HEALTHY Discoveries

Exercise Science researcher helps pioneer new diabetes treatment (page 26)

ALSO IN THIS ISSUE:
Cultural Foundations of Education — A Distinguishing Department (page 16)
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Assistant Professor George Theoharisci and Alyssa Freeman ‘89 work to establish inclusive education in Syracuse public schools.

“I wanted to make a difference at SU because it made a difference for me. Our deferred charitable gift annuity allowed us to create income for our retirement while providing much needed financial assistance for future School of Education students.”

Dr. Sinforosa Tan ’75 and William H.P. Kaung
WELCOME TO ANOTHER ISSUE OF THE EDUCATION EXCHANGE. AS YOU will see, our world is as varied and engaged as any school of education could be, ranging from groundbreaking research on insulin delivery, to studies on how to maintain muscle strength in astronauts, to international explorations of how to meet a worldwide need for excellent teachers, to programs and courses on the intersection of race, class, gender, and disability in schooling, to a middle school writing project on themes of freedom and social justice, led by award-winning author Lorene Cary.

In this issue we provide you with brief glimpses of many exceptionally diverse initiatives. We also introduce what will be a recurring feature of Education Exchange—a department profile. In this inaugural feature, we describe activities and the vision of cultural foundations of education; included is a separate description of our remarkable strength in philosophy of education.

You might wonder why the School of Education would be so invested in philosophy. As Barbara Applebaum, one of our professors in cultural foundations of education, points out, every educational policy is rooted in a bed of assumptions. We introduce our students to philosophy of education so that they may question, and identify, what is so often taken for granted and then apply a critical perspective, asking whether particular assumptions are correct or useful, and for whom.

And if you are wondering how the School of Education would be involved in insulin delivery research, the answer is that one of our exercise science professors has teamed up with a faculty member in chemistry to try and resolve difficulties in treating a critically important health challenge—diabetes. As you are probably aware, the United States faces skyrocketing rates of diabetes, a condition that can begin in childhood.

In future issues we will place our spotlight on other departments within the school, and we will seek to keep you up to date with latest happenings across the school.

Sincerely,

DOUGLAS BIKLEN
DEAN
DEAN DOUGLAS BIKLEN AND A CONTINGENT OF faculty members from the School of Education were among the featured presenters at the Third International Forum on Teacher Education. The annual forum, held in November at East-China Normal University (ECNU) in Shanghai, has come to play an increasingly influential role in support of higher education in China and other Asian countries. This year’s event attracted more than 250 educators from 22 countries, including China.

The forum is sponsored by ECNU’s International Center of Teacher Education, an organization established by a 2004 agreement between ECNU and UNESCO to promote inter-university cooperation in research, graduate teaching, and faculty/student exchange in support of knowledge creation in China. Conceived to eliminate compartmentalization in higher education, the center is dedicated to transforming teacher education by building on strengths in different areas of study through inter-departmental collaboration. The International Forum on Teacher Education has become a clearinghouse for new ideas about education policy and practices in teacher education reform. This year, SU's School of Education enhanced its visibility at the forum by joining with three UNESCO bureaus to become an official support organization.

As one of the event’s keynote speakers, Biklen spoke on the topic “Scholarship in Action: University Partnerships with Public K-12 Education.” He detailed Syracuse University's partnership with the Syracuse City School District, which serves students from predominantly low-income families and diverse ethnic and
The International Forum on Teacher Education has become a clearinghouse for new ideas about education policy and practices in teacher education reform.

language backgrounds. Biklen provided an overview of the extensive research on school reform, professional development and mentoring of novice teachers, and school leadership that are the basis of the partnership.

Each of the School of Education faculty members who attended the forum also made formal presentations. (Abstracts of these papers can be found online at soe.syr.edu/newevents/abstracts.cfm.) Jing Lei, assistant professor of instructional design development and evaluation, presented a paper titled “Teachers’ Adoption of Technology Innovation into Pedagogical Practices.” The lecture focused on what is popularly called the “technology gap” or “digital divide.” Lei referenced research that shows that urban youth often do not have the same access to technology as do their suburban counterparts. To resolve this disparity, she argues that teachers must have the skills and inclination to make technology available throughout the curriculum. Her presentation looked at issues in professional development related to technology diffusion in higher education pedagogy, where students are preparing for careers in teaching.

Sari Knopp Biklen, Laura and Douglas Meredith Professor for Teaching Excellence and chair of the Cultural Foundations of Education program, presented a paper titled “The Contributions of Qualitative Methods to Democratic Reform in Education.” In her paper, Biklen observes that, while international teacher education reform efforts call on “evidence-based innovations” to accomplish change, that evidence must include qualitative data gathered from field work and in-depth interviews with informants. She also explains how qualitative methods are a necessary part of policy making in educational reform and contribute to the empirical base for quality schooling, school reform, and professional teacher development. Biklen maintains that, since democratic reforms are more likely than authoritarian reforms to take root, the contributions that qualitative methods make to educational innovation are significant.

Louise Wilkinson, Distinguished Professor of Reading and Language Arts, Psychology, and Communication Science, submitted a paper titled “The Education Alliance: Professional Development for Quality English Language Learning,” but was unable to attend the forum.

The forum also included a roundtable discussion hosted by Dean Biklen and the School of Education faculty on the subject “Higher Education Partnerships with K-12 Schooling: Public Policy and Professional Development for Quality Education.”

Jing Lei, Sari Biklen, and Doug Biklen were among the presenters at the Third International Forum on Teacher Education in Shanghai.
Echoes and REFLECTIONS

Study Council introduces Holocaust-focused curriculum

THE SCHOOL OF EDUCATION’S STUDY COUNCIL AT SYRACUSE UNIVERSITY hosted a workshop, “Echoes and Reflections: A Multimedia Curriculum on the Holocaust,” in January to introduce a new Holocaust-focused curriculum to social studies and English language arts teachers from across New York State.

The workshop, conducted at the Winnick Hillel Center for Jewish Life on the SU campus, was presented by Ephraim Kaye, director of the International Seminars at the International School for Holocaust Studies at Yad Vashem in Jerusalem. During his presentation, Kaye explained how “Echoes and Reflections,” a specially designed curriculum, connects issues of cultural diversity, intolerance, prejudice, and genocide to promote classroom discussion of these subjects in both historical and contemporary contexts.

An interactive, multidisciplinary curriculum, “Echoes and Reflections” engages students with compelling video testimonies from survivors and other witnesses of the Holocaust. The program supports New York State Learning Standards and contains multipart lessons that include maps, photographs, primary source documents, journal entries, poems, and personal narratives.

The workshop introduced the pedagogy of teaching the Holocaust and included background on the use and value of visual history testimony seamlessly integrated into curriculum.

Kaye holds first and second degrees in modern Jewish history and the history of the Holocaust from the Hebrew University in Jerusalem. He has taught in the Israeli high school system for 23 years and over the past 10 years has taught courses on the Holocaust at three different colleges in Jerusalem. Since joining Yad Vashem in 1988, he has coordinated and led more than 150 international seminars in more than 25 countries and in 10 languages.

WORKSHOP FOR SU FACULTY MEMBERS

In addition to the “Echoes and Reflections” workshop, Kaye conducted a special workshop for SU faculty members and Spector/Warren Fellows. The workshop, sponsored by the Study Council, the School of Education, and the Warren Fellowship for Future Teachers, was titled “The Uniqueness of the Shoah in the Context of Genocide: The Educational Objectives.” Kaye led a discussion on Holocaust pedagogy, teaching in the contemporary context, religious and ethical teachings and the Holocaust, use and misuse of the Internet in Holocaust education, and confronting Holocaust denial in society and education.
Lessons from **THE HOLOCAUST**

**THE PARTNERSHIP BETWEEN THE SCHOOL of Education’s Spector Family Education Program, the Spector/Warren Fellows, and the Holocaust Museum Houston continues to attract classroom teachers to an innovative fellowship program, “The Holocaust: Lessons for the Classroom.”** This January, another class from Syracuse took part in an intensive six-day program at the museum in Houston, Texas. Through a series of lectures and discussions, nationally recognized Holocaust scholars, university faculty, and Holocaust survivors provided historical and pedagogical context for understanding the Holocaust and its implications for contemporary society.

