. James-Gallaway, Ajua Kouadio, Molly O’Connor

Book Exhibit Coordinator
Alex Hyres, University of Utah

Very Special Thanks
Spencer Crew, Michael Donnay, Neil Dhingra, Joel Miller, Rachel Klepper, Zachary Deibel, Nathan Tanner,
Linda Eisenmann, Milton Gaither, Bob Hampel, David Gamson; Mirelsie Velázquez, David García, Adrea
Lawrence, Carlos Cortez, and the Rutgers GSE IT team.
Hotel Floor Plan

**Floor Map Key**
- Elevators
- Meeting & Event Space
- Amenities/Services
- Foyer Space
# Schedule of Events

**Wednesday, Nov. 3, 2021 (Day 1) Online Only**

**Overview**
(All Times Pacific Standard)

## All Sessions Held via Zoom

<table>
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<tr>
<th>Time</th>
<th>Events</th>
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<td>8:15 AM</td>
<td>Welcome Remarks</td>
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<td>8:30-9:45 AM</td>
<td>Past Present: ‘Radical’ Pedagogies of the Global Hispanophone World</td>
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<td>Book Session: Schools Can’t Save Us: Christina Groeger’s The Education Trap: Schools and the Remaking of Inequality in Boston</td>
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<td>Book Session: Dionne Danns’ Crossing Segregated Boundaries: Remembering Chicago School Desegregation</td>
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<td>Policing the University: Administrators, Campus Police, and Student Resistance</td>
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<td>Gender, Race, and Citizenship in Student Letters to Public Figures</td>
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<td>Modern Schoolmarms Take to the Airwaves</td>
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<td>10:00-11:15 AM</td>
<td>Democracy, Culture, and Colonial Relations in Education</td>
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<td>Judging History: Espinoza v. Montana (2020) and the Legal Interpretation of our Educational Past</td>
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<td>Libraries and Decolonization of the Educational Record</td>
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<td>Book Session: Blumenreich and Rogers’s Schooling Teachers: Teach For America and the Future of Teacher Education</td>
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<td>The Struggle for Justice in U.S. Higher education</td>
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<td>11:30 AM -12:45 PM</td>
<td>Schools as Objects and Engines of Popular Democracy</td>
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<td>Book Session: Philis M. Barragán Goetz’s Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas</td>
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<td>“Daily Education is Daily Revolution” — Anarchism and Education in the Past and Present</td>
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<td>Reconceptualizing Higher Education History: Substance and Method</td>
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<td></td>
<td>Panel: State Archives and Educational History</td>
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<td></td>
<td>Panel Discussion: Linking Research, Public History, and the Classroom</td>
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<tr>
<td>12:45 PM</td>
<td>Online Reception</td>
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HES San Diego, Nov. 3-7
Online Wednesday, November 3, Session Details

Time (PST)

8:15am

Welcome to HES Online
Benjamin Justice, Program Chair and HES Vice President

8:30am

Pasts Present: ‘Radical’ Pedagogies of the Global Hispanophone World
Chair/Discussant: Parker Lawson, University of Cambridge
- **Theorizing Radical Education in the Global Hispanophone**
  Anna Kathryn Kendrick, New York University Shanghai
- **Pedagogies of Modernity: Schoolteachers, Rurality, and Cultural Production in Peru**
  Javier García-Liendo, Washington University in St. Louis
- **Anarchist Children and Childhoods in Spain and Argentina: Towards a New Field of Study**
  Nathaniel Andrews, University of Leeds

Book Session: Schools Can’t Save Us: Christina Groeger’s *The Education Trap: Schools and the Remaking of Inequality in Boston*
Chair: Matthew Kelly, Penn State University
Panelists: David Labaree, Stanford University; Mario Rios Perez, Syracuse University; Tracy Steffes, Brown University
Comment: Christina Groeger, Lake Forest College

Book Session: Dionne Danns’ *Crossing Segregated Boundaries: Remembering Chicago School Desegregation*
Panelists: Elizabeth Breland, UIC; Ansley Erickson, Teachers College, Columbia University; David G. García, University of California, Los Angeles
Comment: Dionne Danns, Indiana University

Policing the University: Administrators, Campus Police, and Student Resistance
Chair: Matthew Johnson, Texas Tech University
Discussant: Nick Mitchell, University of California, Santa Cruz
- **Contesting the Carceral University: Abolitionist Student Organizing and the Dialectics of Discipline**
  Lucien Baskin, The Graduate Center, City University of New York
- **A New FOP: Charting the Growth of Campus Police Unions**
  Christa G. Watkins, University of Oxford
- **Coming Together: University Police and University Administrators**
  Yalile Suriel, Stony Brook University
Gender, Race, and Citizenship in Student Letters to Public Figures
Chair/Discussant: Katie Day Good, Miami University
- “The pride of Juvenile America”: Citizenship and Nationalism in Student Letters to Richard E. Byrd
  Katherine Cartwright, College of William & Mary
- Dear Colonel Glenn: Schoolgirls and Participatory Citizenship in Early Space Age America
  Roshanna Sylvester, University of Colorado Boulder
- “Reduced to Tears”: American Youth Correspondence and Colorblind Discourses during the Cold War Civil Rights Years
  Susan Eckelmann Berghel, University of Tennessee at Chattanooga

Modern Schoolmarmrs Take to the Airwaves: Female Teachers on Television in the American Postwar
Chair/Discussant: Edward Janak, University of Toledo
- From Foundling Home to Maritime Mansion: The Re-Emergence of the Nineteenth Century Governess in Twentieth Century Soap Opera Dark Shadows
  Rebecca Grunzke, Independent Scholar
- Our Miss Brooks: The Lead Teacher in Her Domestic Sphere
  Patrick Ryan, Mount Saint Mary University
- Cultivating the Wasteland: Shari Lewis and the Crafting of an Educational Philosophy for Television
  Andrew Grunzke, University of Guam

Democracy, Culture, and Colonial Relations in Education
Chair/Discussant: Zoe Burkholder, Montclair State University
- Take a Cowboy to Lunch: Western Imagery on Student Lunch Boxes of the mid-20th Century
  Debbie L. Schaefer-Jacobs, National Museum of American History, Smithsonian Institution
- Mapping the Educational History of Black Women Teachers from the 19th Century to the Present
  Amber Neal, University of Georgia
- Democratic education in theory and practice at the experimental and demonstration schools of Teachers College, New York (1917-1947)
  Pieter D. van Rees, University of Groningen
  Mora McLean, Africa-America Institute

Judging History: Espinoza v. Montana (2020) and the Legal Interpretation of our Educational Past
Moderator: Jonathan Zimmerman, University of Pennsylvania
Panelists: Charles Glenn, Boston University; Steven Green, Willamette University; Brett Bertucio, Benedictine College; Eric Luckey, University of Wisconsin-Madison
10:00am cont.

Libraries and Decolonization of the Educational Record
Moderator & Panelist: Nancy P. O’Brien, Social Sciences, Health, and Education Library, University of Illinois Urbana-Champaign
Panelists: Alex R. Hodges, Monroe C. Gutman Library, Harvard Graduate School of Education; Kathryn M. Kerns, GSE Librarian, Stanford University; Josh Schneider, Special Collections & University Archives, Stanford University

Book Session: Blumenreich and Rogers’s Schooling Teachers: Teach For America and the Future of Teacher Education
Panelists: Lauren Lefty, Children’s Defense Fund; Jan Transen, Washington Appellate Project; Emily E. Straus, Horace Mann High School; Audra Watson, Institute for Citizens & Scholars
Comment: Megan Blumenreich, City College, City University of New York; Bethany Rogers, College of Staten Island, City University of New York

The Struggle for Justice in US Higher Education
Chair/Discussant: Sharon Lee, University of Illinois Urbana-Champaign
- "Plough deep while sluggards sleep": The extraordinary life of Dr. Louise Stokes Hunter
  Margaret E. Thornton, Princeton University and Alexis Johnson, University of Virginia
- Nairobi College and the Decolonization of Postsecondary Pedagogy
  Alexis Johnson, University of Virginia
- Queer Resistance and Conservative Politics: The History of Campus Activism in the Northern Plains
  Jeff Maliskey, University of North Dakota and Diana D’Amico-Pawlewicz, University of North Dakota

11:30am

Schools as Objects and Engines of Popular Democracy
Chair/Discussant: John Rury, University of Kansas
- None shall pass: The Kiantone 1948 rebellion
  Casey Jakubowski, Hudson Valley Community College, State University of New York
- “Public and Convenient”: Utilizing Schools as Polling Places
  Mary Bushnell Greiner, Queens College, City University of New York
- Familial, cultural & economic factors driving educational outcomes among Irish- & German-American girls in nineteenth-century Brooklyn
  Stephen J Sullivan, Columbia University

Book Session: Philis M. Barragán Goetz’s Reading, Writing, and Revolution: Escuelitas and the Emergence of a Mexican American Identity in Texas
Moderator: Mariana E. Ramírez, University of California, Los Angeles
Panelists: David G. García, University of California, Los Angeles; Jonna Perrillo, University of Texas at El Paso; Mario Ríos Perez, Syracuse University
Comment: Philis M. Barragán-Goetz, Texas A&M University-San Antonio
“Daily Education is Daily Revolution” — Anarchism and Education in the Past and Present
Chair/Discussant: Dale McCartney, University of the Fraser Valley
- **Anarchy in the Classroom: Frederick Thompson and a Revolutionary Pedagogy at the Work People’s College**
  Joseph Burton, Simon Fraser University
- **What Does an Anarchist Curriculum Look Like? A Global Historical Inquiry**
  Yotam Ronen, University of British Columbia
- **Taking it to the Classroom: Anarchist Teaching in Today’s University**
  Mark Leier, Simon Fraser University

Reconceptualizing Higher Education History: Substance and Method
Chair: Adam Nelson, University of Wisconsin Madison
- **How slavery supported the foundation of higher education in Missouri.**
  Donna Gardner, William Jewell College
- **Revisiting Burton Clark’s The Distinctive College**
  Steven Schlegel, Michigan State University
- **Critiquing the Gift: From Gladden’s “Tainted Money” to Villanueva’s Decolonizing Wealth and Why This History Matters for Educators**
  Andrea Walton, Indiana University

State Archives and Educational History
Moderator/Panelist: Tom Ruller, New York State Archives
Panelists: David Ment, New York (City) Municipal Archives; Beth Golding, Florida State Archives; Tonia Wood, Texas State Archives; Ashley Selima, Rhode Island State Archives

Panel Discussion: Linking Research, Public History, and the Classroom: Teaching through Harlem’s The Modern School, 2017-2021 (Hybrid)
Moderator/Panelist: Deidre B. Flowers, Teachers College, Columbia University
Panelists: Ansley T. Erickson, Teachers College, Columbia University; Nelson Luna, Columbia University; Karen D. Taylor, While We Are Still Here

