ACKNOWLEDGMENTS

The Monetary Awards for the Martinello Prize for Inquiry Papers are donated in memory of Giuseppe Antonio and Marietta Martinello by Marian Martinello.

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2011 ILT Colloquium Committee Members

Dr. Audrey Dentith, Chair, Dr. Shane Crosby, Dr. Janis Harmon, Dr. Miriam Martinez, Dr. Susanne Kimball, Dr. Belinda Bustos Flores, and Dr. Robin Redmon Wright, and the awesome graduate students of ILT: Tracey Kumar, Jamie McKenzie-Davis, Debra Root, and Ogochukwu Ubajaka.
GENERAL SCHEDULE OF EVENTS

**Tues, March 22**

**University Room BB 2.06.04**

- 9:30 am – Noon: Plactica Academica with *Chet Bowers*
- 1:00 – 4:30 pm: Student Roundtable Papers
- 5:00 – 6:45 pm: Keynote *Toby Miller*
- 7:00 – 8:45 pm: Keynote *Chet Bowers*

**Wed, March 23**

**UC 1.106**

- 8:30 – 11:00 am: *Charla*: All Faculty & Graduate Students with *Toby Miller & John Phillip Santos*
- 11:30 – 12:30 pm: **LUNCH - BALLROOM UC 1.106**
- 12:30 – 2:30 pm: Keynote *John Phillip Santos*
- 3:00 – 5:00 pm: Martinello Papers and Awards

**Roundtable Papers**

**Tuesday, March 22: University Room BB 2.06.04**

**Student Roundtable Paper Sessions:**

**Session 1: 1:00 – 1:30**

**Table 1: Multiculturalism**

- **Marlin Seigman**: “White Talk, White Teachers, and White Structures: Critically Conscious Research and Whiteness in Classroom”
- **Lisa Cassidy**: “It all Begins in Kindergarten: Reconceptualizing Multicultural Education in a Postmodern Age”
- **Noah Talerico**: “A Critique of the Achievement Gap from a Social Ecological Perspective”

**Discussant:** *Dr. Elizabeth Pate, Dept of ILT*

**Table 2: Family Involvement**

- **Jennifer Stone, Alvaro Gomez, and Ryan Boyle**: “Family-School Relationships Over the Past Decade in Special Education”
Orhan Simsek, Hanife Ece Ugurlu, and Neslihan Unluol: “The Effects of Cultural Perspectives on Applications and Limitations of Family Involvement in the Small Steps Early Intervention Program in Turkey and the United States”

Discussant: Dr. Rosalind Horowitz, Dept of ILT

Table 3: “Gender Roles”

Anna CohenMiller: “Pop Culture and Gender Identity: The Life History of One ‘Generation X’ Woman”

Renee M. Santos: “Building Awareness: The Role of Women & Education in Post-Taliban Afghanistan”

Discussant: Dr. Audrey Dentith, Dept of ILT

Table 1: “Women, Technology, and Mass Media”

Anna CohenMiller & Jamie McKenzie-Davis: “Paradigm Shifts in Portrayal of Women in Science as Seen Through Mass Media Over the Past 50 Years”

Melanie Boecking: “Bloggers: A Passionate Writing Community”

Discussant: Dr. Robin Redmon Wright, Dept of ILT

Table 2: “Reading Development”

Maureen J. Hillard: “Applying the Informal Assessment of Phonological Awareness: One Student’s Success”

Tracey L. Kumar: “Critical Family Literacy: The Design and Implementation of Culturally-Relevant, Non-Colonizing Programs”

Discussant: Dr. Dennis Davis, Dept of ILT

Table 3: “Postmodernism and Gender Approaches in 9th Grade English”

Kristen Henry: “A Reconceptualized Curriculum: Teaching Classic Literature With Gender and Homosexuality in Mind”

Aviva K. Anzak: “A Postmodern Approach to Romeo and Juliet”

Discussant: Dr. Susanne Kimball, Dept of ILT
Session 3: 2:20 – 2:50

Table 1: “Peace Education and Social Studies”