The fellowship is designed to help future teachers bring the lessons of the Holocaust into the classroom. The program has openings for 20 students; participants must be enrolled in a School of Education school placement during the spring semester.
THE NEW YORK STATE EDUCATION DEPARTMENT, through its Vocational and Educational Services for Individuals with Disabilities division, awarded three Syracuse University School of Education faculty researchers a $940,000 grant for a new program to identify and cultivate promising inclusive practices to meet the needs of all students—particularly students with disabilities—in mid-state region public schools. The program, Promising Practices, was developed in response to a School Personnel Development Grant request for proposals.

Promising Practices is designed to extend the inclusive education practices identified and cultivated in the School of Education’s Schools of Promise program to schools in 16 mid-state counties identified by the state as needing help to support students with disabilities. Carefully structured school-to-school mentoring relationships will be established to guide the implementation of the Schools of Promise practices across the mid-state region.

“The idea and work exactly complements what we are doing with Schools of Promise,” says George Theoharis, assistant professor of teaching and leadership and one of the program’s three co-principal investigators. “They even share the same word—‘promise.’” The program’s other co-principal investigators are Julie Causton-Theoharis and Ben Dotger, also assistant professors of teaching and leadership.

Promising Practices is an extension of the pioneering work of Theoharis and Causton-Theoharis to institute reforms relating to inclusive schooling through the Schools of Promise partnership. Schools of Promise covers issues of inclusion and belonging relating to school climate, classroom community, and students with disabilities. The program also provides for extensive on-site professional development and support for teachers and leaders to meet a wide range of student needs in collaborative ways. Schools of Promise currently involves multi-year partnerships with the Syracuse City School District, the East-Syracuse Minoa Central School District, and Longbranch Elementary School in the Liverpool Central School District.

Through Promising Practices, the lessons learned through Schools of Promise will be introduced and further developed in high-need schools throughout the mid-state region. “The needs of this area are considerable,” says Causton-Theoharis. “The School of Education is committed to building capacity in these high-needs schools to create lasting change.”
IN MEMORIAM: James F. Winschel
A life marked by dedication and accomplishment

JAMES FRANCIS WINSCHEL, A DISTINGUISHED AND ESTEEMED SCHOOL OF EDUCATION faculty member for more than 40 years, died late last year after a long illness.

Winschel’s long affiliation with the University began in 1966, when he moved with his family to Syracuse to become a special education professor in the School of Education. He soon established a friendship with Dean Burton Blatt, who appointed him acting director of special education. He later became the school’s associate dean for administration, a position he held for many years.

Winschel extended his friendship, advice, and generosity to students, colleagues, family, and friends. “Jim’s intense loyalty to the University and our educational mission were rare and beautiful,” says Corinne Smith, professor of teaching and leadership, department chair, and a long-time friend and colleague of Winschel. “Jim watched—and I mean watched—over our programs, our building, our students, and faculty as though this were his home and we were his most important charges. He made sure our paths were cleared to accomplish the goals we set for ourselves and our students. If our work has made the world a better place, Jim was fundamental to that achievement. He is truly missed.”

Winschel was widely known and respected in the field of special education as a teacher, writer, and public speaker. In 1980, his peers formally recognized his many accomplishments in special education by awarding him the American Association on Mental Deficiency’s Education Award.

Winschel was born in Etna, Pennsylvania, and attended St. Vincent’s Preparatory School in Latrobe, where he was president of the public speaking forum, secretary of the student council, and a member of the basketball and football teams. His formal education was interrupted by wartime service in the U.S. Navy, where he saw combat as a lieutenant during the invasion of Okinawa.

After the war, he earned bachelor’s, master’s, and doctoral degrees from the University of Pittsburgh. He taught special education in Pittsburgh area schools and, before coming to Syracuse, at the State University College at Buffalo. Although he retired from SU’s School of Education in 1998, he returned less than two years later at the request of Dean Steven Bossert to reprise his role as associate dean.

Even in retirement, Winschel and his second wife, Elizabeth Patterson Winschel, continued to work on behalf of others as volunteers at Francis House, a Syracuse hospice home run by the Sisters of St. Francis. Winschel is survived by his wife, five children, and 17 grandchildren. Contributions in his memory may be made to the Burton Blatt Scholarship Fund.
SELECTED STUDIES Expands Career Options

THE SCHOOL OF EDUCATION HAS INTRODUCED A program for Syracuse University students who are interested in education careers but are not currently pursuing teaching certificates. Called Selected Studies in Education, the program, instead of leading directly to teacher certification, offers students a path to master’s degrees in teaching and a variety of education-related fields, such as educational media, international education, counseling, instructional design, higher education, and disability studies. The program’s unique advantage is that it can be tailored to meet a student’s interests and aspirations, putting the student on a path that leads to a bachelor’s degree while keeping options open for a career in education.

Students in the program work closely with faculty advisors, who guide them through the program’s core requirements and recommend courses and liberal arts fields that will help them advance their career interests. Students also are required to complete an internship or several intensive learning experiences, pursue coursework in research and critical inquiry, and study at least one foreign language.

“Students in the Selected Studies in Education program work with faculty members and associate with other students who share their academic and professional interests,” says Richard Shin, assistant professor of counseling and human services and a program faculty member. “These affiliations will help the students identify themes and perspectives that define their course of study.”

Students who enroll in the program are encouraged to include courses that constitute a basic core of knowledge in the field of education and that address particular career and thematic interests. In addition, students are required to pursue liberal arts majors or minors that are relevant to a career in education and meet liberal arts distribution requirements.

Individual Focus Areas in Education

The program gives students the opportunity to choose from a wide range of approved courses in education. They are required to complete 18 credits of work by taking courses in any of the following focus areas:

Cultural Foundations of Schooling: Schooling and Diversity — For students who someday may want to pursue a teaching career, work with youth in non-school settings, enter the educational media field,
or work in public policy settings that focus on public schooling.

**Pre-Teaching: The Study of Teaching, Learning, and Inclusion**—For students who may want to pursue a career in teaching after completing their undergraduate program, emphasizing the study of early childhood, elementary, or secondary education, as well as issues of diversity, disability, regular education, special education, and inclusion within schools.

**Education, Technology and Media**—For students interested in educational uses of technology, popular culture, and media production.

**Post-Secondary and Human Services Fields**—For students interested in working in a variety of educational settings, including higher education, international education, and corporate settings, or as non-teaching personnel in primary and secondary schools.

**The Faculty**

The program's faculty comprises some of the school’s best new teaching talent and reflects its comprehensive approach to education and its commitment to diversity and inclusion. The core faculty members are Jing Lei, Dalia Rodriguez, Richard Shin, and George Theoharis.

Lei, assistant professor of instructional design, development, and evaluation, has done extensive research on how the use of technology influences and is influenced by teachers, students, and school systems. Assistant professor of cultural foundations of education, inclusive elementary and special education, Rodriguez is a specialist in the area of sociology of education. Her research interests include issues of access to education, racial and ethnic inequality, and policy studies.

Shin, assistant professor of counseling and human services, and coordinator of the community counseling concentration, is interested in the emphasis of social justice in educating and training counselors and counselor educators. Theoharis, assistant professor of teaching and leadership, inclusive elementary and special education, teaches undergraduate courses in elementary social studies as well as graduate courses in educational leadership.

**Expanding the Reach of Education**

The net effect of the Selected Studies in Education program is to extend the benefits of the education curriculum to students who otherwise might not have considered a career in education and to allow students to explore fields in education prior to entering master’s programs in such specializations as educational technology, counseling, and higher education. Students who complete the program are qualified to enter careers in nonprofit organizations, business and industry, higher education, international centers, and government, and to pursue graduate degrees not just in education, but in media studies, business, law, counseling, the social sciences, and related liberal arts fields. In addition, program graduates with an immediate interest in earning a teaching credential may use the program to qualify for a one-year teacher certification program in elementary or secondary education.
EXERCISE SCIENCE DOCTORAL STUDENT SUMMER

Cook is compiling data for a pre-doctoral fellowship from NASA to develop a new resistance exercise program that could prevent muscle atrophy and weakness when astronauts are exposed to microgravity. Cook’s study addresses the fact that when astronauts go into space, they lose muscle mass and strength; and upon their return, they find normal, daily activities difficult and often have to undergo extensive rehabilitation.