12:45 PM

Online Reception:
Meet HES participants and others for an informal virtual gathering
<table>
<thead>
<tr>
<th>Time</th>
<th>South Foyer</th>
<th>Shutters West II</th>
<th>Great Room I/II</th>
<th>Great Room VI/VII</th>
<th>Shutters East I/II</th>
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<tbody>
<tr>
<td>7:00-8:00 AM</td>
<td>Registration Assistance</td>
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<td>8:00 AM</td>
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<td>HES Board Meeting</td>
<td>8 AM-4:15 PM</td>
<td>(The Hub)</td>
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<td>8:00 AM</td>
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<tr>
<td>1:00-2:30 PM</td>
<td>Registration Assistance &amp; Book Exhibit</td>
<td>Disability in Educational Policy, Practice, and Law</td>
<td>Panel Discussion: Decolonizing Museums and Public History (Hybrid)</td>
<td>Learning Science and the Science of Learning</td>
<td>Counterpublics and the Struggle for Justice in Educational Policy and Practice</td>
</tr>
<tr>
<td>2:45-4:15 PM</td>
<td>Registration Assistance &amp; Book Exhibit</td>
<td>High School, College and the Democratic Beyond</td>
<td>Pedagogy, Ideology, and Episteme, Past and Present (Hybrid)</td>
<td>Aesthetics in Historical Research and Analysis (Hybrid)</td>
<td>Educational Law, Policy, and Politics of the late 20th Century United States</td>
</tr>
<tr>
<td>4:30-6:00 PM</td>
<td>Registration Assistance &amp; Book Exhibit</td>
<td>A Transnational Look at Latinx Activism in Educational Institutions</td>
<td>HEQ Workshop on History of Education and Journal Publishing (Hybrid)</td>
<td>From Abolition to Brown: Schools as Sites of Resistance and Reproduction (Hybrid)</td>
<td>Biography and the History of Higher Education Leadership</td>
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<td>6:00-7:00 PM</td>
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<td>Welcome Reception</td>
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<tr>
<td>7:00 PM</td>
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<td>Plenary Panel Discussion: Decolonizing the History of Education (Hybrid)</td>
<td>(Great Room IV/V)</td>
</tr>
</tbody>
</table>
Counterpublics and the Struggle for Justice in Educational Policy and Practice
Chair/Discussant: Christian Anderson, University of South Carolina
  Guadalupe San Miguel Jr., University of Houston
- Chinatown and the Third World Liberation Front
  Jin Chang, University of Iowa
- Returning to Whose Normal?
  Shari Cunningham, Rutgers University

Learning Science and the Science of Learning
Chair/Discussant: Kim Tolley, Notre Dame de Namur University (Emerita)
  Wade Morris, Georgia State University
- “A Great Medical School”: The Rise of Academic Networks and Medical Professionalization in Post-Revolutionary New York and New Jersey
  Arielle L’Esperance, Rutgers University
- Researching Creativity over the Twentieth Century: Purposes, Meanings, and Measurements
  Sevan Terzian, University of Florida and Sage Wright, University of Florida
- Spacemobile: NASA’s Entry into American Science Education
  Christina Roberts, University of California, Santa Barbara

Disability in Educational policy, practice, and law
Chair/Discussant: Sherman Dorn, Arizona State University
- Good (In)tensions: The Historical Relationships between Hampton University and Black Deaf Education
  Lissa D Ramirez-Stapleton, California State University, Northridge
- “The Means of Economic and Social Rehabilitation for the Less Fortunate in Society”: The “Disability Problem” in Higher Education Following the Rehabilitation Act
  Kristen Chmielewski, Western Washington University
- Friend of the Court or a Friend of History? Special Education History as Told Through Amicus Briefs
  Joel Miller, University of Maryland and Neil Dhingra, University of Maryland

Panel Discussion: Decolonizing Museums and Public History  (Hybrid)
Chair/Discussant: Ajua Kouadio, Rutgers University
Panelists: Spencer Crew, George Mason University and formerly National Museum of African American History and Culture (virtual); Maria Marable-Bunch, Smithsonian Institution, National Museum of the American Indian (virtual); Jack Tchen, Rutgers University, New York Newark Public History Project (virtual)
2:45PM

Educational Law, Policy, and Politics of the late 20th Century United States
Chair/Discussant: Joan Malczewski, University of California, Irvine

- The Costs of Excellence: Reconsidering the Educational Reforms of Secretary Terrel H. Bell, 1976-1992
  Nathan Tanner, University of Illinois Urbana-Champaign
  David Gamson, Pennsylvania State University
  Scott Baker, Wake Forest University
- The Legal History of Hazelwood: Public Forum Analysis and the Lawyers
  Neil Dhingra, University of Maryland

Pedagogy, Ideology, and Episteme, Past and Present (Hybrid)
Chair/Discussant: Christine Woyshner, Temple University (virtual)

- From Margin to Center: Some Reflections from the Undergraduate Philosophy and History of Education Classroom
  Deirdre Mayer Dougherty, Knox College (virtual)
- From Tutors to Collaborators: The Northern Student Movement, 1961-1966
  Matt Kautz, Teachers College, Columbia university (virtual)
- Exclusion and Erasure: Decolonizing the Curriculum Through Asian American History
  Leanne Kang, Grand Valley State University
- Colonial Frameworks in a Post-colonial Era: The Case of World History Education in Texas, 1980s-Present
  Stephen Jackson, University of Sioux Falls

Aesthetics in Historical Research and Analysis (Hybrid)
Chair/Discussant: Victoria Cain, Northeastern University (virtual)

- Imaging Education in Unprecedented Times: The Decaying School of Cold War Post-Apocalyptic Film
  Andrew Grunzke, University of Guam (virtual)
- Realer than Real: Visions of Scientific Modernity in Lancasterian School Reform, 1800-1810
  Adam Laats, Binghamton University, State University of New York
- Childhood, Destruction, and the Historical Sublime
  Campbell Scribner, University of Maryland

High School, College and the Democratic Beyond
Chair/Discussant: Kyle P. Steele, University of Wisconsin-Oshkosh

- “An Adequate Preparation”: Iowa’s University High School and Progressive Era Curriculum Reform, 1916–1929
  Logan Drake, University of Iowa
- “Democracy’s Colleges” and Subterranean Rights to Settlement: Blurring the distinction between the public and the private in the American West
  Juliet Kunkel, University of California, Berkeley
- Higher Education from A-Z: The American Council on Education (ACE) and George F. Zook, President 1936-1950
  Robert Schwartz, Florida State University
- From Liberal to Vocational: Curricular Retrogression in Minority-Serving Institutions, 1905-1925
  Ethan W. Ris, University of Nevada, Reno
Thursday, November 4, Session Details

4:30PM

HEQ Workshop on History of Education and Journal Publishing (Hybrid)
Panelists: A.J. Angulo, Editor (virtual); Jack Schneider, Editor; Chris Carlsmith, Associate Editor; Ethan Hutt, Book Editor; Sonya Ramsey, Book Editor (virtual); and Kim Tolley, Managing Editor, History of Education Quarterly

A Transnational Look at Latinx Activism in Educational Institutions
Chair/Discussant: Mirelsie Velázquez, University of Oklahoma
- *Schools, Parents, and Agency during the 1916 US Occupation of the Dominican Republic*
  - Alexa Rodriguez, University of Virginia
- *“Y Seguimos Todavía:” Latinx Immigrant Parents and the Fight for Educational Equity*
  - Stephanie Perez, Rutgers University
- *Coalescing Community: How Key Partnerships Advanced the Rutgers Puerto Rican College Students’ Movements of the 1970s*
  - Meryllou Rodriguez, Rutgers University

Biography and the History of Higher Education Leadership
Chair/Discussant: Ethan Schrum, Azusa Pacific University
- *Black Internationalism and Anticolonialism at Howard University Under The Leadership of Mordecai Johnson*
  - Molly E. O’Connor, Rutgers University
- *Leadership in the Shadows of Jim Crow: James Benson Dudley and the Agricultural and Mechanical College for the Colored Race, 1861-1925*
  - Maurice L. Adkins, University of Cincinnati

From Abolition to Brown: Schools as Sites of Resistance and Reproduction (Hybrid)
Chair/Discussant: Karen Graves, Denison University
- *Student Agency as Essential in Assessing Industrial Education*
  - Connie Goddard, Independent Scholar
- *Race, Gender, and Education at the Arizona State Industrial School; 1910-1940*
  - Jason Mayernick, University of North Georgia
- *Black Progressive Education: A Historical and Conceptual Framework, 1897-1954*
  - Michael Hines, Stanford University and Thomas Fallace, William Paterson University (virtual)

6 PM

Welcome Reception Sponsored by the Rutgers Graduate School of Education and the History of Education Society

7 PM

Plenary Panel: Decolonizing the History of Education (Hybrid)
Moderator: Benjamin Justice, Rutgers University
Panelists: Jonathan Jansen, University of Stellenbosch (virtual); Adrea Lawrence, University of Montana; Victoria-María MacDonald, University of Maryland; Derek Taira, University of Hawai‘i at Mānoa
### Friday, Nov. 5, 2021 (Day 3)
#### Morning Overview
(All Times Pacific Standard)

<table>
<thead>
<tr>
<th>Time</th>
<th>Location/Topic</th>
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<tbody>
<tr>
<td>7:00-8:00 AM</td>
<td>Mentoring Breakfast (Windows Cafe)</td>
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<tr>
<td>8:30-10:00 AM</td>
<td>Book Exhibit: Discipline &amp; Punishment, Histories of Education in the K-12 Classroom (Hybrid), State Education Systemization Across the Globe (Hybrid), Teachers &amp; Teaching, Race, Gender, &amp; Resources (Hybrid)</td>
</tr>
<tr>
<td>10:15-11:00 AM</td>
<td>Book Exhibit: Gender &amp; Sex, Higher Ed, Race, Teachers &amp; Teaching, Intellectual, West Coast, Policy &amp; Reform, Space &amp; Place</td>
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<tr>
<td>11:05-11:45 AM</td>
<td>Book Exhibit: Gender &amp; Sex, Higher Ed, Race, Imperial, Global, and International, Pop Culture, Religion, Immigration, Early Republic, Teaching Methodology</td>
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<td>Lunch</td>
<td>On your own</td>
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### Friday, Nov. 5, 2021 (Day 3)
#### Afternoon & Evening Overview
(All Times Pacific Standard)

