

**Ann E. Blankenship** is an Assistant Professor of Educational Administration in the College of Education and Psychology at the University of Southern Mississippi. As a former attorney, her research focuses on teacher employment law and equality of educational opportunity in P-12 public schools. Most commonly, she uses qualitative and legal research methodologies. She is the Associate Editor-in-Chief of *The Education Law and Policy Review* and a Research Associate with the Research Initiative on Social Justice and Equity (RISE). She has published in peer-reviewed scholarly outlets such as the *Journal of Cases in Educational Leadership*, *Education Policy Analysis Archives*, *American Educational Research Journal*, and the *Peabody Journal of Education*.

**John Covaleskie** is Associate Professor of Educational Studies at the University of Oklahoma and Professor Emeritus from Northern Michigan University. His overlapping areas of interest are moral education and the morality of democratic life. He is the author of many articles related to moral education and development and a book, *Membership and Moral Formation: Shame as an Educational and Social Emotion*, from Information Age Publishing. His current work is on the First Amendment in schools and the special problems of democratic inclusion presented by specific religious traditions.

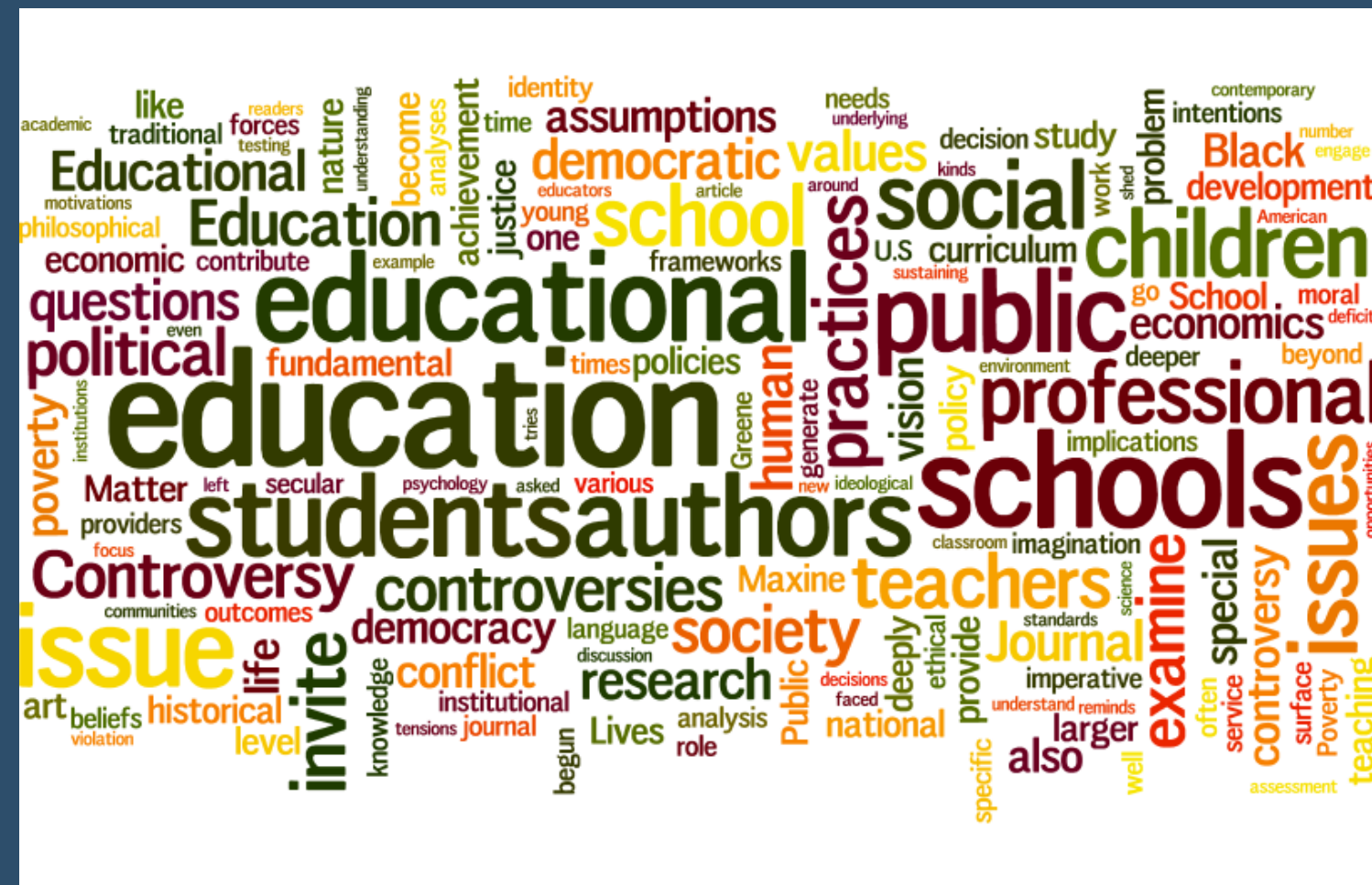
**Maria Timmons Flores** has been teaching culturally and linguistically diverse students in schools, communities, and wilderness for over 25 years. It was her students in these settings that inspired her commitment to social justice and motivated Maria to earn a PhD in Bilingual/Multicultural Education. Maria's teaching and research focus primarily on supporting teachers to understand the influence of language and culture on learning. She teaches courses in bilingual and multicultural education, learning and development, and teaching strategies to support ALL learners. Maria's current research brings critical cultural lenses to understanding and addressing educational equity for bilingual and immigrant students.

