

The E-Newsletter of the Warner School of Education at the University of Rochester

October 2013

ANNOUNCEMENTS

Child Abuse Prevention Certification Workshop

Friday, October 18, 2013

4 - 6:30 p.m.

LeChase Hall, Room 215 (Genrich-Rusling Room)

Late arrivals will not be admitted. Laptops not allowed. Workshop is free to Warner students, but registration is required. Please call 275-1009 for information. Registration forms will be distributed in all fall 2013 classes.

For further information, please contact Brenda Grosswirth (585) 275-1009.



Film Event: *Mumia, Long Distance Revolutionary*

Sponsored by the Frederick Douglass Institute for African and African-American Studies and facilitated by Warner doctoral student Rafael Outland

Thursday, October 17, 2013

7 - 10 p.m.

Dewey Hall 2-162

University of Rochester's River Campus

For additional information, visit www.mumia-themovie.com or email rafael.outland@warner.rochester.edu.

Calls for Submission

Following are two opportunities that may be of interest to the Warner School community.

World Turning: Race, Class, Gender, and Global Climate Change!

You are invited to become a part of a new edited volume, tentatively titled *World Turning: Race, Class, Gender, and Global Climate Change!*, addressing global climate change. For this unique volume, they are seeking contributions from academics and activists with experience and expertise in addressing the social dimensions of global climate change in their work, with a particular focus on intersections of race, class, gender, and other social markers. *World Turning* is intended to be a multidisciplinary reader that will introduce undergraduate and graduate students to the major issues and debates surrounding the study of intersectionality and global climate change. The volume will be broadly organized into sections on the social and natural sciences, as well as public health, art, and literature.

Specifically, they are seeking essays or articles between 15-25 pages (including notes) that address any aspect of climate change: legal, political, social, educational, agricultural, economic, religious, sexual, ideological, international, local, etc. and that incorporate an intersectional analysis. In addition, they are seeking original essays, poetry, investigative reporting, or other creative works (including art) that also address climate change in relation to any form of activism. Contributions may be visual, empirical, theoretical, or any other creative form.

If you are interested in contributing, please submit a 500-word abstract of your piece (or details/examples of your art/activism) with the title, author, and institutional or organizational affiliation (if any) to tcc.denise@yahoo.com, with *World Turning* in the subject line, as soon as possible.

Voices for Social Justice in Education: A Literary Anthology

Editors: Julie Landsman, Rosanna Salcedo, and Paul Gorski
Deadline for submissions: Midnight, January 15, 2014

What they are looking for: Poetry (including spoken word), creative non-fiction, memoir, short stories, images of visual art, and other types of writing, or visual art that paint a picture of what justice and injustice look like in our schools.

Please read this Call for Submissions in full and, if you choose to submit one or more

EVENTS

10/2/2013

Wednesday Lunch Talk - WOW! - Working Online @ Warner

10/5/2013

Writing Workshop - Constructing an Argument in Academic Writing

10/9/2013

Wednesday Lunch Hour - Teachers as Political Actors

10/16/2013

Wednesday Lunch Talk - Action Video Games as Exemplary Learning Tools

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10/17/2013

Film Event: *Mumia, Long Distance Revolutionary*

10/18/2013

Writing Workshop - Critiques, Reflective Writing, and Summarizing

10/18/2013

Child Abuse Prevention Certification Workshop

10/23/2013

Wednesday Lunch Talk - Connecting Research to Practice Through Professional Learning: Sharing Stories from the Field

10/30/13

Wednesday Lunch Talk: Motivation and College Student Success

11/6/13

Wednesday Lunch Talk: Down in the Chapel: Religious Life in an American Prison

11/08/2013

Writing Workshop - Citations, Referencing, and APA Style

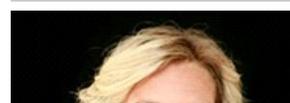
11/09/2013

Fall Open House

11/13/13

Wednesday Lunch Talk: Collaborative Lesson Planning with Students within a High-Stakes Environment

NEWS



manuscripts, e-mail them as Word documents, following the specifications below, to: voices@edchange.org.

Project Description and Guidelines:

The use of narratives in examining issues related to equity and social justice is a central component of many of the critical theories that drive scholarship and practice in social justice education today. Many readers respond more openly to, and are able to connect with the experiences of, individual people when they read their stories, rather than reading only traditional scholarship about multicultural or social justice concepts. It is through narrative, through the organic voices of marginalized people, that stories—often called “counter-stories”—emerge in response to the dominant narratives that paint marginalized groups as deficient or unworthy.

The editors of this anthology intend to assemble a broad and diverse collection of writing by people who are, or have been, in the field of education as students, teachers, administrators, parents, counselors, or in any other capacity; by people who will draw in readers, engage their imaginations, and help them see how educational inequities and social injustice affect individuals, viscerally, rather than theoretically, raising consciousness about these issues, and inspiring hope for change.

