

Ed Studies Newsletter

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Dr. Lupinacci

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Alumni Spotlight: Dr. John Lupinacci

Dr. John Lupinacci is a proud alumnus of EMU's Educational Studies PhD program, class of 2013. In addition to his PhD, John also earned his master's degree in Social Foundations of Education and his bachelor's degree from the College of Education at EMU. During his time at Eastern, John was also adjunct faculty and a valued member of the Southeast Stewardship Collation (SEMIS). His experiences teaching as a high school teacher, an outdoor environmental educator, and a community activist all contributed to engaging educators in examining the relationships between schools and the reproduction of the cultural roots of social suffering and environmental degradation. John also became an active member of AERA and AESA, where he has presented annually since 2004. John co-authored *EcoJustice Education: Toward Diverse, Democratic, and Sustainable Communities* with Dr. Rebecca Martusewicz, and Dr. Jeff Edmundson.

After earning his PhD, John was offered a tenure-track position at Washington State University in Pullman, WA. Currently an assistant

professor researching and teaching in the Cultural Studies and Social Thought in Education (CSSTE) program, he advocates for the development of scholar-activist educators. He teaches place-based curriculum and methods and a variety of graduate level cultural studies content and educational research methods courses. When asked which of the courses he teaches stand out as his favorite, he replied: "My favorite three are 'Environment, Culture, and Education,' 'Globalization and Identity in Education,' and 'Discourse Analysis.'"

Reflecting on his experience in the Educational Studies program John noted: "Throughout the entire process, I was being well prepared for scholar-activism and what stands out for me was how strongly I was supported and encouraged to write and read—and read widely across diverse disciplines. One of the most outstanding qualities of the program was the faculty's commitment to ensuring that I learned not only the importance of writing, but also how to become a stronger writer. As I progressed through the program, I learned how writing was a transformative learning practice and its importance to critical scholarship. As a

doctoral student, I learned the gravity of each word choice and the exigency of crafting each sentence with attention and intention. Looking back, I can recall how on more than one occasion I turned in a paper that I had thought was some of my best writing and benefited from the feedback I got from faculty often with the request to rewrite. That kind of rigor and commitment to my development as a scholar unquestionably prepared me for the daily regiment of writing required at my current job. That and the program complementing, supporting, and even encouraging, a radical reconceptualization of the kind of education children experience in schools."

Since graduating, John has had an impressive number of presentations, publications, and collaborative projects. He has authored and co-authored over 10 book chapters, 5 journal articles, is co-editing a special issue of Educational Studies titled *Rethinking the Role of STEM in the Philosophy of Education* and has a co-edited collection of essays to be titled *Addressing Environmental Justice and Dismantling the School-to-Prison Pipeline*. For more of his scholarly work, visit wsu.academia.edu/JohnLupinacci.

Doctor of Philosophy in Educational Studies

The Doctor of Philosophy in Educational Studies prepares educators from a variety of community organizations (P-12 schools, higher education and other community contexts) to engage in effective research and practice about teaching and learning within complex social, political and economic systems. A key underlying emphasis of the program is a focus on poverty and its specific impact on urban, as well as suburban and rural communities.

Mark Your Calendars

2/9: Community of Scholars “Youth and Voice Leadership” 5-6 pm Porter 301BC

2/22-2/28: Winter Break

3/8: Presidential Primary Election

3/17-3/19: EcoJustice and Activism Conference

3/22: Community of Scholars “Academic Activism”
5-6 pm Porter 219

4/7: Community of Scholars “Reflections on Finland”
5-6 pm Porter 301BC

4/24: Commencement

Conference Corner

EcoJustice and Activism Conference
[CFP](#) January 30, 2016 deadline

[Crip Futurities: The Then and There of Disability Studies](#) Conference
February 11-12, 2016, U of M

National Women’s Studies Association
[CFP](#) February 22, 2016 deadline

Literacy Research Association
[CFP](#) March 1, 2016 deadline

American Educational Studies Association
[CFP](#) April 1, 2016 deadline

American Educational Research Association
[CFP](#) July TBD deadline



From left to right: Audrey, Monica, Nigora (holding baby Gabby), and Heather

Comps Have You Worried? Cohort Members Offer Advice

Community of Scholars meetings bring together the members from the Educational Studies program from across the cohorts so students can engage in scholarly discussion in preparation for becoming future participants of a larger professional community. Faculty, students, and speakers from academia outside the department or EMU are invited to share research, explore relevant topics, and initiate collaboration. Meetings are held once a month, and in January, Audrey Bernard (Cohort 4), Nigora Erkaeva (Cohort 4), Monica Shields-Grimason (Cohort 3), Heather Nicholson (Cohort 4), and Katja Robinson (Cohort 4) presented their experiences of the comprehensive exam process and provided a list of helpful strategies and suggestions for those cohort members that are preparing for the next stage of the program. Here is

a consolidated list of useful tips:

