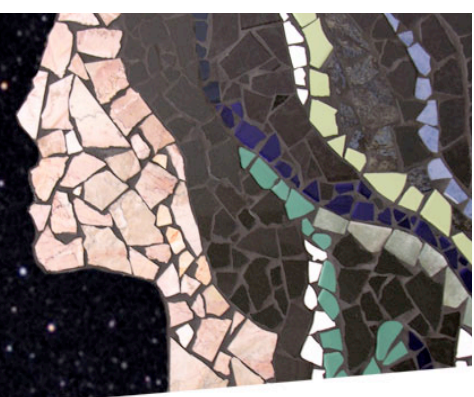


11th Annual International Globalization, Diversity, and Education Conference

Co-Constructing Identities in Local and Global Spaces
2015



Call for Papers

February 26-27, 2015

Join us for the 11th Annual Conference and workshops February 26-27, 2015, at Northern Quest Resort in Airway Heights, (Spokane) WA. This year we will focus on the theme of **Co-Constructing Identities in Local and Global Spaces**. This gathering is committed to engaging activists, educators, and scholars from diverse disciplines in deep and meaningful dialogues around what we can do together to address and engage in alleviating and/or eliminating current social and environmental injustices in our local, national, and international communities. With a focus on responsibilities, connections, and critical questions, we are especially interested in how we learn from each other and the diverse fields of teacher education, special education, critical disability studies, bilingual education, curriculum and instruction, geography, anthropology, social work, nursing, public health, indigenous studies, post-colonialism, cultural studies, queer theory, place-based education and more.

Paper and Panel Presentations: Please submit a maximum of 500 words clearly **explaining the presentation** and its **relationship to the conference**. What is the question or problem that is being addressed? Who are the primary scholarly sources being drawn upon to frame the discussion?

Presenters of individual papers will be grouped into sessions (by the conference committee). Paper sessions are approximately 60-75 minutes in length and will include an opportunity for audience conversation. Each presenter will have approximately 15 minutes to present his or her work.

Alternative Sessions/Workshops: Propose, maximum of 500 words, something alternative to traditional conference sessions or host a workshop! This should be a hands-on session dealing with an important issue related to the conference theme. Proposals should describe a) what the session will be about, b) what the objectives of the session are, and c) how participants will be involved.

All proposals will be reviewed anonymously. Please use the attached form.

Call for Papers

International Globalization, Diversity & Education Conference 2015

Submission deadline: December 8, 2014

Please complete this form and e-mail as an attachment to khammer@wsu.edu

Presentation Type: Paper Panel Alternative/Workshop

Three (3) Keywords:

Please complete for (all) presenter(s):

<u>Name</u>	<u>Affiliation</u>	<u>Email</u>	<u>Phone</u>
Dr. Kevin M. Talbert	The College of Idaho	ktalbert@collegeofidaho.edu	208-459-5232
Adam Martinez	The College of Idaho	adam.martinez@yotes.collegeofidaho.edu	

Title of Paper:

Teaching the mostly-undead: The struggle for pedagogies of love and hope in teacher education

Summary for the Program Guide:

Please keep summary on this page only, 50 words maximum

This paper is by two scholars, one a teacher educator, the other a student-teacher, who have struggled to negotiate their identities within their current contexts. In particular, the authors will explore how they embody the quest to live critical pedagogy in an increasingly anaesthetizing, soul-stealing education ecology.

Call for Papers

International Globalization, Diversity & Education Conference 2015

Narrative Description:

Do NOT add your name or other identifying features on this page. Include title. Proposals will be reviewed anonymously. Use 12pt font, single spaced text clearly **explaining the presentation** and its **relationship to the conference** (maximum 500 words). Thank you for your submission.

Teaching the mostly-undead: The struggle for pedagogies of love and hope in teacher education

This paper is by two scholars, one a teacher educator, the other a student-teacher, who have struggled to negotiate their identities within their current contexts: a small liberal arts college and a local elementary school, both in a community serving high numbers of Latino students. Though positioned quite differently in the world, both have felt their identities constrained within their teaching/ learning contexts. In particular, the authors will explore how they embody the quest to live critical pedagogy in an increasingly anaesthetizing, soul-stealing education ecology.

As the authors consider the constructions of their identities in our specific context—Caldwell, Idaho—they are earnestly convinced that a redemptive revolution of teaching—and consequently of teacher education—is essential. Humans are creatures capable of conversion, and conversion is imperative. Teacher preparation programs require a turning away from the preoccupation with methods, standards, regulations, STEM, to the neglected language of human beings: love, justice, compassion, honesty, community... A turning away from that which privileges mindlessness over our beings, those of our students as well as our own, framed by instrumental rationality and a positivist worldview. We must claim redemptive teacher education pedagogies (Talbert & Moore, in press) to empower student-teachers—and practicing teachers, students, parents, public—to embrace and enact transformation. The stakes cannot be higher; we are living in the age of zombie politics and education, as Giroux (2011) argues, an age when many, perhaps most of our students are the living dead.

In the narratives the authors share, they hope to uncover both the specific iterations of systemic issues governing their context, but also hope to illuminate what pedagogies grounded in hope and love look like in their practice and possible implications for teachers, and for teacher-education in general.

References:

- Darder, A. (2002). *Reinventing Paulo Freire: A Pedagogy of Love*. Boulder, CO: Westview Press.
- Freire, P. (2005). *Teachers as Cultural Workers: Letters to Those Who Dare Teach*. Boulder, CO: Westview Press.
- Giroux, H. A. (2011a). *On Critical Pedagogy*. New York: Continuum.
- Giroux, H. A. (2011b). *Zombie Politics and Culture in the Age of Casino Capitalism*. New York: Peter Lang.

Talbert, K. M. and Moore, T. R. (in press). *The Standards Made Me Do It: Reculturing Teacher Education to Redeem the Curriculum*. NWATE Journal (online).