Guidelines and Specifications for Contributors:

- (1) Poets may submit up to 5 poems at once
- (2) Prose writers may submit up to 15 pages
 - a) Times New Roman 12-pt font
 - b) Double-spaced
- (3) Images of visual art should be submitted in .pdf or .jpg format
- (4) Include author/artist name(s) and email address(es) on each piece submitted
- (5) Remember, we are looking for work explicitly about education and schools, so great work about social justice that is not explicitly relevant to education schools will not be considered

FACULTY/STUDENT NOTES

Lammers Co-Authors Book Chapter

Jayne Lammers, assistant professor, co-authored the chapter "Exploring Tools, Places, and Ways of Being: Audience Matters for Developing Writers" in the book *Exploring Technology for Writing and Writing Instruction* (IGI Global, 2013). The chapter explores how writers respond to interactions with readers and audience members in two technology-mediated writing contexts: a Hunger Games fan's use of FanFiction.net and a classroom using Scholar to write original narrative texts. The authors look across the two spaces to analyze similarities in how the technology is used to foster interaction with readers and develop writers' craft through these interactions. In particular, they analyze how writing functions in each space as a tool, a place, and a way of being. By considering the affordances of these two contexts, they argue that technology is changing how we write and learn to write, in and out-of-school, by connecting writers with an audience that can significantly shape their goals, skills, and processes.

Brockenbrough Co-Edits Special Journal Issue, Co-Authors Article

Ed Brockenbrough, assistant professor, was co-editor of a special issue of the journal *Curriculum Inquiry*. Themed "Queers of Color and Anti-Oppressive Knowledge Production," this was *Curriculum Inquiry's* first special issue. The articles in this issue addressed two framing questions: (1) how can queer of color epistemologies interrupt hegemonic processes of knowledge production, and (2) how can these interruptions inform transformative pedagogical work that benefits queers of color specifically and anti-oppressive educational scholarship more broadly?

Additionally, Brockenbrough wrote the introductory article for the special issue, and co-wrote another article, titled "Queer Youth v. the State of California: Interrogating Legal Discourses on the Rights of Queer Students of Color." Read the introductory article [here](#).

Alumnus Selected as *Rochester Business Journal's* Forty Under 40

Michael Doughty '09 (EdD) was selected as one of this year's forty Under 40 honorees. View the entire list of 2013 honorees [here](#).

Waterman Gives Two Book Talks, Co-Authors Article

Stephanie Waterman, assistant professor, gave talks about her recent book, *Beyond the Asterisk: Understanding Native Students in Higher Education* (Stylus, 2013), at Harvard University and the University of Massachusetts in September. Additionally, Waterman co-wrote the article "Cultural Strengths to Persevere: Native American Women in Higher Education," which published in *NASPA Journal About Women in Higher Education*, volume 6, number 2.

Harris Co-Authors Study on the Importance of School- and Community-Based Programs

Donna Harris, assistant professor, was co-author of the study "The Role of School and Community-Based Programs in Aiding with Latina/o Student Persistence," which published in the journal *Education and Urban Society* in August.

This study documents the important role school and community-based programs have for sustaining the persistence of Latina/o high school students in an urban, low-achieving school district. Consensus among student participants revealed that these programs provided a safe space where students were able to develop confianza (mutual trust) with caring adults. Safe spaces were also culturally and linguistically affirming where students could be themselves. Adults associated with these programs served as institutional agents who helped students address personal and school barriers, which allowed students to successfully negotiate within schools. Without these community and school-based programs and the supports available through them, students indicated that they would leave their respective high schools. [Read the study.](#)

DeAngelis Appointed to Editorial Advisory Board, Elected Officer of AERA SIG

Karen DeAngelis, associate professor, has been appointed to the editorial advisory board of the *Journal of Education Finance*. Additionally, she has been elected secretary of the American



Warner Doctoral Student is New York's 2014 Teacher of the Year

A graduate student working toward her doctorate in teaching and curriculum at the Warner School has been named the 2014 New York State Teacher of the Year. Ashli Skura Dreher, a Niagara County special education teacher, was honored by state Education Commissioner John King Jr. and Regents Chancellor Merryll Tisch on September 17 in Albany.



Partners in Transforming an Urban Community

To address and combat issues of low educational achievement and high poverty and crime rates, members from the Warner School, NEAD, Freedom Market, Freedom School, East High School, John James Audubon School 33, and Rochester community have joined forces to help transform and rebuild one of Rochester's most distressed communities—the Beechwood neighborhood.

IN THE NEWS

9/11/2013

[Donna Harris on Latino Student Grad Issues on WXXI 1370 Connection](#)

9/10/2013

[Martin Lynch, Doug Guiffrida on College Student Motivation in Counseling Today](#)

9/5/2013

[Warner Grad, Retired Principal Ralph Spezio '11 \(EdD\) Returns to School 17](#)

9/4/2013

[Karen Mackie on Cultivating Self-Compassion in Rochester Magazine](#)

Dache-Gerbino Organizes ASHE Community Service Project, Serves on WXXI Panel

Doctoral student Amalia Dache-Gerbino is the organizer of this year's Association for the Study of Higher Education (ASHE) community service project, which occurs during the ASHE annual conference in St. Louis, Mo. in November. The event gives members an opportunity to provide a local service to annual conference host cities. The service project this year will be held at Confluence Preparatory Academy, a high school located less than a mile from the ASHE conference site. The service project is framed using a service-learning framework consisting of three stages: a pre-service project panel; the service project, which includes a book drive and professional development workshops; and a post-service discussion. Organizers plan to host the community service event annually.

Additionally, Dache-Gerbino was a panelist for a discussion following the WXXI's Community Cinema presentation of the film *The Graduates/Los Graduados* in September. The film explored pressing issues in education through the eyes of a diverse array of Latina/o adolescents from across the United States.



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