“NASA right now is looking to make another trip to the moon, and they want to go to Mars soon,” says Cook. “Mars is a 30-month mission round trip, and the exercises currently available to astronauts don’t work to maintain muscle mass and strength in space. Without better exercises, their productivity and missions could be impaired.”

Cook’s research is designed to test the effectiveness of new exercises. “I’m testing to see if this new type of resistance exercise could be used as a countermeasure to prevent muscle atrophy and weakness during prolonged periods of disuse.”

The new exercise combines low-load resistance training with blood flow restriction. Subjects do knee extensions using light resistance—about 20 percent of maximum effort. While exercising, they wear an inflatable cuff, similar to a blood pressure cuff, around the thigh. When the cuff is inflated during the exercise, it restricts venous blood flow, creating a more anaerobic environment in the thigh muscles. The effects of the exercise on muscle activity and hormone activity have been shown to be similar to traditional high-load resistance training. Low-load resistance training coupled with blood flow restriction could be a favorable alternative to high-load training when large forces are unable.
I’m testing to see if this new type of resistance exercise could be used as a countermeasure to prevent muscle atrophy and weakness during prolonged periods of disuse.

—SUMMER COOK

to be applied to the joints and muscles—as in the case of older individuals confined to bed rest, patients recovering from knee surgeries, or astronauts returning from space. Additionally, since lighter, less cumbersome weights are required to perform this exercise, it may be feasible for astronauts to perform this exercise in space.

Because of the limited opportunities to test these exercises in actual space flight, Cook adapted a ground-based method of limb suspension to simulate the microgravity developed in the 1990s by Lori Ploutz-Snyder, associate professor of exercise science and department chair. “I put individuals on crutches for 30 days, and I unload one leg—the left leg,” says Cook. The “unloaded” leg experiences muscle atrophy comparable to the effects of microgravity on astronauts. “Our study subjects ambulate for 30 days on crutches. Half of them will participate in this new type of resistance training, and half will not. Hopefully, the people who exercise using the resistance training will maintain their muscle mass and strength.”

Three people already have completed their part in the study, Cook says, and preliminary data appear to indicate that the exercise might diminish the amount of atrophy and weakness. Cook will have studied another seven people by the end of May, bringing the sample size to 10.

Cook plans to publish a number of papers based on this study. “I’m not only looking at muscle mass and strength; I’m looking at a lot of markers of muscle function and contractile activity,” she says. “I’m also looking at some blood markers that are related to muscle atrophy and weakness. We’ll have an abundance of data, so we hope to have a lot of papers coming out.”

Cook hopes the study will make a difference in future space missions and, at least, add some input to human biology and physiology. “I do want to continue studying muscle atrophy and muscle weakness,” she says. “I previously studied muscle atrophy in the elderly, and I like doing that. It’s very similar to studying it in astronauts. As long as I’m studying muscle, I’m happy!”
SCHOOL NEWS

IN THE FIRST HALF OF AN APRIL 16 GAME AGAINST Colgate, SU women’s lacrosse attack Katie Rowan scored the 234th goal of her college career, placing her at the top of SU’s list of all-time scorers. The Orange, ranked No. 4 nationally, went on to a 24-6 victory.

Rowan, a junior in the inclusive elementary and special education program, ranks among the top five women’s lacrosse players in the nation in four offensive categories, according to the latest NCAA women’s lacrosse statistics. That milestone, the latest in Rowan’s spectacular athletic career, earned her a standing ovation in the Carrier Dome, but it tells only half the story of this remarkable scholar/athlete.

Rowan’s excellence is not limited to her skill with a lacrosse stick. “Katie is a stellar student in the inclusive childhood and special education program, which demands a great deal from students both in academic study and in professional preparation,” says Katie’s advisor, Gerald Mager, Laura J. and Douglas Meredith Professor for Teaching Excellence and associate dean. “Katie has managed this course of study extraordinarily well, both on campus and in the multiple field experiences that are woven into her courses.”

Mager adds that reviews from Rowan’s faculty instructors and teachers who have hosted her in their classrooms all suggest that she is an exceptional teacher candidate. “To achieve this level of success while excelling in athletics evidences remarkable abilities, focused efforts, and strong commitments to the work she has undertaken. These are qualities that will serve her well as a teacher and as an adult in the world.”

Katie Rowan: EXCELLENCE ON—AND OFF—THE FIELD

EDUCATION EXCHANGE
THE ALLEGRO YOUTH WIND ENSEMBLE, under the direction of John Coggiola, dual associate professor and music education department chair, performed in concert this March in Setnor Auditorium. The ensemble performed several compositions, including “Ride,” by Samuel R. Hazo; “Concert Piece No. 2,” by Felix Mendelssohn; “Vientos y Tango,” by Michael Gandolfi; a world-premiere performance of “Burst,” by Sean O’Loughlin; “Performance Symphonic Prelude,” by Mark Camphouse; and “March—Bou-Shu,” by Satoshi Yagisawa. The group performed the same program at the New York State Band Director’s Association Annual Symposium at the Doubletree Conference Center in Syracuse.

The Allegro Wind Ensemble is an auditioned ensemble of high school musicians from across Central New York that each spring performs in Crouse College’s historic Setnor Auditorium. Members of Allegro receive weekly rehearsal experiences provided by Setnor faculty members, as well as opportunities to perform with guest conductors, clinicians, and soloists from public school and University faculty, members of the Syracuse Symphony, and artists-in-residence at the Setnor School of Music.

Through the generosity of the Setnor School of Music and its faculty, Allegro students are invited to use the facilities for their ensemble rehearsals and attend events that take place throughout the year within the Setnor School of Music. Through exposure to these musical experiences, Allegro students develop a heightened ability to recognize quality musical performance, encouraging them to set the highest standards for their own performance.
Story Fest Generates Funds for ‘READING GROVE’

THE TED GRACE FIRST ANNUAL STORY FEST TOOK PLACE IN MARCH ON THE CORCORAN HIGH School campus in the Syracuse City School District. Story Fest, a family storytelling event for people of all ages, featured a number of well-known local storytellers and artwork by area middle school students. In addition to providing entertainment for the local community, Story Fest helped raise funds to cover the cost of building the Ted Grace Reading Grove, a seating area and outdoor amphitheater to be located at Corcoran.

The Ted Grace Reading Grove is being built in honor of late School of Education professor Ted Grace, a Corcoran graduate, SU School of Education alumnus, literacy advocate, and accomplished storyteller, in recognition of his enormous contributions to promoting literacy in the Syracuse community.

The grove, sponsored by the Corcoran High School PTSO in conjunction with the Corcoran Alumni Association and Syracuse University, will be located on the south bank of the pond outside the Corcoran auditorium reception hall. Because the location is highly visible from the main entrance and from inside the school, planners hope it creates interest in the activities occurring at the amphitheater.

Amphitheater seating for about 120 people will be located on the north side of the terrace. A lawn sloping down to an elevated gazebo will serve as a stage for outdoor teaching presentations and special events. The gazebo, adjoining tree grove, and streamside benches also will serve as a reading retreat designed to stimulate academic interest and achievement.
Author and educator Lorene Cary visited the School of Education in January to share a remarkable demonstration of the influence of narrative on culture in this year’s first Landscape of Urban Education Lecture.