<table>
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<tr>
<th>Time</th>
<th>Location</th>
<th>Event Description</th>
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<tr>
<td>1:00-2:30 PM</td>
<td>South Foyer</td>
<td>Book Exhibit: Religion &amp; Education referred to as Fighting for Racial Justice in the Mid-Twentieth Century United States (Hybrid)</td>
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<td>Shutters West II</td>
<td>Methodology and History of Education (Hybrid)</td>
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<td>Great Room I/II</td>
<td>Following the Money: Private Wealth and the Public Good</td>
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<td>Great Room VI/VII</td>
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<td>2:45-4:15 PM</td>
<td>Book Exhibit</td>
<td>Young Minds: Demystifying Publishing: A Panel led by the Graduate Student Association</td>
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<td>Great Room I/II</td>
<td>Book Session: Jonathan Zimmerman’s Free Speech and Why You Should Give a Damn</td>
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<td>Shutters East I &amp; II</td>
<td>Book Session: V. P. Franklin’s The Young Crusaders: The Untold Story of the Children and Teenagers Who Galvanized the Civil Rights Movement</td>
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<td>Great Room III</td>
<td>Co-Instruction in History of Education Classes: Strengthening Student Research with Campus Connections</td>
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<td>Great Room IV/V</td>
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<td>4:30</td>
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<td>Champagne Toast, Rutgers University Press</td>
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<td>4:45-6:00 PM</td>
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<td>Business Meeting</td>
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<td>(Great Room IV/V)</td>
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<td>6:00-7:00 PM</td>
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<td>Graduate Student Reception</td>
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<td>7:00 PM</td>
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<td>HES After Dark</td>
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<td>Stolen Education with Dr. Enrique Alemán</td>
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<td>(Great Room IV/V and Online)</td>
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7:00 am

Graduate Student Mentoring Breakfast
Organized by the Mentoring Committee: ArCasia D. James-Gallaway, Ajua Kouadio, and Molly E. O’Connor

8:30 am

Teachers and Teaching
Chair/Discussant: Chris Ogren, University of Iowa

- “A cozy, good-humored and unbelievable little tale”: Contrasting Popular Images of Teachers with Real Debates Over the Teaching Force, 1955-1970
  Rachel Rosenberg, Yale University
- “Solely on the Basis of Merit”: Racialized Characterizations of Teacher Quality in the District of Columbia Public Schools, 1952-1959
  Andrea Guiden, George Mason University
  Jenny Barker-Devine, Illinois College

Race, Gender, and Resources (Hybrid)
Chair/Discussant: Benjamin Justice, Rutgers University

- Segregated Education in Wilmington, Delaware: Rediscovering School No. 5
  ArCasia D. James-Gallaway, Texas A&M University (virtual) and Brittany Lewis, George Washington University (virtual)
- Genealogies of Empowerment and the Makings of Home: Puerto Rican/Latina Activism at the University of Illinois, 1970-1990
  Mirelsie Velázquez, University of Oklahoma
- Reframing the Common School: The Long History of Black Americans’ Efforts to Desegregate Public Schools
  Jeannette M. Powers, Arizona State University

Discipline and Punishment
Chair/Discussant: Campbell F. Scribner, University of Maryland

- “An Institution for Confinement, Betterment, and Education”: The Truant School and the Carceral Continuum in Progressive Era Brooklyn
  Judith Kafka, Baruch College City University of New York
- Sex Education and Juvenile Delinquency in Los Angeles County after WWII: “If we are to keep our youths out of the electric chair, we must begin with the high chair”
  Julia B. Haager, Binghamton University, State University of New York
- Disciplining Our Own? Get Tough School Leaders and the “Modest Heroes” of 1980s Urban School Turn-Around
  Mahasan V. Chaney, Brown University
Histories of Education in the K-12 Classroom (Hybrid)
Chair/Discussant: Alexander Hyres, University of Utah

- Harlem’s Education Movements: Changing the Civil Rights Narrative
  Ansley Erickson, Teachers College, Columbia University (virtual) and Brian Jones, New York Public Library (virtual)
- American Women, American Citizens, 1920-1948
  Nick Juravich, University of Massachusetts Boston and Leslie Hayes, New-York Historical Society (virtual)
- Making the Good Reader and Citizen: The History of Literature Instruction in American Schools
  Jonna Perrillo, University of Texas at El Paso and Andrew Newman, Stony Brook University, State University of New York
- Teachers in the Movement: Storytelling and Oral History
  Derrick Alridge, University of Virginia

State Education Systemization Across the Globe (Hybrid)
Chair/Discussant: Kate Rousmaniere, Miami University of Ohio (virtual)

- Building a New Nation in South Africa: A Historical Examination of Major Post-Apartheid Educational Goals and their Application in the National Curriculum
  Ana Morron, Rutgers University
- The Limits of Evaluation: The Case of Junior Secondary Admissions Examination in Postwar Taiwan
  Ting-Hong Wong, Sociology Institute, Academia Sinica, Taiwan (virtual)
- Origins of modern educational system in Spain
  Dulce Manzano, Complutense University of Madrid
  Raphaël Gani, University of Ottawa (virtual)
Affinity Groups are open to all conference participants, and no pre-conference signup is required. These groups offer a chance to participate in a small, informal community of scholars who share a common area of focus. Please note that this year the largest groups (race, higher ed, gender & sex) will meet during both sessions to give people the opportunity to explore a second area of interest.

**Affinity Groups Time A**

Race (Great Room VI/VII)
*Coordinated by Jarvis Givens, Harvard University*

Higher Ed (Great Room I/II)
*Coordinated by Ethan Schrum, Azusa Pacific University*

Gender & Sex (Shutters West II)
*Coordinated by Jason Mayernick, University of North Georgia*

Policy and Reform (Great Room IV/V)
*Coordinated by David Gamson, Pennsylvania State University and Ethan Hutt, University of North Carolina at Chapel Hill*

Intellectual History (Great Room III)
*Coordinated by Issac Gottesman, College of Saint Joseph*

Space and Place (Great Room IV/V)
*Coordinated by John Rury, University of Kansas and Judith Kafka, Baruch University (City University of New York)*

West Coast Writing Group (Great Room III)
*Coordinated by Joan Malczewski, University of California, Irvine*

Teachers (Shutters East I & II)
*Coordinated by Chris Ogren, University of Iowa and Kate Rousmaniere, Miami University of Ohio*

Curriculum (Shutters East II)
*Coordinated by Alex Hyres, University of Utah*

**Affinity Groups Time B**

Race (Great Room VI/VII)
*Coordinated by Jarvis Givens, Harvard University*

Higher Ed (Great Room I/II)
*Coordinated by Ethan Schrum, Azusa Pacific University*

Gender & Sex (Shutters West II)
*Coordinated by Jason Mayernick, University of North Georgia*

Imperial/Global/International (Shutters East I & II)
*Coordinated by Roberta Wollons, University of Massachusetts, Boston*

Pop culture (Shutters East I & II)
*Coordinated by Ed Janak, University of Toledo*

Teaching and Research Methodology (Great Room IV/V)
*Coordinated by Jon Hale, University of Illinois Urbana-Champaign and Benjamin Johnson, Utah Valley University*

Religion (Great Room III)
*Coordinated by Adam Laats, University of Binghamton*

Early Republic (Great Room IV/V)
*Coordinated by Adam Nelson, University of Wisconsin, Madison*

Immigration, Migration, Diaspora (Great Room IV/V)
*Coordinated by Mario Rios Perez, Syracuse University and Mirelsie Valezquez, University of Oklahoma*
1:00 pm

Religion and Education
Chair/Discussant: Adam Laats, Binghamton University, State University of New York

- “More A.M.D.G. Elsewhere”: The Influence of the Research University on Catholic Religious Character
  Michael Donnay, University College London
- No Place for Thought Police? A Baptist Education in Gay Rights, Part III
  Karen Graves, Denison University
- “This Is A Grand Work”: A Social Gospel Critique of the Lived Experiences, Educational Philosophies, and Social Activism of Apostles from Central Congregational Church
  Gregory Martin, Notre Dame University of Maryland

Fighting for Racial Justice in the Mid-Twentieth Century United States (Hybrid)
Chair/Discussant: Vincent Willis, University of Alabama

- Harlem Prep and the Role of Multiculturalism in the Long Black Freedom Struggle
  Barry Goldenberg, Teachers College, Columbia University (virtual)
- Bilingual and Bicultural Reform Efforts of Milwaukee's Latinx Community
  Yesenia L. Cervera, Independent Scholar
- Community Control in Boston, 1963-1974
  Ellis Reid, Harvard Graduate School of Education
- African American Physicians: Agitating for Training Opportunities in White American Hospitals during Jim Crow America
  Vanessa Garry, University of Missouri-St. Louis (virtual)

Methodology and History of Education (Hybrid)
Chair/Discussant: Deirdre Dougherty, Knox College (virtual)

- Black Baby Boomers, Gender, and Southern Education: Navigating Tensions in Oral History Methodology
  Francena F.L. Turner, Maryland Institute for Technology in the Humanities (virtual) and ArCasia D. James-Gallaway, Texas A&M University (virtual)
- Educating the Blues: A Framework for Exploring Black Appalachian Agency Against Jim Crow
  Kristan McCullum, University of Virginia (virtual)
- Mexican American Expats: How Political and Public Discourse Shaped the Life Trajectories of DREAMers before DACA
  Amy E. Laboe, University of Virginia (virtual)
- Silencing the Classroom: Ocean Hill-Brownsville and the Production of the History of Education
  Erin R. Santana, Rutgers University

Following the Money in Education: Private Wealth and the Public Good
Chair/Discussant: David Gamson, Pennsylvania State University

- Railroads, Bonds, and State Development: Texas School Finance, 1845-1876
  Angus McLeod IV, University of Pennsylvania
- Public Schools, Private Homes, and the Transformation of Local Governance in Suburban Massachusetts, 1950-1990
  Amy Wilson, New York University
- Wealth and School Finance in Williamson County, TN
  Hunter Holt, University of Virginia
- Leading from the Front: Case Studies in University Endowment Building
  Benjamin Johnson, Utah Valley University
2:45 pm

**Book Session: Jonathan Zimmerman’s *Free Speech and Why You Should Give A Damn***
Chair: Ashley Tull, Texas Christian University
Comment: Jonathan Zimmerman, University of Pennsylvania
Panelists: Edward Janak, University of Toledo; Matthew Johnson, Texas Tech University; Stefan Bradley, Amherst College

**Panel Discussion: Co-Instruction in History of Education Classes: Strengthening Student Research with Campus Connections**
Panelists:
- Laura Cameron, University of Arkansas
- Kara Flynn, University of Arkansas
- Rhett J. Hutchins, University of Arkansas

**Book Session: V. P. Franklin’s *The Young Crusaders: The Untold Story of the Children and Teenagers Who Galvanized the Civil Rights Movement***
Moderator: Linda M. Perkins, Claremont Graduate University
Comment: V.P. Franklin, University of California, Riverside,
Panelists: Derrick P. Alridge, University of Virginia; Jon N. Hale, University of Illinois Urbana-Champaign; Michelle Purdy, Washington University in St. Louis

**Demystifying Publishing: A Panel led by the Graduate Student Association**
Chair/Discussants: Neil Dhingra, University of Maryland and Joel Miller, University of Maryland
Panelists: Eddie R. Cole, University of California, Los Angeles, Jason Mayernick, University of North Georgia, and Mirelsie Velázquez, University of Oklahoma

**Young Minds**
Chair/Discussant: Adah Ward Randolph, Ohio University
- **“Not for the Intellectual Value”: Youth Development and the Natural World, 1900-1940**
  Charles Dorn, Bowdoin College
- **Interracial Coalitions to Resist Racism within Children’s Literature**
  Lorena Camargo Gonzalez, University of California, Los Angeles
- **Shaping Young Minds: Compensatory Education in Israel**
  Sophie Cornfield, University of Wisconsin-Madison

4:30 pm

**Champagne Toast, Sponsored by Rutgers University Press. All Welcome.**
At this brief interlude on the Deck, the Press celebrates the launch of its series, *New Directions in History of Education*, including books by Kyle Steele, Dionne Danns, Diana D'Amico Pawlewicz, and Sharon Lee, with more to come!
4:45-6 pm

**History of Education Society Business Meeting. All Welcome.**
At this meeting the board and officers of the Society share important information about the organization, seek feedback, discuss issues, and acknowledge the service of particular members.