Debra Root, Robin Redmon Wright, Ph.D & Audrey Dentith, Ph.D: “Texas Social Studies Standards Revision: The Case of Curriculum as a Battleground for Values and Beliefs”

Ufuk Guven: “Peace Education: Comparison of Turkey and Texas Primary School Curriculum”

Marsha Ellis: “Teaching the Holocaust in the Republic of Germany”

Discussant: Dr. Roxanne Henkin, Dept of ILT

Table 2: “Creativity and Music”

Angela Frisina: “Music in Education: Exploring the Effect of Music on Learning and Development”

Aaron Basinger: “Just like Anyone”

Discussant:

Table 3: “Reading and Writing Development”

Marlin Seigman: “An Introspective Investigation of the Reading Process”

Idalia Nunez: “And then…’ A Proposed Study of 4th Grade Latino Students’ Writing Development through Dialogue Journaling in a Bilingual Classroom”

Discussant: Dr. Kim Cuero, Dept of ILT

Session 4: 3:00 – 3:30

Table 1: “Ethnicity and Family Involvement”

Marsha L. Ellis: “The Need for a Strong Foundation in African American Youth”

Zachary Keeton: “Modern Parent-Teacher Communication in Middle Schools: Practice vs. Possibilities”

Discussant: Professor Karla Broadus, Dept of ILT
Table 1: “Religious Tolerance”

Jamie McKenzie-Davis: “The Need for Religious Tolerance in Public Education”

Eman Khaled AL khairullah: “Critical Curriculum in Saudi Arabia”

James Late Chilson: “The Efficacy of Religious Practices and Beliefs in Educational Settings, Based upon Equity and Sustainability for ‘All’ on the Planet Earth”

Discussant: Dr. Robin Redmon Wright, Dept of ILT

Table 2: “Advancement of Higher Education”

Debra Root: “Perceptions of Interdisciplinary Studies”

Lucretia Fraga: “Mobile Learning in Higher Education”

Leo Wittnebel: “Reconciling Differences in Personal Motivations and Group Expectations: Participation in and Completion of Cohort-Based Higher Education Programs”

Discussant: Dr. Joellen Coryell, Department of ILT

Table 3: “Exploration of the ‘Study Abroad’ Experience”


Shelbee Nguyen: “Examining Adult and Higher Education Narratives of Study Abroad: Informal Learning Implications for Perception and Motivation”

Discussant: Dr. Joellen Coryell, Department of ILT

Table 4: “Children’s Picturebooks”

Angeli Willson, Lori Ann Prior, & Miriam Martinez, PhD: “Children’s Understanding of Characters in Picturebook Illustrations”

Discussant: Dr. Joellen Coryell, Department of ILT

Session 5: 3:40 – 4:10

Table 2: “Creativity and Science”

Don Hawkins and Jamie McKenzie-Davis: “A Mixed Methods Benefit Analysis of Using a Simple Flash Animation in College Chemistry”

Analisa Arreguin: “Reconceptualizing Critical Thinking in Science: Toward Connections, Context and Creativity”

Discussant: Dr. Maria Arreguin Anderson, Dept of ILT
Table 3: “Concrete Literacy”

Nadiyah Ab-Gasem, Shannon Blady, Tracey Kumar, Idalia Nunez, Lori Prior, Lorena Villarreal, Troy Wilson, Angeli Willson, & Misty Sailors, Ph.D.: “Designing a study of concrete literacy tools”

Discussant: Dr. Miriam Martinez, Dept of ILT

Table 4: “The Achievement Gap”

Internet, Technology, and Knowledge

Don Hawkins and Troy Wilson: “The Internet’s Influence on Acquiring Expert Knowledge and Skills Through Deliberate Practice”

Shannon Blady: “Technology Integration and Its Relationship with Writing in Grades 3-5”

Adrienne Padilla-Guillen & Megan G. Pope: “Technological Tools Influencing the Achievement Gap”

Discussant: Dr. Carmen Fies, Dept of ILT

Session 6: 4:20 – 4:50

Table 1: “High-stakes Testing”

Holly Meyer: “A Study in Goal Setting and Tracking”