Cary based her presentation, titled “Will the Stories They Tell Set Them Free,” on her own research and writing. She is known nationally for her narratives about the African-American experience in such works as *Black Ice* (Vintage, 1991), a memoir of her years as a black female student and, later, teacher at an exclusive New England boarding school; and *The Price of a Child* (Knopf, 1995; Vintage, 1996), an adult novel about the Underground Railroad. In her lecture, she drew parallels between freeing and oppressing narratives in the home and school and examined how communities of adults function as entities that young people must negotiate—with understandable difficulty—to try to find meaning and guidance.

On a previous visit to Syracuse, Cary met with selected students at Syracuse’s Blodgett Elementary and Grant Middle schools who were engaged in a writing project based on Cary’s latest book, *FREE! Great Escapes from Slavery on the Underground Railroad*. The book is a collection of nonfiction Underground Railroad stories published by New City Community Press, a nonprofit publisher aligned with SU’s Writing Program. Faculty members from the School of Education Reading and Language Arts Center were involved in the project, in which students and teachers explored themes of personal freedom and social justice. New City Community Press will publish the results of the collaborative writing project, tentatively titled *FREEDOM: A Community Dialogue*, for use in Syracuse schools this year.

Cary teaches English at the University of Pennsylvania, her alma mater. She also visits universities and colleges around the world to speak on the themes illustrated in her books, specifically those based in personal experience. In her memoir *Black Ice*, she summarizes the personal theme that appears in all of her work: “I learned to hold myself to standards that were always just beyond my reach.” This is a message she shared with SU students.
THE CULTURAL FOUNDATIONS OF EDUCATION (CFE) DEPARTMENT IS COMMITTED TO UNDERSTANDING THE CULTURAL FORCES THAT DRIVE EDUCATION IN ORDER TO MAKE EDUCATION A MORE EFFECTIVE, EQUITABLE FORCE IN SOCIETY.
Culture and education are inextricably linked, and critical issues in education often stem from policy conflicts and differences that arise when marginal groups interact with the “in,” or mainstream, culture. The specific cultural issues on which CFE department members focus change over time. “That’s kind of the basis of what our department has been about,” says Sari Biklen, Laura and Douglas Meredith Professor for Teaching Excellence and CFE chair.

In recent years, a common interest among CFE faculty members has been how ideas about inequality shape the practices that go on in education. “All of the department’s faculty members in one way or another work around issues of inequality,” says Biklen. Among Biklen’s colleagues, Barbara Applebaum, associate professor of cultural foundations of education and inclusive elementary and special education, is particularly interested in issues about race and how concerns about race shape the kinds of educational decisions people make. Dalia Rodriguez and Gretchen Lopez, both assistant professors of cultural foundations of education, also are interested in social justice issues. Ken Strike, professor

All of the department’s faculty members in one way or another work around issues of inequality.”

—SARI BIKLEN
of cultural foundations of education and emeritus professor of philosophy at Cornell University, is known nationally for his work on ethics and policy and currently is studying issues about policy and inequality. Steve Taylor, professor of cultural foundations of education and director of the Center on Human Policy, Law, and Disability Studies, helped to build one of the strongest graduate disability studies programs in the country. Emily Robertson and Kal Alston, faculty members who are both interested in the philosophy of education, bring their disciplinary emphasis to questions of equity in higher education (see pages 22-24).

Biklen’s own work centers on identity and difference in education, particularly in the context of the tension between popular culture and school life, an arena that offers valuable insights about how power differences in society are closely related to issues of race, gender, and class.

**THE CFE EFFECT**

CFE serves the School of Education on two levels. The department conducts graduate-level programs but offers courses to undergraduates as well. Undergraduate students in inclusive education and some other programs are required to take two CFE courses: Schooling and Diversity and The American School. Schooling and Diversity helps undergraduates better understand people who live at the margins of the dominant culture. The American School encourages students to look beyond themselves in their own classrooms to see how schools are organized and connected to the larger society and how educational policies affect their classrooms and influence what they do as teachers.

“These courses make the students examine their assumptions about how the world works,” says Biklen. “What and who people are, shape how they engage in the field—how they see issues, what they take for granted. We make them say out loud, ‘What is it I take for granted?’ about a variety of issues, and that’s very difficult to do.”

For graduate students, CFE’s appeal lies not only in the strength of its faculty, but also in its flexibility. “There were a number of schools I was looking at for graduate work in education,” says Khuram Hussain, a CFE doctoral candidate. “Because my background primarily was in history, I wanted a program that included history as a discipline and had a scholar of history.” Hussain also wanted a program that would offer a multi-disciplinary approach within a particular discipline, while recognizing the value in the skill and method sets of other disciplines. “Syracuse University’s School of Education, and particularly the cultural foundations program, was the right fit for me,” he says.

“There was flexibility in the program, so I could really craft an intellectually stimulating program that could go across the college, not just ‘You need to take three courses here and three courses there,’” says Kristen Luschen, assistant professor of education studies at Hampshire College, Amherst, Massachusetts, who earned a Ph.D. degree from the...
CFE program. (See page 35.) “I got to actually work with my advisors and say, ‘So here’s where I am; where should I go from here?’ My sense is that kind of flexibility is pretty rare in a school of education,” Luschen says.

All School of Education doctoral students are required to take CFE’s Institutions and Processes of Education. “This is the one required course for people getting their doctorate, which this year is being taught by Kal Alston, professor of cultural foundations of education and associate provost for academic affairs,” Biklen says. “The course teaches our doctoral students to think about the different ways education takes place in the world and in schools. We use the vocabulary of frameworks—we have people examine the (intellectual) frameworks they’re using and how they use those frameworks to analyze things.”

Department faculty members see the department as an intellectually vibrant place. “A lot of debates take place on campus about what issues are important,” Biklen says. “Our department introduces our students to these debates, and we make them participate. Just because you’re in education, you can’t say you don’t want to understand what really is engaging other people on campus. I think we play a major role in getting people involved in those discussions.”

“CFE over the years has developed a strong identity focusing on social justice—race, class, and gender, and increasingly we have a focus also on disability and disability studies,” says Taylor. “We’ve only had a formal program in disability studies since 2001, but the faculty has been very receptive to also seeing disability as an important equity issue, both in schools and in society at large. I think that’s one of the things CFE has to offer, and over the years, our disability studies program has really grown.”

Sari Biklen

QUALITATIVE RESEARCH

“We’re also involved in publishing and teaching research methods, particularly methods of qualitative research,” says Biklen. In fact, CFE has been at the forefront in the teaching of qualitative research methods for the past 20 years. Faculty members in the department have published three of the leading methods books. “For several reasons, we’re regarded as leaders in qualitative research in education,” says Biklen. “Bob Bogdan and I wrote Qualitative Research for Education (Allyn & Bacon), which is still one of the best-sell-
ing textbooks on qualitative methods in the United States." Bogdan recently retired from the School of Education as Distinguished Professor Emeritus. Steve Taylor and Bob Bogdan also wrote Introduction to Qualitative Research Methods (Wiley), an important text in qualitative approaches in sociology. Biklen recently published a new work, A Practical Guide to the Qualitative Dissertation (Teachers College Press).

“CFE has really taken a lead in developing the graduate qualitative methods sequence of courses,” says Taylor. “Many students throughout the school take it, and I can say, based on my knowledge, qualitative method is really central to the School of Education’s identity nationally. We’re very well known for specializing in qualitative.” Taylor notes that at some universities, graduate students have to fight to do dissertations in qualitative method. “That’s not true here. No one at SU denies the importance of qualitative research.”

“I came from a sociology program where some qualitative work existed, but it certainly wasn’t valued to the extent that CFE values it,” recalls Luschen. “Here, I didn’t have to defend the kind of work I wanted to do. I had to explain it, and I was accountable for the rigor of my work, but I finally found a place where I didn’t have to fight about methodology.”

“All graduate students in the School of Education have to take an introductory course on qualitative research, and we teach that,” says Biklen. “We turn out very sophisticated researchers who learn to think qualitatively about what people are doing and what research is.” At CFE, researchers learn to negotiate with their subjects to obtain in-depth results instead of simply asking a list of questions to generate a narrative. “Our courses influence students to think about questions of identity, gender, race, and class. Our students learn how these things play into education—in particular around the issue of inequality.”