6:00-7 pm

**Graduate Student Reception**
Organized by the Graduate Student Committee, this informal gathering offers a change to meet old friends and make new ones. Graduate Students will receive free beverage tickets upon registration that will be redeemable at the cash bar. All conference participants are welcome.

**Graduate Student Reception online!**
*Organized by Zachary Deibel, Binghamton University, State University of New York*
Given the large number of online participants in this year’s conference, the Graduate Student Committee will host an online reception in parallel to the in-person one. Faculty and others who wish to meet graduate students are also welcome. Come join people in an informal, friendly online setting and enjoy your favorite beverage made just the way you like it!

7 pm

**HES After Dark**
Join in person or online to view *Stolen Education* (2017), which tells the stories of Mexican-American children who fought segregation in Texas public schools in the 1950s. After the screening, join Dr. Enrique Alemán, Trinity University for a discussion of his work on the film. Moderated by Nathan Tanner, University of Illinois.
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<th>Shutters West II</th>
<th>Great Room I/II</th>
<th>Great Room VI/VII</th>
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<tr>
<td>7:00-8:15 AM</td>
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<td>10:15-11:45 AM</td>
<td>Book Exhibit</td>
<td>Public Schooling and the State: Common Schools, Colonialism, and Taxation</td>
<td>Book Session: Andrew Grunzke’s <em>Education and the Female Superhero: Slayers, Cyborgs, Sorority Sisters and Schoolteachers</em> (Hybrid)</td>
<td>Higher Education Curriculum, Pedagogy, and Student Affairs</td>
<td>Race and Education in the American West</td>
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<td>LUNCH</td>
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HEQ Editorial Board Meeting *(The Hub)*
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<tr>
<td>1:00-2:30 PM</td>
<td>Book Exhibit</td>
<td>The Future of Remote Learning? Revisiting Examples from the Past (Hybrid)</td>
<td>Panel Discussion: Recovering Pasts, Reimagining Futures: Centering Our Communities in Latinx History (Hybrid)</td>
<td>Book Session: Jay Heffron’s <em>The Rise of the South in American Thought and Education</em></td>
<td>Panel: Exploring the History of Race, Suspensions and Special Education in P-12 Schools</td>
<td>Networks of Knowledge: New Narratives of American “Progressive Education,” 1900-1950 (Hybrid)</td>
</tr>
<tr>
<td>5:00-6:00 PM</td>
<td>Presidential Address (Great Room IV/V)</td>
<td>Book Exhibit</td>
<td>Book Session: Emily J. Levine, Allies and Rivals: German-American Exchange and the Rise of the Modern Research University (Hybrid)</td>
<td>Book Session: Jarvis Givens’ Fugitive Pedagogy: the History of Education for the Black Diaspora</td>
<td>Chicana/o Educational Historian Perspectives on Navigating the Archives</td>
<td>Panel Discussion: Balancing Safety and Freedom for Women Collegians in Mid-20th Century America</td>
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<tr>
<td>6:00-7:00 PM</td>
<td>Reception (Deck)</td>
<td>Book Exhibit</td>
<td>Book Session: Emily J. Levine, Allies and Rivals: German-American Exchange and the Rise of the Modern Research University (Hybrid)</td>
<td>Book Session: Jarvis Givens’ Fugitive Pedagogy: the History of Education for the Black Diaspora</td>
<td>Chicana/o Educational Historian Perspectives on Navigating the Archives</td>
<td>Panel Discussion: Balancing Safety and Freedom for Women Collegians in Mid-20th Century America</td>
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<tr>
<td>7:00 PM</td>
<td>Banquet and Awards Presentations (Patio)</td>
<td>Book Exhibit</td>
<td>Book Session: Emily J. Levine, Allies and Rivals: German-American Exchange and the Rise of the Modern Research University (Hybrid)</td>
<td>Book Session: Jarvis Givens’ Fugitive Pedagogy: the History of Education for the Black Diaspora</td>
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<td>Panel Discussion: Balancing Safety and Freedom for Women Collegians in Mid-20th Century America</td>
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Bound by Deseg: School Politics and Ed Policy in the 20th Century (Hybrid)
Chair/Discussant: Benjamin Justice, Rutgers University
- From Community to Accountability in Chicago
  Nicholas Kryczka, Lake Forest College
- The Birth of the Achievement Gap Mythology: Research, Policy, and the Politics of Race in Post-Desegregation America
  Elizabeth Davis, George Mason University (virtual), Khaseem Davis, George Mason University (virtual), and Diana D'Amico-Pawlewicz, University of North Dakota (virtual)
- The Last Days of Separate but Equal: Educational Modernization in the Segregated South
  Angus McLeod, University of Pennsylvania
- “Lesser of Two Evils”: Ending Desegregation and the Search for Equity in Austin, Texas
  Allison Raven, Duke University

The Job Market for Education Historians: Understanding Applications, Interviews, and Hiring (Hybrid)
Moderator: Neil Dhingra, University of Maryland
Panelists: Nick Juravich, University of Massachusetts Boston; Judith Kafka, Baruch College, City University of New York; Katrina Sanders, University of Iowa (virtual)

Book Session: Erika Kitzmiller’s The Roots of Inequality (Hybrid)
Chair: Ethan Hutt, University of North Carolina at Chapel Hill
Comment: Erika Kitzmiller, Barnard College (virtual)
Panelists: Jon Hale, University of Illinois Urbana-Champaign; Jack Schneider, University of Massachusetts Lowell; Ansley Erickson, Teachers College, Columbia University (virtual); and Michael Hines, Stanford University

Education and Public Health
Discussant: Sevan Terzian, University of Florida
- The School Campaign for the Polio Vaccine, 1934-1956
  Kim Tolley, Notre Dame de Namur University
- “Doing the Work of God”: Historically Black Colleges and Universities’ Response to the Influenza pandemic of 1918
  Robert Graham, George Mason University
- Higher Education and the Pandemic of 1918-20
  Christian Anderson, University of South Carolina
10:15AM

**Public Schooling and the State: Common Schools, Colonialism, and Taxation**
Chair/Discussant: Nancy Beadie, University of Washington
- **Schooling and Nation-Building in Late Nineteenth-Century Utah and the West**
  Cody Ewert, South Dakota Historical Society Press
- **Settler Colonialism, Common School Expansion, and Early Education Funding Policies in California, 1850-1865**
  Matthew Kelly, Pennsylvania State University
- **Taxation and Voter Logics: Interest Groups and California Education Debates in the 1920s**
  Joan Malczewski, University of California, Irvine

**Race and Education in the American West**
Chair/Discussant: Michael Hines, Stanford University
- **“African People Have No Need to Be Ashamed”: Dr. Asa Hilliard III, the Baseline Essays, and the Fight for Equity in the Pacific Northwest, 1964-2001**
  Alexander Hyres, University of Utah
- **Fighting Words with Fists: The Paradoxes of the “Gater Incident” at San Francisco State College, 1967-1969**
  Nkenna Onwuzuruoha, University of Utah
  Nicole Steffes, University of Utah

**Higher Education Curriculum, Pedagogy, and Student Affairs**
Chair/Discussant: Kelly Sartorius, University of Kansas
- **Thinking Through Movement: American Modern Dance and Embodied Knowledge in Higher Education**
  Emily Hawk, Columbia University
- **The Queer Student Affairs Career of Stephen Lenton at Virginia Commonwealth University, 1970-1980**
  Michael Hevel, University of Arkansas and Timothy Reese Cain, University of Georgia
- **Situating Jewish Studies in the History of the Ethnic and Women’s Studies Movements of the 1960s and 1970s**
  Isaac Gottesman, University of Saint Joseph

**Book Session: Andrew Grunzke's *Education and the Female Superhero: Slayers, Cyborgs, Sorority Sisters and Schoolteachers* (Hybrid)**
Moderator: Edward Janak, University of Toledo
Panelists: Robert Dahlgren, State University of New York at Fredonia (virtual); Linda Eisenmann, Wheaton College; Kate Rousmaniere, Miami University of Ohio (virtual); Sevan Terzian, University of Florida
Comment: Andrew Grunzke, University of Guam (virtual)
1:00PM

Book Session: Jay Heffron’s *The Rise of the South in American Thought and Education*
Moderator: Jackie Blount, The Ohio State University
Panelists: Donald Warren, Indiana University; Joan Malczewski, University of California, Irvine
Comment: Jay Heffron, Soka University

Networks of Knowledge: New Narratives of American “Progressive Education”, 1900-1950 (Hybrid)
Chair/Discussant: Thomas Fallace, William Paterson University (virtual)
- **Chains of Empire: American Imperial Education Networks in the Early 20th Century**
  Brianna Lafoon, University of Wisconsin-Madison
- **African American Teachers and Progressive Education During the Depression**
  Amato Nocera, North Carolina State University

Panel Discussion: Exploring the History of Race, Suspensions and Special Education in P-12 Schools
Moderator: Ajua Kouadio, Rutgers University
Panelists: Katrina Hasan Hamilton, NAACP San Diego; Dr. Joseph Johnson, San Diego State University; Steven Dorsey, San Diego County Office of Education; Mohamed Abdi, San Diego State University

