



# RACE, POVERTY, AND CHANGE IN AMERICA: THE PERSISTENT DILEMMAS OF EQUITY AND EQUALITY



**December  
4-5, 2014**

**University of Pennsylvania Law School  
Fitts Auditorium  
3400 Chestnut Street**

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*A Commemorative Symposium honoring the  
anniversaries of Brown v. Board, the Civil Rights  
Act, the War on Poverty, and Lau v. Nichols*

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This symposium aims to bring together scholars from a range of disciplines to examine the themes of this 60-year history for civil and equal rights within contemporary environments that argue for a post-racial society.

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This symposium is sponsored by the Carter Chair in Child Development, Penn Graduate School of Education, and the Center for Africana Studies, and co-sponsored with the Annenberg School for Communication, Penn Institute for Urban Research, Penn Law School, School of Arts and Sciences, School of Social Policy and Practice, the Wharton Sports Business Initiative-Wharton School, and the following centers and programs: the Alliance for Higher Education and Democracy, Center for Minority-Serving Institutions, Center for the Study of Race & Equity in Education, Penn Child Center and the National Center on Fathers and Families, and the Philadelphia Writing Project.

# RACE, POVERTY, AND CHANGE IN AMERICA: THE PERSISTENT DILEMMAS OF EQUITY AND EQUALITY

*A Commemorative Symposium honoring the anniversaries of Brown v. Board,  
the Civil Rights Act, the War on Poverty, and Lau v. Nichols*

The importance of 2014 is captured in the anniversaries of four social policies that speak to the issues of justice in America: the *Brown v. Board* decision, the *Civil Rights Act*, the *War on Poverty*, and the *Lau v. Nichols* decision. Individually and collectively, these policies represented the potential to reshape the experiences of millions of disenfranchised American children and families. The questions that advanced the agendas for these policies are still salient, including whether and how matters of place, race, poverty, and social change are used to debate persistent dilemmas around discrimination, access, and opportunity within and outside political arenas. This symposium focuses on the importance of these four policies within contemporary discussions about educational access and opportunity, structural barriers, and social welfare. It brings together scholars from multiple disciplines to examine the themes of this 60-year history for civil and equal rights in which intractable problems of joblessness, poor schools and low-quality schooling, neighborhood blight, and high levels of incarceration persist in cities and rural areas alike. In moving forward: What questions and problems persist in the varied contexts in which children and families live? Who is affected and with what short and long-term implications? Where does America go from here? What is the change that is sought? What actions are necessary to effect this change?

*This symposium is made possible by the following sponsors:*

This symposium is sponsored by the William T. Carter Chair in Child Development, the Penn Graduate School of Education, and the Center for Africana Studies, and is co-sponsored with the Annenberg School for Communication, Penn Institute for Urban Research, Penn Law School, School of Arts and Sciences, School of Social Policy and Practice, the Wharton Sports Business Initiative-Wharton School, and the following centers and programs: the Alliance for Higher Education and Democracy, Center for Minority-Serving Institutions, Center for the Study of Race and Equity in Education, Penn Child Center and the National Center on Fathers and Families, and the Philadelphia Writing Project.

# Schedule of Events

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THURSDAY, DECEMBER 4, 2014

9:00 a.m. - 11:00 a.m.

**Welcome**

Camille Z. Charles, University of Pennsylvania  
Vivian L. Gadsden, University of Pennsylvania

**Introduction of the Speaker**

Howard C. Stevenson, University of Pennsylvania

**Opening Keynote Address**

Bryan A. Stevenson, Executive Director of the Equal Justice Initiative and Professor of Clinical Law, New York University Law School

Author: *Just Mercy: A Story of Justice and Redemption*

11:00 a.m. - 11:30 a.m.

**Overview for the Symposium**

11:30 a.m. - 12:15 p.m.

**Lunch Break**

12:15 p.m. - 2:15 p.m.

**Opening Commentary**

Mary Frances Berry, University of Pennsylvania

**Opening Panel Plenary: *History and the Historiography of Change***

James Anderson, University of Illinois, Urbana-Champaign

Steven Hahn, University of Pennsylvania

Heather Williams, University of Pennsylvania

*Moderator/Discussant:* John Jackson, University of Pennsylvania

2:15 p.m. - 2:30 p.m.

