INFORMED ACTION: AGENCY, ADVOCACY & ACTIVISM

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PROGRAM OF EVENTS

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Land Acknowledgement
Program Overview
Keynote Speakers
Book Session Information

Wednesday, November 20
Thursday, November 21
Friday, November 22
Acknowledgements
• **Action Civics in the U.S. Government Classroom**
  Mary Carney, Dracut High School

**Difficult Histories and Controversial Issues in Practice (Room 17B)**

**Session Chair:** Terrie Epstein, Hunter College and CUNY Graduate Center; **Discussant:** Sara Levy, Wells College

- **Troublesome histories and the search for threshold concepts in antiracist social studies teacher education.** Ryan Crowley, University of Kentucky; William Smith, University of Arizona; Sara Demento, Auburn University; Jenna Cushing-Leubner, University of Wisconsin-Whitewater
- **“The More Valuable Thing”: Prioritizing Conceptions of Safety in Controversial Issue Discussions.** Rebecca Geller, University Of California, Los Angeles
- **Confederate Symbols, Race, and the Teaching of Hard History in the Rural South.** Eric Moffa, Washington and Lee University

**Confronting the Relationship Between Athletic Coaching and Social Studies: A Social, Historical, and Personal Investigation of Dual Professional Identity (Room 18A)**

*Given that social studies educators are over-represented in the field relative to others, and the longstanding archetype of the social studies teacher-coach, we embrace the complex relationship between athletics and our field. This conversation is intended to serve all educators and scholars who are impacted by the relationship between athletic coaching and social studies.*

Christoph Stutts, UNC-Chapel Hill; Tommy Ender, Rhode Island College; Andrea Hawkman, Utah State University; Ryan Knowles, Utah State University; Michelle Stacy, Blackburn College; Adam Friedman, Wake Forest University

**Innovating for Young Children: A District, School, and University Collaboration (Room 18B)**

*This session brings together school district, school, and university expertise centered on building instructional and administrative capacity to offer and sustain equitable, dynamic and high-quality early childhood learning experiences in grades preK-3.*

Katherina Payne, University of Texas at Austin; Jennifer Keys Adair, University of Texas at Austin; Kiyomi Sanchez-Suzuki Colegrove, Texas State University; Anna Falkner, University of Texas at Austin; Natacha Jones, University of Texas at Austin; Molly McManus, University of Texas at Austin; Monica Alonzo, University of Texas at Austin & San Antonio Independent School District; Sunmin Lee, University of Texas at Austin; María José Ruiz-González, University of Texas at Austin; Alejandra Barraza, San Antonio Independent School District

**Death (Room 18C)**

*This session will examine the (dys)functionalities of death in social studies education. Specifically, and through conversations undergirded by Ernest Becker and terror management theory (TMT), we will discuss how (inter/intra)relationships between trauma and death impact curricular, pedagogical, methodological, and theoretical approaches/decisions.*

Bretton A. Varga, University of South Florida; Cathryn van Kessel, University of Alberta; Rebecca C. Christ, Florida International University; Mark E. Helmsing, George Mason University

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**5:5-5:45 PM: BOOK SESSION 1 - SINGLE AUTHOR TEXTS**

**An Education in Evil: Implications for Curriculum, Pedagogy, and Beyond** by Cathryn Van Kessel

(Room 18A)

Various understandings of evil can function as vehicles to (re)think educational concerns in social studies and beyond. Engaging with ideas of evil from philosophy, psychology, and related fields, can help educators ponder how we might live together with the difficult knowledge that surrounds us and our existence in societies.