The Future of Remote Learning? Revisiting Examples from the Past (Hybrid)
Chair/Discussant: Walter Stern, University of Wisconsin-Madison
- **The Promise and Possibilities of Schools of the Air: Early Promotion of Radio Education**
  Caitlin Cieslik-Miskimen, University of Idaho (virtual)
- **‘My very favorite teacher… came through the radio’: The Public, Progressive, Pragmatic, Democratic Projects of the Wisconsin School of the Air & the Wisconsin College of the Air, 1931-Present**
  Elizabeth Hauck, University of Wisconsin-Madison and Kyle P. Steele, University of Wisconsin-Oshkosh
- **“Americans from Africa”**: Dr. Edgar A. Toppin, Black History, and Televised Pedagogy in the Civil Rights Era
  Alexander Hyres, University of Utah

Panel Discussion: “Recovering Pasts, Reimagining Futures: Centering Our Communities in Latinx History” (Hybrid)
Moderator: Victoria-María MacDonald, University of Maryland
Panelists: Laura K. Munoz, University of Nebraska at Lincoln (virtual); Alexa Rodriguez, University of Virginia; Mirelsie Velazquez, University of Oklahoma
Panel Discussion: Balancing Safety and Freedom for Women Collegians in Mid-20th Century America: Exploring the Role of Women Administrators, Women’s Networks, and Title IX between 1965 and 1985
Panelists: Linda Eisenmann, Wheaton College; Anne G. Perkins, University of Massachusetts Boston; Kelly Sartorius, University of Kansas

Women Educators Contesting Colonialism and Negotiating Nationalisms in the Progressive Era: Alice Brown Davis, Anna Julia Cooper and Nodie Kimhaikim Sohn (Hybrid)
Chair/Discussant: Elizabeth Walker, College of the Desert
- Alice Brown Davis’ Emahaka School
  Jennifer Johnson (virtual), University of Oklahoma
- “The Girl Paid Her Debts in Song:” Anna Julia Cooper’s Reconceptualization of Black Labor and Use of Economic Thought in her Educational Work
  Katja Koehnlein, University of Washington
- Education and Liberation: Nodie Kimhaikim Sohn’s advocacy work of women education and anti-colonial nationalism from the mid-1920s to the 1950s
  Jisoo Hyun, PhD candidate, University of Washington

Book Session: Emily J. Levine, Allies and Rivals: German-American Exchange and the Rise of the Modern Research University (Hybrid)
Moderator: Linda Perkins, Claremont Graduate University
Panelists: Charles McClelland, University of New Mexico (virtual); Adam Nelson, University of Wisconsin; Julie Reuben, Harvard University (virtual); Ethan Schrum, Azusa Pacific University
Comment: Emily J. Levine, Stanford University

Chicana/o Educational Historian Perspectives on Navigating the Archives
Chair: Philis M. Barragán Goetz, Texas A&M University-San Antonio
Discussant: Mario Rios Perez, Syracuse University
- Critically Engaging with U.S. Census Population Schedules as a Tool to Recover Local Chicana/o Educational and Community Histories
  Lluliana Alonso, San Diego State University
- An Emotive Testimonio Approach to Critical Race Educational History
  Bryant Partida, University of California, Los Angeles & Mariana E. Ramírez, University of California, Los Angeles
  Ryan E. Santos, California State University, Long Beach
- Tides in the Desert: A Historical Counterstory of Mexican Families and Segregated Education in the Southwest, 1910-1964
  Michaela J. L. Mares-Tamayo, University of California, Los Angeles
2:45PM cont.

**Book Session: Jarvis Givens’ Fugitive Pedagogy: Carter G. Woodson and the Art of Black Teaching**
Moderator: Daniel Perlstein, University of California, Berkeley
Panelists: James Anderson, University of Illinois Urbana-Champaign; Bayley Marquez, University of Maryland; Amato Nocera, North Carolina State University; Derrick Alridge, University of Virginia
Comment: Jarvis Givens, Harvard University

5:00PM

**Presidential Address**

Introduction by Jon Hale, University of Illinois Urbana-Champaign
Address by Christopher Span, President, History of Education Society

6:00PM

**Reception Sponsored by the University of Illinois Urbana-Champaign**

7:00PM

**Banquet & Awards Ceremony**
### Sunday, November 7, 2021 (Day 5)
**Overview**
*(All Times Pacific Standard)*

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<tr>
<td><strong>8:00-9:00 AM</strong></td>
<td>Light Breakfast Reception Sponsored by the San Diego Community College District</td>
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<td><strong>9:00-10:30 AM</strong></td>
<td>Book Exhibit Giveaway</td>
<td>Getting the Story Straight: Reframing Public Education in Three Acts</td>
<td>The Past, Present, and Future of Noncredit Education in California: Transforming California Community Colleges</td>
<td>Education, Colonialisms and Decolonization in the 20th Century: International Comparisons <em>(Hybrid)</em></td>
<td>Education in Colonial and Anti-Colonial Contexts</td>
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<tr>
<td><strong>10:45 AM-12:15 PM</strong></td>
<td></td>
<td>History of Education in Utah: Whiteness, Religion, and Resistance</td>
<td>HES Annual Award Winners <em>(Hybrid)</em></td>
<td>Black Educational History in the San Francisco Bay Area: New Perspectives on the 19th and 20th Century</td>
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</table>
Sunday, November 7, Session Details

8:00am

Light Breakfast Reception Sponsored by the San Diego Community College District

9:00am

Getting the Story Straight: Reframing Public Education in Three Acts
Chair/Discussant: Jackie Blount, The Ohio State University

- Lessons in Democratic Industrial Education from Two "Obscure" Professionals
  Connie Goddard, Independent Scholar
- "Exploring" Race in the Rural South: A Foundation Story
  Emily Masghati, University of Chicago
- The Early Comprehensive High School Revisited: An Analysis of the Works of Milo H. Stuart, 1917-1931
  Kyle P. Steele, University of Wisconsin-Oshkosh and Joshua Garrison, University of Wisconsin-Oshkosh

The Past, Present, and Future of Noncredit Education in California: Transforming California Community Colleges
Chair/Discussant: Ethan Hutt, University of North Carolina at Chapel Hill
Presenters:
  Carlos Turner Cortez, Chancellor, San Diego Community College District (SDCCD);
  Michelle Fischthal, San Diego College of Continuing Education (SDCCE)
  Jessica Luedtke, San Diego College of Continuing Education (SDCCE)

Education, Colonialisms and Decolonization in the 20th Century: International Comparisons (Hybrid Session)
Chair: William Reese, University of Wisconsin-Madison
Discussant: Adrea Lawrence, University of Montana

- Decolonization and Standardized Testing across the Modern Middle East
  Hilary Falb Kalisman, University of Colorado Boulder (virtual)
- History Teaching Practices in Sudanese Schools, 1900-1970: Reappraising Colonial/Postcolonial Chronologies
  Iris Seri-Hersch (virtual), Aix-Marseille University
- School Petitions and Language Legislation: Locating Native Hawaiian Cultural Sovereignty in “Unexpected Places,” 1900-1941
  Derek Taira, University of Hawai‘i at Mānoa
- Inhabiting Paradoxical Spaces: American Indian Women Navigating the Colonial Apparatus in the 1930s
  Jennifer Talerico-Brown, San Diego College of California, Riverside

Education in Colonial and Anti-Colonial Contexts
Chair/Discussant: Benjamin Justice, Rutgers University

- Queen Emma: Carrying Forward Education in the Hawaiian Kingdom
  Jesslin Sniffen, University of Hawai‘i at Mānoa
- Localized Modernization through Educational Television : USAID and Educational Television in South Korea
  Wooyeong Kim, Arizona State University
- Subverting Colonial English Instruction for Anti-Colonial Articulations of Philippine Independence
  Funie Hsu, San Jose State University
- Relationships in the Colonial Classroom: Students’ Perspectives on Teachers in Territorial Hawai‘i
  Michelle Morgan, Missouri State University
10:45 am

History of Education in Utah: Whiteness, Religion, and Resistance
Chair/Discussant: Alexander Hyres, University of Utah

- Building a “Theodemocratic” Kingdom: The Politics of Race, Religion, and Education in Territorial Utah, 1850-1896
  Nathan Tanner, University of Illinois Urbana-Champaign
- Controversy in The Valley: Youth Resistance and the Gay-Straight Alliance of East High School
  Sonny Partola, University of Utah
  Maeve Wall, University of Utah

Black Educational History in the San Francisco Bay Area: New Perspectives on the 19th and 20th Century
Chair: Linda Perkins, Claremont Graduate University
Discussant: Michael Hines, Stanford University

  Jessica Lee Stovall, Stanford University
- Making Space in an Unimaginable Place: The Legacy of Jeremiah Burke Sanderson and the Road to Founding the Elk Street Colored School in California
  Darion Wallace, Stanford University
- A Counter-History of the Western Culture Requirement at Stanford University, 1986-1990
  Ericka Bullock, Stanford University

HES Award Winners (Hybrid Session)
Chair/Discussant: Benjamin Justice, President

- Barnard Prize for the Best Essay by a Graduate Student in the History of Education
  Ashley Dennis, Northwestern University (virtual), for “The Intellectual Emancipation of the Negro': Madeline Morgan and the Mandatory Black History Curriculum in Chicago during World War II"
- HES Book Prize for the best book in the History of Education
- Eggertsen Award for the best dissertation in the History of Education
  Mark Balmforth, University of Toronto Scarborough, for “Schooling the Master: Caste Supremacy and American Education in British Ceylon, 1795–1855” (Ph.D. Diss., Columbia University, 2020)
# Index of HES 2021 Presenters