**Break**

2:30 p.m. - 4:30 p.m.

**Roundtable: *Reducing Vulnerability for Families and Neighborhoods: Structural Hierarchies and Public Policy***

Elijah Anderson, Yale University

Eugenie Birch, University of Pennsylvania

Dennis Culhane, University of Pennsylvania

Nelson Flores, University of Pennsylvania

Sara Jaffee, University of Pennsylvania

Kelvin Jeremiah, Philadelphia Housing Authority

Odis Johnson, University of Maryland

Micere Keels, University of Chicago

Annette Lareau, University of Pennsylvania

Wizdom Powell, University of North Carolina

Susan Wachter, University of Pennsylvania

*Moderator/Discussant:* Larry Gladney, University of Pennsylvania

6:00 p.m. - 8:00 p.m.

**Evening Panel Plenary: *Social Justice, Public Policy, and the Law***

Christopher Lebron, Yale University

Dorothy Roberts, University of Pennsylvania

Kenneth Shropshire, University of Pennsylvania

*Moderator/Discussant:* Wendell Pritchett, University of Pennsylvania

***Special Tribute to John Lewis, Georgia (D), U.S. House of Representatives, Civil Rights Activist***

# Schedule of Events

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FRIDAY, DECEMBER 5, 2014

- 9:00 a.m. - 11:00 a.m.**      **Roundtable: *The Future of Education, Schools, and the Well-Being of Children***  
James Davis, Temple University  
Ezekiel Dixon-Roman, University of Pennsylvania  
A. Lin Goodwin, Teachers College, Columbia University  
Shaun Harper, University of Pennsylvania  
Nancy Hornberger, University of Pennsylvania  
Sarah Willie LeBreton, Swarthmore College  
Carla O'Connor, University of Michigan  
Laura Perna, University of Pennsylvania  
Karolyn Tyson, University of North Carolina, Chapel Hill  
Joseph Youngblood, Thomas Edison State College  
*Moderator/Discussant:* Matthew Hartley, University of Pennsylvania
- 11:00 a.m. - 11:10 a.m.**      **Break**
- 11:10 a.m. - 12:30 p.m.**      **Access and Opportunity in the Expanding Discourses of Equity and Equality: *Immigration, Immigrant Children, and Language Policy and Practice***  
Eugene Garcia, Arizona State University  
Donald Hernandez, Hunter College  
Kevin J.A. Thomas, Penn State University  
*Moderator/Discussant:* Gerald Campano, University of Pennsylvania
- 12:30 p.m. - 1:00 p.m.**      **Lunch Break**
- 1:00 p.m. - 2:15 p.m.**      **The Modern American Racial Politic**  
Rogers Smith, University of Pennsylvania  
Kimberley Johnson, Barnard College, Columbia University  
Daniel Gillion, University of Pennsylvania  
*Moderator/Discussant:* Sigal Ben-Porath, University of Pennsylvania
- 2:15 p.m. - 3:30 p.m.**      **Critical Issues in Media, Representations of Race and Poverty, and Religion**  
Robert Entman, George Washington University  
Marc Lamont Hill, Morehouse College  
Anthea Butler, University of Pennsylvania  
*Moderator/Discussant:* Guthrie Ramsey, University of Pennsylvania
- 3:30 p.m. - 4:45 p.m.**      **Changing Politics of Equity and Equality: *Women's Rights, Gender, and Sexuality***  
Nancy Hirschmann, University of Pennsylvania  
Tobias Wolff, University of Pennsylvania  
*Moderator/Discussant:* Herman Beavers, University of Pennsylvania
- 4:45 p.m. - 4:55 p.m.**      **Closing Commentary**  
Regina Austin, University of Pennsylvania
- 4:55 p.m. - 5:00 p.m.**      **Closing Statement of Appreciation**  
Vivian L. Gadsden, University of Pennsylvania
- 5:00 p.m. - 6:00 p.m.**      **Closing Reception and Student Poster Session**

# Student Essay Competition

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## Award of Excellence

### **Muhammed Abbas**

General J. Harry LaBrum Middle School, Grade 8 (S. Knight, teacher)