CFE’s strengths in research have not gone unnoticed around campus, and as a result a collaborative network has emerged around qualitative methodology. “We collaborate with people in sociology, Newhouse, the College of Human Ecology, Maxwell—all these people take our courses, because what we do is multidisciplinary and around issues that people care about.”

According to Biklen, the demand for these programs across the University is enormous. Connecting with strengths in qualitative methods in other departments like sociology, the department hopes to attract funding to develop a new Institute for Qualitative Research. The institute will be housed within CFE but will include faculty from other SU schools and colleges. “Just having an institute at the University to sponsor national conferences and attract people from around the country would be incredible,” says Biklen.

To further enhance its research resources, the department recently hired Gretchen Lopez as an associate professor for her expertise in quantitative methodology. Lopez also is experienced in conducting inter-group dialogues around issues of gender, sexuality, and race.

NEW PROGRAMS IN DEVELOPMENT

CFE is growing in other areas as well. Two new master’s degree programs are being developed. “We’re really lucky to be able to go with the big issues of the times, so we’re starting a new master’s degree in international education.” The international education master’s program anticipates growth in the number of U.S. college students studying abroad, which currently is estimated at about 5 million students per year. “We need to be involved in helping to prepare the people who are going to be in
charge of those kinds of programs—people who are interested in working with the Fulbright Commission or in working in international education,” says Biklen. “We want to train people who are working in international schools as well as people in higher education who are involved in study-abroad programs.”

This program, which is being developed in collaboration with the higher education department, will focus on “border crossing” (comparing education systems in different countries) and will combine academic elements with lessons in organization and management. “Students will have to have the appropriate language skills and expertise in a particular region of the world,” says Biklen. “The program will be intellectually stimulating and have an administrative or organizational component.”

The second new master’s degree program will focus on media and education. “I’m personally excited about this program because popular culture is one of my areas,” says Biklen. The program will be a collaborative venture with the S.I. Newhouse School of Public Communications. “The program will combine media production, pedagogy, and analysis of media as an educational format.” The program will have two levels: at the first level, teachers will be able to attend a brief seminar and participate in distance learning to earn a certificate of advanced study, a credential based on successful completion of a single project. At the second level, teachers who are interested in becoming leaders in the area of education and media will be able to earn a master’s degree in a residential program.

A PROGRAM IN GOOD COMPANY

Until fairly recently, cultural foundations departments were a staple in American schools of education. “Every school had a foundations department, but over time, many got rid of them or collapsed them with other departments, such as higher education or educational policy,” says Biklen. “But all the big schools have them—Harvard, University of Wisconsin, University of Pennsylvania, University of Illinois, and Stanford.”

The students who apply to those schools also apply to the CFE program. “Even though we’re competitive, we often don’t get all those students, because the other schools have more assistantships than we do,” says Biklen. “The University of Illinois has at least 12 graduate assistants in foundations alone; we’ve had just four for the past many years.” Each year, the program typically accepts four to six graduate students, with a total of 20 to 25 students pursuing graduate degrees at any given time. Almost all of these students are funded by the University or have assistantships. Even with the limited availability of financial assistance, the program continues to attract outstanding students and has become increasingly selective.

“CFE is a vital part of the School of Education, given its commitment to critical inquiry, social justice, and a diverse array of social sciences that are all operating in a purposeful and scholarly way,” says doctoral candidate Hussain. “It’s wonderful that the School of Education has this department. It’s a distinguishing department.”

Our courses influence students to think about questions of identity, gender, race, and class. Our students learn how these things play into education—in particular around the issue of inequality.

—SARI BIKLEN
FOCUS: Philosophy of Education

Philosophy of education, a cornerstone program of the Cultural Foundations of Education (CFE) department, offers students instruction on a wide range of topics, including analytic and continental traditions of philosophical research; moral, social, and political theory in education; and multiculturalism and diversity, among others. As with other CFE programs, graduate students in philosophy of education are encouraged to pursue courses that satisfy their particular needs and interests.

While it is not uncommon to find philosophy of education programs with a faculty of one at many schools of education, the Syracuse program has four nationally recognized philosophers of education on staff: professors Kal Alston, Barbara Applebaum, Emily Robertson, and Kenneth Strike. As a result, students have access to multiple different perspectives, ideas, and approaches to the subject.

“Philosophers of education have questioned the possibility of defining the discipline and explored the implications or the consequences of settling on a definition,” says Barbara Applebaum, associate professor of cultural foundations of education and inclusive elementary and special education. Nevertheless, she suggests the following working definition: Philosophy of education involves the questioning and critical examination of the assumptions and concepts that ground educational practice and policy.

CFE professor Kenneth Strike, a Cornell University professor emeritus, sees philosophy of education as an intellectual practice that applies the argumentative techniques of philosophy to issues of practice and policy in education. “The parts of philosophy that I think have most relevance to the practice of education are epistemology, which in some ways provides insight into pedagogy because it gives you some idea of what constitutes a rational argument, and political philosophy and ethics,” Strike says.

“That is important to understanding both the core goals of education in a liberal, democratic society, and also to understanding what constitutes appropriate personal and professional conduct on the part of educators.”

“It’s not an easy thing to give a concise, working definition of philosophy of education,” says Emily Robertson, dual associate professor in CFE and philosophy. “In the field of philosophy, there are specializations within philosophy that look at other disciplines—the philosophy of art or aesthetics, the philosophy of science, the philosophy of social science, and so on. The philosophy of education takes a philosophical look at the practice of education, and there are many dimensions to that.”

According to Robertson, one of the difficulties with defining the philosophy of education is that there is no universal agreement on one particular set of aims. “There may be a lot of agreement that American public schools should help to create democratic citizens, but how salient is that when compared with other possibilities, such as preparing people for the labor market, as the primary aim of education?”

Traditionally, the philosophy of education curriculum has included such courses as epistemology and education, philosophical issues in educational policy, civic education and the democratic process, and social and political theories and education. Other courses focus on contemporary perspectives and issues, including seminars on conceptions of equality and education, feminist philosophy and education, philosophical dimensions of racial justice and education, and philosophical issues involving technology and education.

“For me one of the real issues is philosophy,” says Strike. “Philosophical questions increasingly permeate the way in which educational scholars
of a variety of sorts think about education.”

Alston recalls teaching a course at Illinois called The Philosophy and History of the Middle School, one of three courses students needed to teach in order to be certified for middle school teaching. “Students may start the semester not knowing why they should know anything about Aristotle, but these texts helped them get the idea that their educational practice is set in the context of the wider world of academia and the real world and can help them to think about what they're going to be doing in class.”

Syracuse University’s School of Education is one of about a half-dozen doctoral-granting institutions in North America with a cluster of philosophers of education on the faculty. The others include Stanford University School of Education, University of Illinois at Champaign-Urbana, Columbia University Teacher’s College, and the Ontario Institute for Studies in Education at the University of Toronto.

For students who study philosophy of education at Syracuse, the benefits are considerable. “SU’s philosophy of education program is unique, first of all, because we make our commitments to social justice explicit,” Applebaum says. “Many of the courses we offer deal with contemporary issues around justice as they pertain to education.”

Another strength is the concentration of talent within the program faculty. “To have four philosophers of education in the same department is special,” Robertson says. “You have an opportunity to see people who don’t always agree with each other and who also are interested in different aspects of the field and can give a broader introduction.”

“One of the reasons I was delighted to come here was that I was very much aware of Emily Robertson and Ken Strike, both past presidents of the Philosophy of Education Society,” says Alston. “It is quite a neat thing, especially at a school of our size. Programs that have a collective mass of philosophers of education who can put together a curriculum are few and far between.”

Because the philosophy of education program is embedded in the CFE department, students have the added opportunity to explore issues from other perspectives. “I am very much an advocate of interdisciplinarity and that philosophy that really matters must be informed by other disciplines,” Applebaum says. “I believe our philosophy of education students gain so much from participating in courses with non-philosophy CFE graduate students.”