Geneva M. Rico: “Quality Education Versus Standardized Assessments”

Discussant:

Table 2: “Advancement of Math”

Linda Gann & Lorena Villarreal: “The Development of Imagination to Heighten Meaning-Making”

Ahmet O. Akcay: “Gardner’s Multiple Intelligences & Elementary School Mathematics”

Discussant: Dr. Elsa Ruiz, Dept of ILT
Tuesday 5:00 – 6:45 pm Keynote: Toby Miller

**UNIVERSITY ROOM BB 2.06.04**

**The Last Great Game: Cultural Citizenship, Electronic Games, and the American Empire**

Toby Miller is an interdisciplinary social scientist, professor, author and editor. After earning his doctorate from Murdoch University in 1991, he held academic positions at New York University, the University of Queensland, and Queen Mary University of London.

He is currently chair of the Department of Media & Cultural Studies at the University of California, Riverside. Dr. Miller’s teaching and research interests include the media, sports, labor, gender, race, citizenship, politics, and cultural policy. His current research concerns Hollywood’s popularity abroad, the connection between culture and citizenship, and the negative impact of electronic waste.

Dr Miller has written and edited more than 30 books, including SportSex, a Choice Outstanding Title for 2002; A Companion to Film Theory, a Choice Outstanding Title for 2004; International Cultural Studies: An Anthology; Cultural Citizenship: Cosmopolitanism, Consumerism, and Television in a Neoliberal Age; and The Contemporary Hollywood Reader. In addition to books, he has published articles in more than 100 journals and special collections. Some of his most recent publications include “How the Media Biopoliticized Neoliberalism: Or, Foucault Meets Marx”. Dr. Miller also makes regular guest appearances on television and radio programs and runs a podcast on iTunes under culturalstudies.
Tuesday 7:00 – 8:45 pm  
Keynote: **Chet Bowers**  
**UNIVERSITY ROOM BB 2.06.04**  

**Educational Reforms that Address the Cultural Roots of the Ecological Crisis**

Chet Bowers, earned his Ph. D. from the University of California in Education and Social Thought. He has held appointments at the University of Oregon, the University of Saskatchewan and Portland State University where he was granted Emeritus status. His book publishing began in 1969 with *The Progressive Educator and the Depression: The Radical Years*. To date, Bowers has written more than 20 books including, most recently: *Mindful Conservatism: Rethinking the Ideological and Educational Basis of an Ecologically Sustainable Future* (2003); *Rethinking Freire: Globalization and the Environmental Crisis* (co-edited with Frederique Apffel-Marglin) 2005; *The False Promises of Constructivist Theories of Learning: A Global and Ecological Critique* (2005); and *Revitalizing the Commons: Cultural and Educational Sites of Resistance and Affirmation* (2006).

Bowers has published more than 100 journal articles in a variety of journals in a variety of disciplines including education make him a true model of interdisciplinarity. Bowers is well known for his widely published, controversial book, *Let Them Eat Data*, a cautionary view of technology and globalization. As co-founder of the international online journal *The Eco-justice Review: Educating for the Commons*, he continues his dedication to educating others about cultural issues related to eco-justice and revitalizing the cultural commons in this age of globalization.

He has lectured internationally at York University, the University of British Columbia and the Chinese University of Hong Kong. He has been invited to speak at the International Congress on Culture and Humanity in the New Millennium, sponsored by the government of Hong Kong and the Chinese University of Hong Kong as well as Harvard, Stanford, the University of Trondheim (Norway), University of Zagreb (Croatia), and Trinity College (Dublin).
Autobiographies & Ecologies of Identity: Storytelling to Learn about Ourselves and Others

John Phillip Santos, renowned author, poet and film-maker, currently serves as Distinguished Professor of Mestizo Cultural Studies in the Honors College at UTSA. Santos, the first Latino Rhoades Scholar, writes on issues of media, culture and ethnic identity. Santos was born and raised in San Antonio, Texas, moved to New York City for twenty years, and returned to San Antonio in 2005. His book, Places Left Unfinished at the Time of Creation (1999), was a National Book Award Finalist. The Farthest Home is in An Empire of Fire (A Tejano Elegy) was published in 2010. In addition, his book of poems, Songs Older Than Any Known Singer in 2007. He has had many notable publications, including articles in the New York Times, and the Los Angeles Times.