**Alice E. Ginsberg**, Ph.D. from the University of Pennsylvania in Education, Culture and Society, is an educational researcher, consultant and writer who specializes in issues of urban school reform and educational equity. She has written extensively about multicultural education, inquiry based education, critical pedagogy, school community partnerships, professional development, action research, and educational philanthropy. Her recent books include *And Finally We Meet: Intersections and Intersectionality Among Feminist Activists, Academics and Students* (Institute for Teaching and Research on Women, 2011), *Embracing Risk in Urban Education: Curiosity, Creativity, and Courage in the Era of "No Excuses" and Relay Race Reform* (Rowman and Littlefield, 2012) and *Difficult Dialogues about 21st Century Girls* (SUNY, 2015).

**Daniel Larner** is Professor Emeritus of Theatre at Fairhaven College of Interdisciplinary Studies, Western Washington University, where he was Dean of the College, 1982-89. He is widely published on dramas from Shakespeare to Kushner, from Sophocles to O'Neill, with particular emphasis on dramatic form, the relationships between tragedy, comedy and tragicomedy, drama and justice, and drama and metaphor. Dr. Larner has also published on matters of education and politics. He has been a member of the board of directors of the American Civil Liberties Union (ACLU) of Washington state for all but a few of the last 47 years, and for a decade taught a course on civil liberties in Fairhaven College's Law, Diversity and Justice program. Dr. Larner has been a contributor to the *Journal of Educational Controversy* beginning with its first issue, and was co-editor of the issue on the School-to-Prison Pipeline.

**Leslie Ann Locke** is an Assistant Professor of Educational Policy and Leadership Studies at the University of Iowa. She is also a Director of the Research Initiative on Social Justice and Equity (RISE). Her research interests include social justice, schooling for students from historically marginalized groups, and equity-oriented education policy. She uses a variety of qualitative methodologies to address these interests. She has published in peer-reviewed scholarly outlets such as *the International Journal of Qualitative Studies in Education*, *the Journal of School Leadership*, *the International Journal of Leadership in Education*, *Educational Studies*, and *The Qualitative Report*.

**Bill Lyne** is professor of English at Western Washington University, the president of the United Faculty of Washington State, and a member of the National Education Association Board. He teaches Cultural Studies and African American Studies and has published essays in such journals as *PMLA*, *African American Review*, and *Arizona Quarterly*. He is also the editor, with Vernon Johnson, of *Walkin' the Talk: An Anthology of African American Studies* (Prentice Hall, 2002)



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OF EDUCATIONAL CONTROVERSY

*~Welcome: Dr. Kristen French*

*~Recognitions and Introductions: Dr. Lorraine Kasprisin*

*~Videos:*

**Dr. John Covalleskie**, University of Oklahoma— *Religion and Public Schools*

**Dr. Alice Ginsberg**, University of Pennsylvania— *No Excuses Charter Schools* and a critique of the film ‘Waiting for Superman’

**Dr. Leslie Locke**, University of Iowa and **Dr. Ann Blankenship**, University of Southern Mississippi -- *The Banning of the Mexican American curriculum in Tucson, AZ.*

*~Speakers:*

**Dr. Maria Timmons Flores**, WWU -- The experiences and challenges facing children and their families who are undocumented against a legal context, current political realities, critical race theory and practical recommendations.

**Dr. Daniel Larner**, WWU -- co-edited the issue on the school-to-prison pipeline. His papers covered conflicts over censorship, and the education of politicians as playwrights who can work with and through difference to construct civil laws and protections.

**Dr. Bill Lyne**, WWU -- Teaching a public capable of sustaining the life of a democracy at a time of anti-terrorism legislation that violates civil liberties: a problematizing of the question against a nation’s historical realities. Dr. Lyne is the co-editor of our upcoming issue on “Black Lives Matter and the Education Industrial Complex.”

*~Q&A*

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