- Take ownership of the process and make it work for you
- Put together a committee of members with experiences and expertise that can support your area of research
- Take time to prepare your prospectus as a foundation for your exams and dissertation
- Start preparing now by summarizing course readings
- Create a system of organization for your reading materials
- Construct a bibliography of relevant readings with committee members
- Form a support network with other cohort members
- Be mindful of self-care: exercise, meditation, baths, walking, gardening, and yoga
- Create a workspace that works for you
- Organize childcare before starting exams
- Communicate with family about your workspace and needs during your exam period
- Set a timeline for writing and stick to it
- Before beginning exams, be sure you are ready

American Educational Studies Association Conference, San Antonio, TX, November 11-15 2015

AESA is a juried international conference. The following students presented papers:

John Lupinacci (Alumnus, Cohort 1)

- Lupinacci, J. & Happel-Parkins, A. (2015). "(Un)Learning Anthropocentrism as an Act of Love."
- Lupinacci, J. (2015). "The Practice of Everyday 'Love': Imagining & Learning to Dis-entangle from Modernity."
- Lupinacci, J. (2015). "Eco-Critical De(re)constructions & Re(con)figurations of STEM."
- Happel-Parkins, A. & Lupinacci, J. (2015). "(Re)Constituting STEM through an Integrated Ecological Inquiry."

Nicole Carter (Alumnus, Cohort 2)

- Carter, N.A., Logwood, D., & Williams, T.J. (2015). "What's (Self) Love Got To Do With It?"

Dyann Logwood (Cohort 3)

- Logwood, D. (2015). "An Endarkened Feminist Perspective on Teaching and Learning: A Reflective Narrative."

Monica Shields-Grimason (Cohort 3)

- Shields-Grimason, M. (2015). "Love in the Classroom? Translating EcoJustice Theory into Classroom Practice."

Nigora Erkaeva (Cohort 4)

- Erkaeva, N. (2015). "Soviet Education in Central Asia: A Critical Discourse Analysis."

Veronica Konglim (Cohort 5)

- Konglim, V. (2015). "The Knowledge of my Mother is my Knowledge: Conversations of Place, Membership and Tradition."

Dear Dr.,

Teacher sick-outs in DPS are a huge concern, but water issues are now front and center. That's not to say one is more important than the other. Why are the teachers being blamed? -Veronica Konglim (Cohort 5)

It is not unusual for teachers to be blamed by the public when they choose to leave the classroom in order to protest the conditions of their work. Some of this could be analyzed by tracing the historical feminization of teaching. The public believes that teachers' (mostly women) first responsibility ought to be to their children, and not to politics. This causes them to overlook the very conditions in which the teachers and students are forced to spend their days, or who makes decisions about where money should be spent. What the public may not understand, especially parents of students outside of the city, is this: The history of economic abandonment by the Big Three—and associated white flight from the 1950s on—left a crumbling tax base and infrastructure, and thus a terrible burden on the mostly Black residents of Detroit, including how to fund their schools. State defunding of Detroit's schools in the last 10-15 years has further exacerbated a fiscal crisis leading to school closings, crumbling buildings, overcrowding, loss of experienced staff, and many other critical problems. These problems, blamed on the Detroit people's ostensible lack of ability (read deficit thinking) to manage their schools made it possible then for Governor Snyder to rationalize the State takeover from a publicly elected school board and the appointment of an Emergency Manager who answers only to him. Thus, at the heart of the teachers' protest is their opposition to systematic undermining of democratic control of Detroit children's education, and the need to educate the public about it. We see the same fundamental issue at play in the Flint water crisis. – Dr. Rebecca Martusewicz

Send questions of activism or of program or career trajectory to Kaia-Marie Bishop at kbishop3@emich.edu.

Kudos and Congratulations!

Andreia Karina De Carvalho Gendera's (Cohort 6) daughter Victoria was born on December 30th, weighing 6 pounds 5 ounces

Audrey Bernard (Cohort 4), Nigora Erkaeva (Cohort 4), Katja Robinson (Cohort 4), and Monica Shields-Grimason (Cohort 3) Chloe Wilson (Cohort 5) have successfully defended their proposals and moved onto their dissertations

Amy Chabot (Cohort 5), Special Education Teacher at North Elementary School in Lansing has been named Michigan Lottery's *Excellence in Education Award* Winner