Santos has earned many awards and recognitions, including an Emmy nomination for his acclaimed documentaries. He has also been awarded the Academy of American Poets’ Prize at Notre Dame, the Oxford Prize for Fiction, and the Berlin Prize Fellow at the American Academy in Berlin. He served with the Ford Foundation as an officer in the Media, Arts, and Culture Program.

Santos regards his hometown, San Antonio, as a space that is at the crossroads of diverse cultures. His work in cultural studies contributes to our understanding of culture and identity in a global society. He has a vision for UTSA to become the international forum for promoting and exploring the rich Mestizo culture. Since assuming the position of Distinguished Professor at UTSA, Santos has been actively meeting with faculty in other disciplines including the sciences, geography, politics, education, and economics. Recently, at a “TED” talk in Austin, Santos wove poetry, art, with the discovery of DNA as he challenged the audience to question their knowledge of science and ways they might reinvent human origins (and therefore challenge notions of the vast mixture of heritage and ethnicity).

Santos graduated from Churchill High School before studying at Notre Dame and the University of Oxford. Santos takes pride in San Antonio’s legacy and sees the city as a bustling hub of culture.
- **2010 Martinello Award Nominees**

- Areola, Phillip, "A Voice Without Words"
- Buenrostro, Maribel Luna, "Interdisciplinary Teaching and the Future of Education"
- Busselman, Amanda, "Issues of an Unwed Mother"
- Dawson, Carol, "Arza A. Cole: A Story of Love and War"
- Denton, Katherine, "Effects of the Gaza Blockade on the Major Players on the Middle East"
- Dubey, Jaime, "Living Downtown San Antonio"
- Fonesca, Terry, "What was the Imagined Daily Life on the Paleo-Indians Who Camped at Salado Creek Located in San Antonio, Texas?"
- Herbst, Katie, "The Controversy of Death: The Pathway to Understanding Assisted Suicide"
- Lazaga, Nick, "@00904641"
- Oh, Jennifer E., "Coping With Autism in the Classroom"
- Patoc, Leahmarie D., "Mumbo Jumbo: A Study on Slang Words"
- Pinckard, Bethany S., "The History, Mystery and Legacy of the Lichtenstein Building"
- Rauschuber, Brigitte, "Scars on the Brain, an Inquiry"
- Wells, Ronald J., "The Lack of African American Educators in the Public School System"

The Story of the Martinello Awards

The Interdisciplinary Inquiry course, (IDS 3713), is the capstone course for all IDS majors. More than 20 years ago Marian Martinello conceived the idea that human thinking and the inquiry that springs from it do not focus on a specific point of view. Inquiry is not only about facts and statistics, but is a matter of how we understand these phenomena in relationship to how we understand ourselves and the world we live in. So, what questions do we ask and where do we go for answers? What draws our attention to something? How do we approach it? What do we ask? Can we arrive at an understanding by which the knowledge we acquired can be applied elsewhere? How, then, can we move from a particular insight to a generality? What have we learned about ourselves in the process?

Our students will choose a topic to explore, define several ways of approaching it, raise pertinent questions that they themselves formulate and find the answers from a variety of resources. The result, after a semester’s worth of independent research, is a well documented, well argued, incisive and critical essay which demonstrates a strong narrative persona.

We have over 300 students complete this course and submit capstone papers over the three semesters of each year. Each paper is a fully developed inquiry project that is between 15 and 20 pages or longer. Professors who teach this course nominate one or two papers from each section that they consider exemplary. Typically, there are about 14 – 15 papers nominated for the award each year. To be nominated for the Martinello Award is an honor. After nomination, all papers are submitted to a group of three judges who are familiar with the goals of this search, but do not know the students, or which instructor submitted them. The final task of the judges is to agree on the three finalists. All 2010 nominees, the finalists, and their families are being honored at the ILT Colloquium, 2011. (Written By Susanne Kimball)