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<tr>
<td>Abdi, Mohamed</td>
<td>Exploring the History of Race</td>
<td>Sa 1:00</td>
<td>pan</td>
<td><a href="mailto:mabdi5@sdsu.edu">mabdi5@sdsu.edu</a></td>
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<td>Adkins, Maurice L.</td>
<td>Biography and the Hist of H Ed</td>
<td>Th 4:30</td>
<td>pres</td>
<td><a href="mailto:adkinsmu@mail.uc.edu">adkinsmu@mail.uc.edu</a></td>
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<tr>
<td>Alemán, Enrique</td>
<td>History of Ed After Dark</td>
<td>Fr 7:00</td>
<td>comm</td>
<td><a href="mailto:ealeman@trinity.edu">ealeman@trinity.edu</a></td>
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<td>Alonso, Luliana</td>
<td>Chicana/o Educational Historian</td>
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<td><a href="mailto:dpa8w@virginia.edu">dpa8w@virginia.edu</a></td>
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<td>Alridge, Derrick</td>
<td>Book Session: VP Franklin</td>
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<td>pan</td>
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<td>Alridge, Derrick</td>
<td>Histories of Education in K-12</td>
<td>Fri 8:30</td>
<td>pres</td>
<td><a href="mailto:dpa8w@virginia.edu">dpa8w@virginia.edu</a></td>
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<td>Anderson, Christian K</td>
<td>Counterpublics and the Struggle</td>
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<td>Education and Public Health</td>
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<td><a href="mailto:janders@illinois.edu">janders@illinois.edu</a></td>
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<td>Andrews, Nathaniel</td>
<td>Pasts Present</td>
<td>W 8:30</td>
<td>pres</td>
<td><a href="mailto:hy10na@leeds.ac.uk">hy10na@leeds.ac.uk</a></td>
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<td>Angulo, A.J.</td>
<td>HEQ</td>
<td>Th 4:30</td>
<td>pan</td>
<td><a href="mailto:alex_angulo@uml.edu">alex_angulo@uml.edu</a></td>
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<td>Angulo, A.J.</td>
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<td>Baker, Scott</td>
<td>Educational Law, Policy, and Pol</td>
<td>Th 2:45</td>
<td>pres</td>
<td><a href="mailto:bakerscott55@gmail.com">bakerscott55@gmail.com</a></td>
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<td>Balmforth, Mark</td>
<td>Award Winners</td>
<td>Su 10:45</td>
<td>pres</td>
<td><a href="mailto:m.balmforth@utoronto.ca">m.balmforth@utoronto.ca</a></td>
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<td>Barker-Devine, Jenny</td>
<td>Teachers and Teaching</td>
<td>Fri 8:30</td>
<td>pres</td>
<td><a href="mailto:jenny.barker-devine@ic.edu">jenny.barker-devine@ic.edu</a></td>
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<td>Barragán-Goetz, Philis M.</td>
<td>Book Session: Phillis M. Barragán Goetz</td>
<td>W 11:30</td>
<td>comm</td>
<td><a href="mailto:Philis.Barragan@tamusa.edu">Philis.Barragan@tamusa.edu</a></td>
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<td>Chicana/o Educational Historian</td>
<td>Sa 2:45</td>
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<td><a href="mailto:Philis.Barragan@tamusa.edu">Philis.Barragan@tamusa.edu</a></td>
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<td>Baskin, Lucien</td>
<td>Policing the University</td>
<td>W 8:30</td>
<td>pan</td>
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<td>Beadle, Nancy</td>
<td>Public Schooling and the State</td>
<td>Sa 10:15</td>
<td>ch/disc</td>
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<td>Berghel, Susan Eckelmann</td>
<td>Gender, Race, and Citizenship</td>
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<td>pres</td>
<td><a href="mailto:susan-eckelmann@utc.edu">susan-eckelmann@utc.edu</a></td>
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<tr>
<td>Bertucio, Brett</td>
<td>Judging History</td>
<td>W 10:00</td>
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<td><a href="mailto:jonhale2@illinois.edu">jonhale2@illinois.edu</a></td>
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<tr>
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<td>Hale, John</td>
<td>Book Session: Erika Kitzmiller</td>
<td>Sa 8:30</td>
<td>pan</td>
<td><a href="mailto:johale2@illinois.edu">johale2@illinois.edu</a></td>
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<tr>
<td>Hamilton, Katrina Hasan</td>
<td>Exploring the History of Race</td>
<td>Sa 1:00</td>
<td>pan</td>
<td><a href="mailto:khasanhamilton@gmail.com">khasanhamilton@gmail.com</a></td>
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<td>Hauck, Elizabeth</td>
<td>Future of Remote Learning</td>
<td>Sa 1:00</td>
<td>co-pres</td>
<td><a href="mailto:ehauck@wisc.edu">ehauck@wisc.edu</a></td>
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<td>Hawk, Emily</td>
<td>Higher Education Curriculum</td>
<td>Sa 10:15</td>
<td>pres</td>
<td><a href="mailto:eah2201@columbia.edu">eah2201@columbia.edu</a></td>
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<td>Hayes, Leslie</td>
<td>Histories of Ed in K-12</td>
<td>Fri 8:30</td>
<td>pres</td>
<td><a href="mailto:leslie.hayes@nyhistory.org">leslie.hayes@nyhistory.org</a></td>
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<tr>
<td>Heffron, Jay</td>
<td>Book Session: Heffron's Rise</td>
<td>Sa 1:00</td>
<td>comm</td>
<td><a href="mailto:heffron@soka.edu">heffron@soka.edu</a></td>
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<tr>
<td>Hevel, Michael</td>
<td>Higher Education Curriculum</td>
<td>Sa 10:15</td>
<td>pres</td>
<td><a href="mailto:hevel@uark.edu">hevel@uark.edu</a></td>
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<tr>
<td>Hines, Michael</td>
<td>Black Educational History</td>
<td>Su 10:45</td>
<td>disc</td>
<td><a href="mailto:mhines2@stanford.edu">mhines2@stanford.edu</a></td>
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<td><a href="mailto:mhines2@stanford.edu">mhines2@stanford.edu</a></td>
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<td>Hines, Michael</td>
<td>Race and Ed in the West</td>
<td>Sa 10:15</td>
<td>ch/disc</td>
<td><a href="mailto:mhines2@stanford.edu">mhines2@stanford.edu</a></td>
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<tr>
<td>Hines, Michael</td>
<td>From Abolition to Brown</td>
<td>Th 4:30</td>
<td>pres</td>
<td><a href="mailto:mhines2@stanford.edu">mhines2@stanford.edu</a></td>
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<tr>
<td>Hodges, Alex</td>
<td>Libraries and Decolonization</td>
<td>W 10:00</td>
<td>pan</td>
<td><a href="mailto:alex_hodges@gse.harvard.edu">alex_hodges@gse.harvard.edu</a></td>
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<tr>
<td>Holt, Hunter</td>
<td>Following the Money</td>
<td>Fri 1:00</td>
<td>pres</td>
<td><a href="mailto:hh9ux@virginia.edu">hh9ux@virginia.edu</a></td>
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<tr>
<td>Hsu, Funie</td>
<td>Education in Col and Anti-Col</td>
<td>Su 9:00</td>
<td>pres</td>
<td><a href="mailto:funie.hsu@sjsu.edu">funie.hsu@sjsu.edu</a></td>
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<tr>
<td>Hutchins, Rhett J.</td>
<td>Co-Instruction in History of Ed</td>
<td>Fri 2:45</td>
<td>pan</td>
<td><a href="mailto:rjhutchi@uark.edu">rjhutchi@uark.edu</a></td>
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<tr>
<td>Hutt, Ethan</td>
<td>HESQ</td>
<td>Th 4:30</td>
<td>pan</td>
<td><a href="mailto:ehutt@unc.edu">ehutt@unc.edu</a></td>
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<tr>
<td>Hutt, Ethan</td>
<td>Policy and Reform A.G.</td>
<td>Fri 10:15</td>
<td>coord</td>
<td><a href="mailto:ehutt@unc.edu">ehutt@unc.edu</a></td>
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<td>Hutt, Ethan</td>
<td>Book Session: Erika Kitzmiller</td>
<td>Sa 8:30</td>
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<td><a href="mailto:ehutt@unc.edu">ehutt@unc.edu</a></td>
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<tr>
<td>Hutt, Ethan</td>
<td>Past, Present, Future</td>
<td>Su 9:00</td>
<td>ch/disc</td>
<td><a href="mailto:ehutt@unc.edu">ehutt@unc.edu</a></td>
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<tr>
<td>Hyres, Alexander</td>
<td>Histories of Ed in K-12</td>
<td>Fri 8:30</td>
<td>ch/disc</td>
<td><a href="mailto:alexander.hyres@utah.edu">alexander.hyres@utah.edu</a></td>
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<td>Hyres, Alexander</td>
<td>Curriculum Affinity Group</td>
<td>Fri 10:15</td>
<td>coord</td>
<td><a href="mailto:alexander.hyres@utah.edu">alexander.hyres@utah.edu</a></td>
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<td>Hyres, Alexander</td>
<td>Race and Ed in the West</td>
<td>Sa 10:15</td>
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<tr>
<td>Hyres, Alexander</td>
<td>Future of Remote Learning</td>
<td>Sa 1:00</td>
<td>pres</td>
<td><a href="mailto:alexander.hyres@utah.edu">alexander.hyres@utah.edu</a></td>
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<td>History of Ed in Utah</td>
<td>Su 10:45</td>
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<tr>
<td>hyun, jisoo</td>
<td>Women Educators Contesting</td>
<td>Sa 2:45</td>
<td>pres</td>
<td><a href="mailto:jsh2011@uw.edu">jsh2011@uw.edu</a></td>
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<td>Jackson, Stephen</td>
<td>Pedagogy, Ideology, and Episteme</td>
<td>Th 2:45</td>
<td>pres</td>
<td><a href="mailto:Stephen.Jackson@USiouxFalls.edu">Stephen.Jackson@USiouxFalls.edu</a></td>
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<tr>
<td>Jakubowski, Casey</td>
<td>Schools as Objects</td>
<td>W 11:30</td>
<td>pres</td>
<td><a href="mailto:casey.t.jakubowski@gmail.com">casey.t.jakubowski@gmail.com</a></td>
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<td>James-Gallaway, ArCasia D.</td>
<td>Race, Gender, and Resources</td>
<td>Fri 8:30</td>
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<td><a href="mailto:ajamesgallaway@exchange.tamu.edu">ajamesgallaway@exchange.tamu.edu</a></td>
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<td>James-Gallaway, ArCasia D.</td>
<td>Methodology and Hist of Ed</td>
<td>Fri 1:00</td>
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<td><a href="mailto:ajamesgallaway@exchange.tamu.edu">ajamesgallaway@exchange.tamu.edu</a></td>
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<td>Janak, Edward</td>
<td>Modern Schoolmarmans</td>
<td>W 8:30</td>
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<td>Pop Culture Affinity Group</td>
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<td>Jansen, Jonathan</td>
<td>Plenary: Decolonizing Hist. of Ed.</td>
<td>Th 7pm</td>
<td>pan</td>
<td><a href="mailto:jonathanjansen@Su.ac.za">jonathanjansen@Su.ac.za</a></td>
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<tr>
<td>Johnson, Alexis M</td>
<td>Struggle for Justice</td>
<td>W 10:00</td>
<td>pres</td>
<td><a href="mailto:amj4rf@virginia.edu">amj4rf@virginia.edu</a></td>
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<td>Teaching and Research Methodology</td>
<td>Fri 11:05</td>
<td>pres</td>
<td><a href="mailto:benjamin.johnson@uvu.edu">benjamin.johnson@uvu.edu</a></td>
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<td>Following the Money</td>
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<td>Johnson, Jennifer</td>
<td>Women Educators Contesting</td>
<td>Sa 2:45</td>
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<td><a href="mailto:jj.Sundevil@gmail.com">jj.Sundevil@gmail.com</a></td>
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<td>Johhson, Joseph</td>
<td>Exploring the History of Race</td>
<td>Sa 1:00</td>
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<td>Johnson, Matthew</td>
<td>Policing the University</td>
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<td>Jones, Brian</td>
<td>Histories of Ed in K-12</td>
<td>Fri 8:30</td>
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<td>Juravich, Nick</td>
<td>The Job Market</td>
<td>Sa 8:30</td>
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<td><a href="mailto:nicholas.juravich@umb.edu">nicholas.juravich@umb.edu</a></td>
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<td>Justice, Benjamin</td>
<td>Education in Colonial and anti-Colonial Contexts</td>
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<td>Justice, Benjamin</td>
<td>HES Award Winners</td>
<td>Su 10:45</td>
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<td>Kafka, Judith</td>
<td>Discipline and Punishment</td>
<td>Fri 8:30</td>
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<td><a href="mailto:judith.kafka@baruch.cuny.edu">judith.kafka@baruch.cuny.edu</a></td>
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<td>Space and Place A.G.</td>
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<td>Kalisman, Hilary Falb</td>
<td>Education, Colonialisms</td>
<td>Su 9:00</td>
<td>pan</td>
<td><a href="mailto:hilary.kalisman@colorado.edu">hilary.kalisman@colorado.edu</a></td>
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<td>Th 2:45</td>
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<td><a href="mailto:kangl@gvsu.edu">kangl@gvsu.edu</a></td>
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<td>Kautz, Matt</td>
<td>Pedagogy, Ideology, and Episteme</td>
<td>Th 2:45</td>
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<td>Kelly, Matthew</td>
<td>Book Session: Schools Can’t Save</td>
<td>W 8:30</td>
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<td><a href="mailto:mgk76@psu.edu">mgk76@psu.edu</a></td>
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Kelly, Matthew  
Public Schooling and the State  
Sa 10:15  
pres  
mgk76@psu.edu