### **Brittnee Anderson**

Paul Robeson High School, Grade 11 (Carmelle Jean-Paul, teacher)

### **Jonas Bromley**

Science Leadership Academy, Grade 11 (Pearl Jonas, teacher)

### **Ernesto Estremera**

General J. Harry LaBrum Middle School, Grade 8 (S. Knight, teacher)

### **Hasan Harrington**

General J. Harry LaBrum Middle School, Grade 8 (S. Knight, teacher)

### **Diana Myers**

J.R. Masterman High School, Grade 10 (Liz Taylor, teacher)

### **Emma O'Neill-Dietel**

J.R. Masterman High School and Philadelphia Writing Project, Grade 10 (Bethany Silva, teacher)

### **Mahala Papadopoulos**

J.R. Masterman High School and Philadelphia Writing Project, Grade 10 (Bethany Silva, teacher)

### **Hector Rivera**

Esperanza Academy Charter High School, Grade 11 (Julie Ufberg, teacher)

### **Andrew Roberts**

Science Leadership Academy, Grade 11 (Pearl Jonas, teacher)

### **Warren Troise,**

General J. Harry LaBrum Middle School, Grade 8 (S. Knight, teacher)

### **Crystal Wong**

Bodine High School for International Affairs, Grade 11 (Kate Reber, teacher)

**Honorable Mentions:** Grade 5: **Everett D. Coleman** (Ms. Gwendolyn Murray) Grover Washington Jr. Middle School, Grade 8: **Brielle Stevens** (Mrs. Charlotte Erace) Northwood Academy Charter School, **Joseph Joine** (Mrs. Patricia Keita-Doe) William Tilden Middle School, **Ziamalych Kpoto** (Mrs. Patricia Keita-Doe) William Tilden Middle School, **Matindje Soumahoro** (Mrs. Patricia Keita-Doe) William Tilden Middle School, **JaNayla Hughes** (Mrs. Patricia Keita-Doe) William Tilden Middle School, **Kia Burgess** (Mrs. Patricia Keita-Doe) William Tilden Middle School, Grade 9: **Princess Bailey** (Andrew Daramola) Mastery Charter School Hardy Williams Campus, **Shamira Butler** (Mr. Joseph Williams) Eastern University Academy Charter School, Grade 11: **Jameela Muhammed** (Ms. Carmelle Jean-Paul) Paul Robeson High School, **Ajae Hardy-Lewis** (Ms. Carmelle Jean-Paul) Paul Robeson High School, Grade 12: **Rodney Mobley** (Ms. Carmelle Jean-Paul) Paul Robeson High School, **Shyanne Walker** (Ms. Carmelle Jean-Paul) Paul Robeson High School, **Abdullahi Ali** (Ms. Carmelle Jean-Paul) Paul Robeson High School, **Shardae Harrell** (Ms. Carmelle Jean-Paul) Paul Robeson High School

## Participant Bios

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**James D. Anderson** is the Edward William and Jane Marr Gutsell Professor of Education; the Head of the Department of Education Policy, Organization and Leadership; the Executive Associate Dean for the College of Education; and affiliate Professor of History at the University of Illinois, Urbana-Champaign. His scholarship focuses broadly on the history of U.S. education, with specializations in the history of African American education in the South, the history of higher education desegregation, the history of public school desegregation, and the history of African American school achievement in the 20th century. His book, *The Education of Blacks in the South, 1860-1935*, won the American Educational Research Association outstanding book award in 1990. He is senior editor of the *History of Education Quarterly*. Anderson has served as an expert witness in a series of federal desegregation and affirmative action cases, including *Jenkins v. Missouri*, *Knight v. Alabama*, *Ayers v. Mississippi*, *Gratz v. Bollinger*, and *Grutter v. Bollinger*. He is a member of the National Academy of Education, a Fellow of the American Educational Research Association, and recipient of the Lifetime Achievement Award from the American Association of Colleges for Teacher Education.