“I think the opportunity to develop philosophy of education is really to develop work that gives philosophers more presence in public policy debates and programs of educational leadership, particularly with respect to teaching courses in professional ethics,” Strike says.

“One of the things I tell students at that level is that everyone has a philosophy of education,” says Robertson. “They just may not have articulated it. What I hope for them is that they become more aware of their own implicit philosophy of education. That awareness will make it possible for them to either modify or evolve a more self-conscious view of what they're trying to do.”

“One of the things I tell students is that everyone has a philosophy of education; they just may not have articulated it.” —EMILY ROBERTSON
Kenneth Strike: Teaching creationism

First, I think we need to distinguish between permitting discussions of creationism in public schools and adopting creationism in schools in a way that constitutes an endorsement of creationism as a co-equal view of origins along with evolution. The latter is a kind of state-sponsored lie about the standing of creationism in the scientific community. It is also this kind of endorsement that most advocates of creationism really want. Generally I am willing to permit discussion of creationism in public schools so long as it is not endorsed. However, schools should endorse evolution since it is the almost unanimous view of origins among members of the scientific community.

Second, I am uncomfortable about the view that says creationism should not be taught in the classroom because it is religion, not science. I think it is clear that creationists are motivated by religious concerns, but this is true of many scientists. I don’t think it counts for much. The “It’s religion, not science” position is largely motivated by a legal strategy that seeks to exclude creationism because it violates the establishment clause of the First Amendment. So far, this has been a successful strategy. Yet the “It’s religion, not science” strategy assumes a sharper distinction between religion and science than I think exists.

People often claim that the key thing about science is testability. But the claims of creationists are quite testable. (That’s how we know they aren’t true.) If the world were created 6,000 years ago, we would expect certain things to be true in geology, and we would expect to not be able to see stars that are more than 6,000 light years distant. Of course, creationists have responses to these little problems, but these too can be empirically tested, and there are other varieties of creationism. Still, I think that most scientists do not accept creationism because they think the empirical evidence is strongly against it, not because it is religion and not science. If we saw only nearby stars or if geological strata ended after 6,000 years of deposits, I’d be impressed by this, as would most scientists.

Third, what is really at issue is whether people with aberrant views of what science should find will be allowed to impose them on schools through the political process regardless of what the scientific community thinks. The issue is the autonomy of the scientific community and the ability of the educational system to teach as science what scientists actually think is the case. In short, I see this as more of an academic freedom issue than a state-church issue. And to reverse the judgment of the scientific community and teach something as science that is not viewed as reasonable by the scientific community is to impose a lie by political means.

Finally, it’s important to distinguish between a kind of creationism that claims to provide a scientific
account of origins and one that is metaphysical in character. Theists may hold (and historically have held) that the relationship between the creation and the Creator is one where the Creator sustains the creation. This has no empirical content and is not a competitor with any scientific account. I think such an account of creation is coherent. Moreover, if it is not, then the worry of some creationists that evolution entails atheism is probably true.

**Barbara Applebaum: Race and gender issues**

I often begin my course with statistics about the wage gap across race and gender in the United States and ask my students why they think the gap exists and how it happens. In terms of gender, for example, some students explain that the gap is a function of women’s choices. “Women choose to work,” some believe. “For them, it is a secondary income.” Or “Women are not as committed to a career as men are, and they need a flexible job because they want to tend to their children’s needs.” Or even, “Women choose lower paying jobs because they prefer to work in the service sectors.”

But I also have some students who claim, “The gap is the result of sex-role stereotyping.” Or “Women get paid less because the work they do is undervalued.” Or even, “Women get paid less because there is a glass ceiling and they cannot get past the barriers that prevent them from rising to the top.”

Philosophical tools help me to understand the differences between these two types of answers and to demonstrate the difference to my class. The first group explains the statistics from the lens of individual people while the second group “sees the birdcage.” With the help of feminist philosopher Marilyn Frye, this becomes clear. She begins by telling us how she often hears some white men complain that they are not oppressors and that they themselves are oppressed as white men. Some people, she argues, believe that any type of suffering can be called “oppression.” But clearly people can be miserable or suffer without being oppressed. So what does “oppression” mean?

Frye looks to the dictionary for some help. The definition she finds tells her that the root of the word oppression is “press.” She thinks of various examples of something being pressed. “The press of the crowd; pressed into military service; to press a pair of pants; printing press; press the button.” No, that doesn’t help her. Then she also realizes that something pressed is “something caught between or among forces and barriers which are so related to each other that jointly they restrain, restrict, or prevent the thing’s motion or mobility.”

She offers a metaphor—the birdcage. She tells us if you look at just one wire of the cage, even if you examined the wire very carefully, you will ignore the other wires of the cage. Using such “myopic focus,” you might be unable to understand why a bird in the cage would not just fly around the wire and escape the cage. “Why doesn’t the bird want to escape?” you might wonder.

Frye explains, “It is only when you step back, stop looking at the wires one by one, microscopically, and take a macroscopic view of the whole cage that you can see why the bird does not go anywhere; and then you will see it in a moment. It will require no great subtlety of mental powers. It is perfectly obvious that the bird is surrounded by a network of systematically related barriers, no one of which would be the least hindrance to its flight, but which, by their relations to each other, are as confining as the solid walls of a dungeon.”

The experience of oppression, then, is the experience of living a life that is shaped by barriers that are not accidental or occasional, and so avoidable by individual choice alone. But rather, such barriers are systemically related to one another in a way that one can be restricted even if one tries one’s hardest. In order to understand injustice in regard to race, gender, sexuality, or ability, for example, one needs to be able to “see the birdcage.”

Philosophical tools can help to make distinctions between suffering and oppression. Here, we see why understanding injustice from a systemic perspective matters.
Fairchild's collaboration with Doyle came about by chance during a new faculty orientation three years ago. “Rob Doyle and I started in 2005, and I actually congregated with him because we both had accents,” Fairchild says. “Rob is from Ireland and spent some time in my native country, Australia. He said he was interested in doing some work in diabetes, and I told him I had experience with the animal model he needed to use to test his compound.”

Fairchild had worked in a lab that conducted research on type 1 diabetes and was familiar with the animal model typically employed for diabetes research. Doyle’s background is in synthetic chemistry and molecular biology topics. “Our combined expertise therefore lends itself perfectly to this topic,” Fairchild says. “My role on the project is to take what the Doyle lab produces and test it biologically.”

Oral delivery of insulin is possible because of the unique properties of vitamin B-12. “What Rob Doyle does in his lab is attach one insulin molecule to the vitamin B-12” Fairchild says. “Vitamin B-12 is very fragile. If you ingest vitamin B-12, it would normally get destroyed in the stomach, but because the vitamin B-12 is so important to the human body and to all animals, it is protected in your stomach by a number of compounds. The easiest way to visualize this is that vitamin B-12 comes in and the compounds surround the B-12, protecting it in the stomach and allowing it to be absorbed from the intestines into the blood stream.”

Fairchild explains that if another substance is attached to the vitamin B-12—in this case, insulin—the compounds that protect the vitamin B-12 will protect whatever is attached to it. “We’re using the B-12 as a Trojan horse to deliver a cargo of insulin into the human body.”

At this point in their research, Fairchild and Doyle have established a “proof of concept.” “We’ve now
shown that this can be done,” Fairchild says. “We definitely had a drop in blood glucose using the oral delivery method, but we'd like the drop to be bigger. We dropped blood sugar levels from 250 units down to 190 units, but in clinical practice, we want to get the drop down to about 80 units.”

The drawback to this method of insulin delivery is that there is an upper threshold as to how much B-12 the body can absorb. “Our next series of studies will determine if we can attach multiple insulin molecules to one B-12 to increase the cargo,” Fairchild says, adding that a group in Australia is already exploring that idea using a slightly different model. “What they've done is similar to a big transport truck. They load their truck with lots of insulin molecules on the inside and then coat the outside of the truck with B-12 to create nanoparticles, thereby increasing the payload.”

The advantage of oral insulin is not that it eliminates the need for insulin injections, but that it might reduce the number of daily injections from five or six to just two, supplemented by three or four doses of oral insulin.