Kendrick, Anna Kathryn  
Pasts Present  
W 8:30  
pres  
akk5@nyu.edu

Kerns, Kathryn N.  
Libraries and Decolonization  
W 10:00  
pan  
kkers@stanford.edu

Kim, Wooyeong  
Education in Col and Anti-Col  
Su 9:00  
pres  
wkim45@asu.edu

Kitzmiller, Erika  
Book Session: Erika Kitzmiller  
Sa 8:30  
comm  
ekitzmil@barnard.edu

Koehnlein, Katja  
Women Educators Contesting  
Sa 2:45  
pres  
katjak@uw.edu

Kouadio, Ajua  
Exploring the History of Race  
Sa 1:00  
mod  
ajua.kouadio@rutgers.edu

Kouadio, Ajua  
Decolonizing Museums  
Th 1:00  
ch/disc  
ajua.kouadio@rutgers.edu

Kryczka, Nicholas  
Bound by Deseg  
Sa 8:30  
pres  
kryczka@uchicago.edu

Kunkel, Juliet  
High School, College, and the D. B.  
Th 2:45  
pres  
jrkunkel@berkeley.edu

L'Esperance, Arielle  
Learning Science and the Sci  
Th 1:00  
pres  
arielle.rihl@gmail.com

Laats, Adam  
Aesthetics  
Thu 2:45  
pres  
alaats@binghamton.edu

Laats, Adam  
Religion Affinity Group  
Fri 11:05  
coord  
alaats@binghamton.edu

Laats, Adam  
Religion and Education  
Fri 1:00  
ch/disc  
alaats@binghamton.edu

Labaree, David  
Book Session: Schools Can’t Save  
W 8:30  
pan  
dlabaree@stanford.edu

Laboe, Amy E  
Methodology and Hist of Ed  
Fri 1:00  
pres  
ael8db@virginia.edu

Lafoon, Brianna  
Networks of Knowledge  
Sa 1:00  
pres  
lafoon@wisc.edu

Lawrence, Adrea  
Education, Colonialisms  
Su 9:00  
disc  
adrea.lawrence@mso.umt.edu

Lawrence, Adrea  
Plenary: Decolonizing Hist. of Ed.  
Th 7pm  
pan  
adrea.lawrence@mso.umt.edu

Lawson, Parker  
Pasts Present  
W 8:30  
ch/disc  
apl33@cam.ac.uk

Lee, Sharon  
The Struggle for Justice  
W 10:00  
ch/disc  
lee1@illinois.edu

Lefty, Lauren  
Book Session: Schooling Teachers  
W 10:00  
pan  
lauren.lefty@nyu.edu

Leier, Mark  
Daily Education, Daily Revolution  
W 11:30  
pres  
leier@sfu.ca

Lewis, Brittany  
Race, Gender, and Resources  
Fri 8:30  
pres  
blewis@gwu.edu

Levine, Emily J.  
Book Session: Emily Levine  
Sa 2:45  
comm  
elevine@stanford.edu

Luckey, Eric  
Judging History  
W 10:00  
pan  
luckey@wisc.edu

Luedtke, Jessica  
Past, Present, Future  
Su 9:00  
Pres  
jluedtke@sdccd.edu

Luna, Nelson  
Panel: Linking Research  
W 11:30  
pan  
njl2141@columbia.edu

Macdonald, Victoria-Maria  
Recovering Pasts  
Sa 1:00  
mod  
vmacdonal@umd.edu
MacDonald, Victoria-María  Plenary: Decolonizing Hist. of Ed.  Th 7pm  pan  vmacdona@umd.edu
Malczewski, Joan  Educational Law, Policy, and Pol  Th 2:45  ch/disc  jmalczew@uci.edu
Malczewski, Joan  West Coast A.G.  Fri 10:15  pan  jmalczew@uci.edu
Malczewski, Joan  Public Schooling and the State  Sa 10:15  pres  jmalczew@uci.edu
Malczewski, Joan  Book Session: Heffron’s Rise  Sa 1:00  pan  jmalczew@uci.edu
Maliskey, Jeff  Struggle for Justice  W 10:00  pres  jeff.maliskey@und.edu
Manzano, Dulce  State Education Systemization  Fri 8:30  pres  dnmanzano@edu.ucm.es
Marable-Bunch, Maria  Decolonizing Museums  Th 1:00  pan  nmai-education@si.edu
Mares-Tamayo, Michaela J  Chicana/o Educational Historian  Sa 2:45  ch/disc  michaela.j.lmt@gmail.com
Marquez, Bayley  Book Session: Jarvis Givens  Sa 2:45  pan  baylopez14@gmail.com
Martin, Gregory  Religion and Education  Fri 1:00  pres  gmartin2@live.ndm.edu
Masghati, Emily  Getting the Story Straight  Su 9:00  pres  emily.masghati@gmail.com
Maxwell, Francine  Exploring the History of Race  Sa 1:00  pan  president@sandiegonaacp.org
Mayernick, Jason  From Abolition to Brown  Th 4:30  pres  jmmayernick@ung.edu
Mayernick, Jason  Gender and Sex A.G. (A)  Fri 10:15  coord  jmmayernick@ung.edu
Mayernick, Jason  Gender and Sex A.G. (B)  Fri 11:05  coord  jmmayernick@ung.edu
Mayernick, Jason  Demystifying Publishing  Fri 2:45  pan  jason.mayernick@ung.edu
McCartney, Dale  Daily Education, Daily Revolution  W 11:30  ch/disc  dale.mccartney@ufv.ca
McClelland, Charles  Book Session: Emily Levine  Sa 2:45  pan  cemcc@unm.edu
McCullum, Kristan  Methodology and Hist of Ed  Fri 1:00  pres  km3jw@virginia.edu
McLean, Mora  Democracy, Culture  W 10:00  pres  mmclean@aaionline.org
McLeod IV, Angus  Bound by Deseg  Sa 8:30  pres  wamcleod@gse.upenn.edu
McLeod IV, Angus  Following the Money  Fri 1:00  pres  wamcleod@gse.upenn.edu
Ment, David  State Archives and Educational History  W 11:30  pres  davidment@verizon.net
Miller, Joel  Demystifying Publishing  Fri 2:45  ch/disc  jdm1@umd.edu
Miller, Joel  Disability in Educational Policy  Th 1:00  pres  jdm1@umd.edu
Mitchell, Nick  Policing the University  W 8:30  disc  nmitchel@ucsc.edu
Morgan, Michelle  Education in Col and Anti-Col  Su 9:00  pres  MichelleMorgan@MissouriState.edu
Morris, Wade  Learning Science and the Sci  Th 1:00  pres  morriswh@gmail.com
Morron, Ana  State Education Systemization  Fri 8:30  pres  anamorron@gmail.com
Moss, Hilary       Board Meeting     Th 8:00  IVP     hmoss@amherst.edu
Muñoz, Laura       Recovering Pasts  Sa 1:00  pan   laura.munoz@unl.edu
Muñoz, Laura       Board Meeting     Th 8:00  board  laura.munoz@unl.edu
Neal, Amber        Democracy, Culture W 10:00  pres   namber@uga.edu
Nelson, Adam       Reconceptualizing Higher Ed W 11:30  ch/disc  adam.nelson@wisc.edu
Nelson, Adam       Early Republic Affinity Group Fri 11:05  coord  adam.nelson@wisc.edu
Nelson, Adam       Book Session: Emily Levine Sa 2:45  pres   adam.nelson@wisc.edu
Newman, Andrew     Histories of Ed in K-12  Fri 8:30  pres   andrew.newman@stonybrook.edu
Nocera, Amato      Networks of Knowledge  Sa 1:00  pres   asnocera@ncsu.edu
Nocera, Amato      Book Session: Jarvis Givens  Sa 2:45  pan   asnocera@ncsu.edu
O’Brien, Nancy     Libraries and Decolonization  W 10:00  ch/pan  npobrien@illinois.edu
O’Connor, Molly E. Biography and the Hist of H Ed  Th 4:30  pres   molly.oconnor@rutgers.edu
Ogren, Chris       Teachers and Teaching  Fri 8:30  ch/disc  chris-ogren@uiowa.edu
Ogren, Chris       Teachers Affinity Group  Fri 10:15  coord  chris-ogren@uiowa.edu
Onwuzuruoha, NKenna Race and Ed in the West  Sa 10:15  pres   kenna.o@gmail.com
Ostrach, Steve     Board Meeting     Th 8:00  AT     ostrachj@hotmail.com
Pak, Yoon          Board Meeting     Th 8:00  PP      yoonpak@illinois.edu
Partida, Bryant    Chicana/o Educational Historian  Sa 2:45  pres   brypar@ucla.edu
Partola, Sonny     History of Ed in Utah  Su 10:45  pres   u0963011@utah.edu
Perez, Mario Rios  Book Session: Schools Can’t Save  W 8:30  pan   mrperez@syr.edu
Perez, Mario Rios  Book Session: Phillis M. Barragán Goetz  W 11:30  pan   mrperez@syr.edu
Perez, Mario Rios  Immigration, Migration, Diaspora Affinity Group  Fri 11:05  coord  mrperez@syr.edu
Perez, Mario Rios  Chicana/o Educational Historian  Sa 2:45  disc   mrperez@syr.edu
Perez, Stephanie   Transnational Look at Latinx  Thu 4:30  pres   stephanie.perez@rutgers.edu
Perkins, Anne G.   Balancing Safety and Freedom  Sa 2:45  pres   anne.g.perkins@gmail.com
Perkins, Linda     Book Session: VP Franklin  Fri 2:45  mod   linda.perkins@cgu.edu
Perkins, Linda     Book Session: Emily Levine  Sa 2:45  mod     Linda.perkins@cgu.edu
Perkins, Linda     Black Educational History  Su 10:45  ch     linda.perkins@cgu.edu
Perlstein, Daniel  Book Session: Jarvis Givens  Sa 2:45  mod   danperl@berkeley.edu
Perrillo, Jonna    Book Session: Phillis M. Barragán Goetz  W 11:30  pan   jperrillo@utep.edu
Perrillo, Jonna  Histories of Ed in K-12  Fri 8:30  pres  jperrillo@utep.edu
Powers, Jeanne M.  Race, Gender, and Resources  Fri 8:30  pres  jeanne.powers@asu.edu
Purdy, Michelle  Board Meeting  Th 8:00  board  mpurdy@wustl.edu
Purdy, Michelle  Book Session: VP Franklin  Fri 2:45  pan  mpurdy@wustl.edu
Qas, Mohamed  Exploring the History of Race  Sa 1:00  pan
Ramirez-Stapleton, Lissa D.  Disability in Educational Policy  Th 1:00  pres  lissa.stapleton@csu.edu
Ramirez, Mariana  Chicana/o Educational Historian  Sa 2:45  pres  meramcar@ucla.edu
Ramirez, Mariana  Book Session: Phillis M. Barragán Goetz  W 11:30  mod  meramcar@ucla.edu
Ramsey, Sonya  HEQ  Th 4:30  pan  sramse17@uncc.edu
Randolph, Adah Ward  Young Minds  Fri 2:45  ch/disc  wardrand@ohio.edu
Raven, Allison  Bound by Deseg  Sa 8:30  pres  allison.raven@duke.edu
Reese, William  Education, Colonialisms  Su 9:00  ch  wjreese@wisc.edu
Reid, Ellis  Fighting for Racial Justice  Fri 1:00  pres  ellis_reid@g.harvard.edu
Reuben, Julie  Book Session: Emily Levine  Sa 2:45  pres  julie_reuben@gse.harvard.edu
Ris, Ethan W.  High School, College, and the D. B.  Th 2:45  pres  eris@unr.edu
Roberts, Christina  Learning Science and the Sci  Th 1:00  pres  ckroberts@ucsb.edu
Rodriguez, Alexa  Transnational Look at Latinx  Thu 4:30  pres  ar5km@virginia.edu
Rodriguez, Alexa  Recovering Pasts  Sa 1:00  pan  ar5km@virginia.edu
Rodriguez, Merylou  Transnational Look at Latinx  Thu 4:30  pres  merylou@echo.rutgers.edu
Rogers, Bethany  Book Session: Schooling Teachers  W 10:00  comm  rogers.bethany@gmail.com
Ronen, Yotam  Daily Education, Daily Revolution  W 11:30  pres  yronen@mail.ubc.ca
Rosenberg, Rachel  Teachers & Teaching  Fri 8:30  pres  rachel.roenberg@yale.edu
Rousmaniere, Kate  State Education Systemization  Fri 8:30  ch/disc  rousmak@miamioh.edu
Rousmaniere, Kate  Teachers Affinity Group  Fri 10:15  coord  rousmak@miamioh.edu
Rousmaniere, Kate  Book Session: Andrew Grunzke  Sa 10:15  pan  rousmak@miamioh.edu
Ruller, Tom  State Archives and Ed History  W 11:30  mod  tom.ruller@nysed.gov
Rury, John  Space and Place A.G.  Fri 10:15  coord  jrury@ku.edu
Rury, John  Schools as Objects  W 11:30  ch/disc  jrury@ku.edu
Ryan, Patrick  Modern Schoolmarm  W 8:30  pres  patrick_ryan@msmary.edu
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<td>Zimmerman, Jon</td>
<td>Judging History</td>
<td>W 10:00</td>
<td>mod</td>
<td><a href="mailto:jlzimm@aol.com">jlzimm@aol.com</a></td>
</tr>
<tr>
<td>Zimmerman, Jon</td>
<td>Book Session: Jonathan Zimmerman</td>
<td>Fri 2:45</td>
<td>comm</td>
<td><a href="mailto:jlzimm@aol.com">jlzimm@aol.com</a></td>
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</tbody>
</table>
Hotel, Registration, and Local Information