“Kids quite often will avoid injections because they're painful,” says Fairchild. “In someone with diabetes, it is the long-term high blood sugar that is so dangerous, not insulin itself. When blood sugar levels start to go up, that causes a lot of problems in the human body, and that's actually what leads to problems such as cardiovascular disease, nerve damage, renal disease, and complications with the eyes. Because taking an oral dose of insulin is so much easier to do, we're hoping it increases the frequency people take their insulin so they better manage their blood sugar levels.”

Another possible use of oral insulin is the early management of type 2 diabetes. “In the early stages of type 2 diabetes, people require something that helps manage their blood sugar levels, and they are, quite understandably, reluctant to start the injections,” says Fairchild. “While there are some medications available to help with the early management of glucose, we're hoping our system will be more efficient than what is currently on the market.”

Fairchild says that within the next four years, there is a good chance that a non-injectable form of insulin will be generally available, either as an oral dose or in another form. “We're hoping it will be the B-12 insulin, because it will be profitable for the University,” says Fairchild. “I'm confident that we'll be able to make the system more effective. How effective it will become is still difficult to say at this stage.”

Since the publication of their article in ChemMedChem, Fairchild and Doyle have received a great deal of attention from other researchers and pharmaceutical companies. “A number of companies have contacted us,” says Fairchild. “We've also had various supportive e-mails from researchers around the globe, both from the academic as well as private sectors. In addition, we recently had our second paper on this topic accepted at a very prestigious journal.”

Meanwhile, the research team is moving forward with a new study with diabetes-related implications. “High-fructose corn syrup has received a lot of press as a possible cause for increases in type 2 diabetes and obesity,” says Fairchild. “At the moment, one of the Ph.D. students in our program is running a study where we investigate both the metabolic and cardiovascular responses to a drink high in fructose. In particular, we're looking to see how the blood insulin and glucose responds and how this may affect the function of the blood vessels.”

According to Fairchild, this research is especially important for children. “Most people would be surprised to find what products contain high-fructose corn syrup,” he says. “It's in ketchup, fruit concentrate, baking goods—it's actually quite astounding. Fructose itself isn't bad; it's just that at the moment, we're eating it in such excess that it's causing problems.” Preliminary findings from the fructose research will be published and presented this summer.
Stellar SCHOLARSHIP

DOUGLAS BIKLEN, DEAN OF THE SCHOOL OF EDUCATION, has received the Senior Scholar Award from Disability Studies in Education (DSE). The award was presented in March during the Eighth Annual DSE Conference in New York City.

The award recognizes Biklen’s 35 years of work as a dedicated advocate and political activist to advance the civil and human rights of people who identify or are labeled as disabled. “His work has been pivotal to the deinstitutionalization and inclusive schooling movements, and his early work on ‘handicapism’ (with School of Education professor emeritus Robert Bodgan) and ‘the myth of clinical judgment’ included the development of germinal concepts that have been foundational to the emergence of disability studies in education as a field of inquiry,” says David J. Connor, professor of disability studies at Hunter College and DSE chair.

The award also recognizes Biklen’s recent work involving the support of and advocacy for the rights of individuals with communication impairments to communicate through facilitated communication. “Facilitated communication has been the source of much public scrutiny and controversy, but it has also been the source of his unwavering conviction in developing the simple, elegant, yet surprisingly radical guiding maxim of ‘presuming competence’ of all individuals,” Connor says.

Connor notes that Biklen’s appointment as dean of the School of Education positions him as an intellectual heir to his late mentor, Burton Blatt. “Biklen’s visionary leadership continues, in the spirit of Blatt’s political legacy, to cultivate future generations of scholars, activists, and leaders in the emergent field of DSE.”

Disability Studies in Education is a special interest group of the American Educational Research Association. For the past seven years, its annual conference has attracted researchers, professors, teachers, and other individuals who seek to change traditional theory and practice around disability within the fields of education and rehabilitation services.

Cortes Awarded Research Grants

KALENA CORTES, ASSISTANT PROFESSOR of higher education, recently received two research grants to study the economics of education. The grants, totaling $39,000, came from the W.E. Upjohn Institute for Employment Research and the American Educational Research Association (AERA).

The Upjohn research will focus on the effects of college quality on student performance and labor market outcomes. The AERA project will examine the effects of changes in federal student aid packaging on the educational choices of low-income and minority students.

Cortes earned a Ph.D. from the economics department at University of California, Berkeley. Her research interests focus on the intersection of the economics of education, labor economics, and economic demography, with an emphasis on the economic well-being of immigrants in the U.S.
Exemplary SCHOLAR
Counseling faculty member takes national honors

MELISSA LUKE, ASSISTANT PROFESSOR OF COUNSELING AND HUMAN services, received the Outstanding Doctoral Student award from Chi Sigma Iota, the international academic and professional honor society for school counselors, serving students, alumni, and counselor educators. She received the award at the American Counseling Association’s Conference in Honolulu, Hawaii, in March.

Luke, who successfully defended her dissertation last semester, received the award in recognition of her exemplary activities as a scholar and instructor and her service to the profession, including her roles in the Sigma Upsilon Chapter, while she was a doctoral student. Last fall, Luke received the Syracuse University chapter’s Outstanding Doctoral Student and Service to the Chapter awards, making her eligible for the international awards.

Orton Honored for Tennis Advocacy Work

DELYNN ORTON, FACULTY UNDERgraduate physical education coordinator in exercise science, received the 2007 United States Tennis Association (USTA) Special Population Award in January at the Eastern Tennis Leadership Conference in White Plains, New York.

The award recognized Orton’s commitment, program development work, and advocacy to make tennis accessible to all. Orton was cited for her work with tennis clinics in New York City for adapted physical educators and for developing program materials for community parks and recreation departments. While at the conference, Orton also led a clinic on teaching tennis skills to the visually impaired. She currently is developing tennis materials for other special populations, including people with autism.

Orton also was nominated by the USTA (Eastern) to participate in the “Train the Trainers” workshop on Hilton Head Island, South Carolina, in March. Hosts for the workshop were Van der Meet Tennis and the Professional Tennis Registry. “Train the Trainers” is designed to promote, educate, and advocate for tennis as a competitive sport in the Special Olympics.

Each trainer is responsible for five regional trainings within the next five years. They also will help Special Olympics representatives set up workshops to prepare Special Olympics coaches and athletes in the sport of tennis.
School of Education faculty members continue to make substantial contributions to the canon of professional literature. Below is a partial listing of recent publications by department.

**COUNSELING AND HUMAN SERVICES**

- **Harold Hackney**, Professor Emeritus

**EXERCISE SCIENCE**

- **Scott Collier**, Assistant Professor
- **Keith C. Deruisseau**, Assistant Professor
- **Tim Fairchild**, Assistant Professor
- **Jill Kanaley**, Associate Professor
- **Stefan Keslacy**, Assistant Professor
- **Lori Ploutz-Snyder**, Associate Professor and Department Chair


**READING AND LANGUAGE ARTS**

- **Benita Blachman**, Trustee Professor
  Blachman, B. *Road to Reading*. Paul H. Brookes Publishing (January 2008)

- **Kelly Chandler-Olcott**, Associate Professor

- **Kathleen Hinchman**, Professor and Department Chair

**TEACHING AND LEADERSHIP**

- **Elisa Dekaney**, Assistant Professor
  Dekaney, E.M. Students’ Pre-departure Expectations and Post-sojourn Observations in Short-Term International Program Abroad on the Culture, Music, and Art of Brazil. *International Education* (Spring 2008).

- **Julie Causton-Theoharis**, Assistant Professor

- **Jeffrey Mangram**, Assistant Professor

- **George Theoharis**, Assistant Professor


A Message of INCLUSION:


*Widening the Circle* delves into the larger truths about perceived human differences, explores the moral implications of segregation, and challenges conventional thinking about inclusion in schools and communities. According to Sapon-Shevin, inclusion goes far beyond simply mainstreaming people with disabilities. True inclusion brings together people who differ from one another by race, religion, gender, class, ethnicity, and sexual orientation. When successfully implemented, inclusion benefits those who otherwise would be excluded from mainstream culture and enhances the quality of life for all members of society.
Dear Alumni and Friends,

This issue of Education Exchange offers a detailed look at one of the School of Education’s distinguished departments, cultural foundations of education. This is the first in a series of profiles on the school’s departments, and I hope it gives you a deeper appreciation of the program, its outstanding faculty, and the impact it has on our students. I also hope the stories in this issue give you a renewed appreciation of the tremendous resources available to students in the School of Education.

Every day, we are developing new projects and curriculum, launching research, advancing our students’ learning and experience, furthering collaboration with school districts and community organizations, and stretching our resources to do more.

Because you are reading this, I can only assume that you care about the work and promise of our faculty and students, and that you would like to see the School of Education achieve the highest levels of academic excellence. If that is the case, please consider making your first or a renewed financial contribution at this time. Your gift will make a difference in advancing research, student experiences, faculty development, and the facilities that house it all.

You may target your contribution to help a specific program or department, and I would be honored to help put you in touch with the people who will benefit from your gift. Please feel free to call or e-mail me if I can be of any assistance. Your involvement and continuing interest mean we will keep our outreach relevant and relations strong.

Thank you for all your support.

Sincerely,

Victoria F. Kohl

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► **Cultural Foundations Department Student and Faculty Support Fund**  Created by contributions made in honor of Tom Green, this fund has already supported the development of students and faculty. Its purposes are far reaching, providing conference travel support and other professional development activities for graduate students and their advisors. For everyone loyal to the study and research of the cultural foundations of education.

► **Professional Development Fund—IDD&E**  For everyone loyal to the study, practice, and research of instructional design, development, and evaluation in education.

► **Reading and Language Arts Gift Fund**  For everyone loyal to the study, teaching, and research of reading and language arts in education.

► **Counselor Education Gift Fund**  For everyone loyal to the study, practice, and research of counseling in education.

► **Exercise Science Equipment Fund**  Undergraduate and graduate students, researchers, and practitioners in the therapeutic, teaching, and training aspects of exercise science receive the dual benefits of a teaching/research laboratory utilizing highly specialized equipment in their multiple roles. Gifts to this fund ensure equipment is maintained during its use and replaced with state-of-the-art computer-aided technology as required. Naming opportunities with gifts to this fund are possible, including those involving the donation of equipment.

► **Higher Education Department Gift Fund**  For everyone loyal to the study and research of leadership and the development of leaders in education.

Please go to soe.syr.edu/alumni/giving to learn about various ways to support the School of Education.

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For more information, call 315-443-7773 or e-mail vfkohl@syr.edu.
‘50s
Edward Donohue ’56 (B.A.) ’57 (M.A.) was recognized for his achievements as Kings College basketball coach from 1968 to 1983 (including a record-setting 201 wins) and as athletic director at a special luncheon and presentation ceremony declaring December 8 “Ed Donohue Day.”

‘60s
Carolyn Zyła Berwald ’66 (M.A.) and Richard Alexander Joseph were married July 25, 2007. A reception was held at the Yahnundasis Golf and Country Club, New Hartford, New York, on August 4, 2007, for family and friends.

‘70s
Walter Gill ’71 (M.S.), ’77 (Ph.D.) recently published Teaching in Urban America: A Formula for Change (Dual Image Consultants), which is based on his scholarly research and experience working with youth. Gill has been a professor or administrator at Bowie State College and Morgan State University, both in Maryland, and at the University of Nebraska, Omaha.

Merle (Friedman) Horowitz ’74 (B.S., elementary education) is in her third year as the superintendent of the Marple Newtown School District in suburban Philadelphia. She also is an Ed.D. candidate at the University of Pennsylvania.

Joanne C. Conlon ’74 (M.S., higher education administration) was named a 2008 American College Personnel Association (ACPA) Educational Leadership Foundation Diamond Honoree. As director of student academic support at Rosemont College, Conlon has created and managed the Title III-funded Student Academic Support Services Center for the undergraduate women’s college.

Nancy Strelau ’77 (B.A., music education) currently is music director and conductor of the Nazareth College Symphony Orchestra, Nazareth College Chamber Orchestra, Hochstein Youth Symphony Orchestra, Hochstein Virtuosi Scholarship Chamber Orchestra, Greater Rochester Women’s Philharmonic, and New Horizons String Orchestra. Strelau recently presented a session on the psychology of conducting at the 2007 New York State Music Association’s annual conference.

Class NOTES

Kristen Luschen, associate professor of education studies at Hampshire College, Amherst, Massachusetts, earned a certificate of advanced study in women’s studies in 1999 and finished her dissertation in cultural foundations of education in 2005. Luschen has enjoyed a long relationship with the School of Education, and the cultural foundations of education department in particular, and her experiences as a graduate student continue to inform her academic and professional life.

“I was very excited about the interdisciplinary nature of the cultural foundations of education department,” says Luschen. “I took courses in the School of Education, in sociology, and in women’s studies, so I was able to craft a program that really matched my interests. And I was able to carry that forward in different classes, so that was very exciting.”

Luschen says she appreciates the support she received from the school. “I was offered a fellowship, and that felt really great,” she says. “That allowed me to be at Syracuse without having to worry about the financial aspects. At the same time, I was able to work closely with Sari Biklen as my mentor and dissertation advisor, and I was a teaching assistant for Bob Bogdan and Doug Biklen, which were extremely fortunate opportunities.”

At Hampshire, Luschen teaches a course titled Contemporary Issues in Education Reform, in which she conducts research on the impact of the No Child Left Behind (NCLB) act. “What we are trying to figure out is how teachers are experiencing the changes brought on by NCLB,” Luschen says. “This project is designed to explore some of the specific challenges that elementary educators in small schools have with NCLB’s standards and the frameworks in either a good way or a not-so-good way.”

“CFE and Hampshire both share an appreciation for qualitative methodology and politically relevant scholarship, unlike other places where qualitative work is deemed anecdotal,” Luschen says. “I’ve come to appreciate and know how to navigate Hampshire in many ways because of my experience with CFE and the School of Ed, so it’s been a pleasure.”
Debra Hamilton Schoening ‘81 (B.S., elementary education), ‘82 (M.S., urban education), ‘83 (C.A.S., educational administration) joined the Syracuse City School District in 1981. Her professional experiences include inclusive education, teacher training, staff development, and administration at the elementary, K-8, and middle school levels. She spent five years as an elementary principal in the Syracuse City School District (Syracuse, New York) and was recognized by the New York State Education Department for her work in raising student achievement. Schoening joined the superintendent’s staff as director of elementary education in 2000. She currently serves on the board of directors for the Consortium for Children’s Services and Community Wide Dialogue of the InterReligious Council of Central New York; she also volunteers with many community organizations, including United Way of Central New York and the American Heart Association.


Julie Horwitz ‘91 (B.S., elementary education) earned a Ph.D. in language, literacy, and sociocultural studies from the University of New Mexico. She is in charge of the MAT elementary/secondary programs at the Gallup WNMU campus.

Nora Carroll ‘91 (M.S.) integrates both artwork and adult-learner education with her ownership of CarrollCreative, a writing-services firm based in Phoenix, Ariz. In February 2007, she had a solo showing titled “All That” at the Touchstone Gallery in Washington, D.C., while continuing to teach online for Thomas Edison State College and Colorado Technical University. In 2006, she retired as a content developer/adjunct assistant professor at the University of Maryland University College.

Shannon (Mocyk) Ellis ‘99 (M.S., school counseling) was promoted from school counselor to assistant principal of a new school in Henry County, Georgia. She was also made a disciplinary hearing officer for the school system. She currently is working on a Ph.D. in educational leadership at Mercer University.

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Dr. Sinfuse Tan G75 and William H.P. Kaung
HEALTHY Discoveries

Exercise Science researcher helps pioneer new diabetes treatment (page 26)

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Cultural Foundations of Education — A Distinguishing Department (page 16)