The DoubleTree Hotel Mission Valley
7450 Hazard Center Drive, San Diego, California, 92108, USA

2021 San Diego - Registration fees

<table>
<thead>
<tr>
<th>Category</th>
<th>Fee</th>
<th>Banquet</th>
</tr>
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<tr>
<td>HES members</td>
<td>$140.00</td>
<td>$55.00</td>
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<tr>
<td>Student members</td>
<td>$45.00</td>
<td>$25.00</td>
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<tr>
<td>Non-members</td>
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<tr>
<td>Non-member students</td>
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<tr>
<td>Emeriti</td>
<td>$75.00</td>
<td>$55.00</td>
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<tr>
<td>Online participation only</td>
<td>$40.00</td>
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How do I get from the airport to the hotel?
- **Destination**: Doubletree Mission Valley 7450 Hazard Center Drive San Diego, California 92108, USA
- **Airport Bus to City Tram**: $6 Take Car Rental Shuttle to Palm Ave. Cross the street to Middletown Station and board the tram. Exit Hazard Center Station. (30 minutes)
- **Taxi**: $25-30 (10-15 minutes)
- **Private Shuttle**: $25-35 (10-15 minutes)
- **Rental Car**
- **Parking** Self Park $32.00 (Garage Parking)
- **Distance from airport**: 8 miles, 15 minutes

Public Transportation/Taxis/Shuttles
- **Orange Cab**: (619) 223-5555
- **San Diego Cab**: (619) 226-8294
- **Yellow Cab**: (619) 234-6161
- **San Diego Trolley**: (619) 595-4949
- **San Diego Transit**: (619) 231-1466
- **Xpress Shuttle**: (800) 900-7433
- **Cloud Nine Shuttle**: (800) 974-8885
- **EZ Ride**: (800) 777-0585

How much does the hotel cost?
$179/night (group rate)
Note: Check-in time is 3:00 p.m. and check-out is 12:00 noon.

How do I get around San Diego?
- **Airport Bus to City Tram**: $6 Take Car Rental Shuttle to Palm Ave. Cross the street to Middletown Station and board the tram. Exit Hazard Center Station. (30 minutes)
- **Public Transportation-San Diego Metropolitan Transit System** (1 Day Pass $12 Premium Regional)
  https://www.sdmts.com/fares-passes
Airport Information
San Diego Lindbergh Field (SAN) is the major local airport. Located 4 miles from the hotel, all major carriers fly into SAN.

Los Angeles International Airport (LAX) is the major international gateway into Southern California. Located 120 miles from the hotel, all major international carriers fly into LAX.

Long Beach Airport is located 100 miles from the hotel. It is serviced by Alaska, American, America West, American eagle, Jet Blue, Continental, Delta, TWA, USAir, United and United Express.

Ontario Airport is located 105 miles from the hotel. It is serviced by Alaska, American, America West, Continental, Delta, Northwest, Skywest, Southwest, TWA, United and USAir.

Things to Do
- Balboa Park
- Birch Aquarium
- Mission Beach
- San Diego Zoo
- Seaport Village
- SeaWorld
- San Diego Safari Park
- La Jolla Cove
- USS Midway Museum
- Mt. Soledad Veterans National Memorial
- Old Town
- Museum of Us
- USS Midway Museum

Hotel Options
Buffet and to-go food, Starbucks coffee shop, and bar are located on site

Nearby Neighborhoods
Mission Valley
Old Town
Gaslamp Quarter

Restaurant Recommendations
Hazard Center https://hazardcenter.com/dining-entertainment/ (Cheap/quick bites by hotel)
Louisiana Purchase-https://www.louisianapurchasesd.com/ (Black Owned/Cajun Themed)
Trilogy Sanctuary-https://www.trilogysanctuary.com/ (Vegan Cafe/Yoga/Aerial)
Soichi https://www.soichisushi.com/ (Michelin Star Japanese)
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Allies and Rivals

German-American Exchange and the Rise of the Modern Research University

EMILY J. LEVINE

“A beautifully researched and written exploration of the modern research university. It reveals the modern university to be a thing of paradox, a product of modernity and of international exchange, a jewel in the crown of the US-German relationship, and no less a product of competition, nationalism, and the many disruptions that mark the history of the early twentieth century. Levine has contributed a pathbreaking study of ideas, institutions, and international affairs—an extraordinary and riveting story.”—Michael Kimmage, The Catholic University of America

CLOTH $35.00

Book Session: Emily J. Levine, Allies and Rivals: German-American Exchange and the Rise of the Modern Research University
Moderator: Linda Perkins, Claremont Graduate University
Panelists: Charles McClelland, University of New Mexico (virtual); Adam Nelson, University of Wisconsin; Julie Reuben, Harvard University (virtual); Ethan Schrum, Azusa Pacific University
Comment: Emily J. Levine, Stanford University

Saturday, November 6 2:45 pm
New Directions in the History of Education Series

New Directions in the History of Education publishes innovative books that push the traditional boundaries of the history of education in a wide range of topics. The series takes a broad, inclusive look at American education in formal settings, from pre-kindergarten to higher education, as well as in out-of-school and informal settings. We also invite historical scholarship that informs and challenges popular conceptions of educational policy and policy-making that address questions of social justice, equality, democracy, and the formation of popular knowledge. Proposals for consideration should be emailed to series editor Dr. Benjamin Justice at ben.justice@gse.rutgers.edu.

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William J. Reese is Carl F. Kaestle W.A.R.F. and Vilas Research Professor at the University of Wisconsin-Madison, USA.

John L. Rury is Professor Emeritus in the School of Education and Human Sciences at the University of Kansas, USA.

New & Forthcoming

To submit a proposal, please contact the editors or commissioning editor:

William J. Reese: Series Editor, wjreese@wisc.edu
John L. Rury: Series Editor, jrury@ku.edu
Milana Vernikova: Senior Commissioning Editor, milana.vernikova@palgrave-usa.com

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