**Elijah Anderson** is the William K. Lanman, Jr. Professor of Sociology at Yale University. One of the leading urban ethnographers in the United States, his publications include *Code of the Street: Decency, Violence, and the Moral Life of the Inner City* (1999), winner of the Komarovsky Award from the Eastern Sociological Society; *Streetwise: Race, Class, and Change in an Urban Community* (1990), winner of the American Sociological Association's Robert E. Park Award for the best published book in the area of Urban Sociology; and the classic sociological work, *A Place on the Corner* (1978; 2nd ed., 2003). Anderson's most recent ethnographic work, *The Cosmopolitan Canopy: Race and Civility in Everyday Life*, was published by W.W. Norton in March 2012. Professor Anderson is the 2013 recipient of the prestigious Cox-Johnson-Frazier Award of the American Sociological Association and has served on the Board of Directors of the American Academy of Political and Social Science and is formerly a vice-president of the American Sociological Association. He has served in an editorial capacity for a wide range of professional journals and special publications. He has also served as a consultant to a variety of government agencies, including the White House, the United States Congress, the National Academy of Science and the National Science Foundation.

**Regina Austin** is William A. Schnader Professor of Law at the University of Pennsylvania. She pursues her interest in the overlapping burdens of race, gender, and class oppression in traditional legal scholarship, as well as in her work on documentary films. She is the director of the Penn Program on Documentaries & the Law, which holds an annual Visual Legal Advocacy Roundtable for public interest lawyers, hosts screenings of law-genre documentary films throughout the year, and maintains a national repository of dozens of clemency videos as a resource for attorneys representing capital defendants. In addition to making extensive use of documentaries in her traditional courses, Professor Austin teaches a visual legal advocacy seminar in which the students make videos on behalf of actual public interest clients and causes that premiere at the annual Rough Cut Video Festival.

**Herman Beavers** is Associate Professor of English and Africana Studies and Graduate and Undergraduate Studies Chair in the Department of Africana Studies at the University of Pennsylvania. He teaches courses in African American and American literature, including courses on Southern Modernism, 20th Century African American Poetry, as well as Trading Fours: The Literatures of Jazz, which is a requisite course in the Jazz and Popular Music minor. He

also teaches a section of the introductory poetry workshop in the Creative Writing Program. During the 2009-10 academic year, he was a Visiting Fellow at the Center for African American Studies at Princeton University. His most recent poems have appeared in *MELUS*, *The Langston Hughes Colloquy*, and *Versadelphia*. He has recently published essays on August Wilson, Charles Johnson, Ralph Ellison, and Toni Morrison. He also serves as an advisory editor at *African American Review*, *Modern Fiction Studies*, and *The Journal of Modern Literature*.

**Sigal Ben-Porath** is an Associate Professor at the University of Pennsylvania Graduate School of Education. She received her doctorate in political philosophy from Tel Aviv University and was awarded two successive Tel Aviv University President's postdoctoral grants. In Israel, she served on a joint Palestinian-Israeli committee, sponsored by the Peres Peace Center, working toward educational reform. She was a member of the Young Scholars Forum at the Rabin Center for the Study of Israel, participated in the Women Faculty Forum at Tel-Aviv University, and established the Israeli Association for Post-Secondary Education for Students with Learning Disabilities. At Penn she served as a special assistant to Penn's president and is an executive committee member of the Penn Program on Democracy, Citizenship and Constitutionalism. Professor Ben-Porath's research focuses on citizenship education, normative aspects of educational and social policy, and social effects of war. Her areas of expertise include philosophy of education and political philosophy. Her books include *Citizenship under Fire: Democratic Education in Times of Conflict* (2006) and *Tough Choices: Structured Paternalism and the Landscape of Choice* (2010), both with Princeton University Press. She is currently at work on a book on school choice and another on the politics of education reform.

**Mary Frances Berry** has been a Geraldine R. Segal Professor of American Social Thought and Professor of History at the University of Pennsylvania since 1987. She received her Ph.D. in History and J.D. from the University of Michigan Law School. Professor Berry has had a distinguished career in public service. From 1980 to 2004, she was a member of the U.S. Commission on Civil Rights, and from 1993-2004, she served as Chair. Between 1977 and 1980, Professor Berry served as the Assistant Secretary for Education in the U.S. Department of Health, Education, and Welfare. She has also served as Provost of the University of Maryland and Chancellor of the University of Colorado at Boulder. In recognition of her scholarship and public service, Professor Berry has received 35 honorary doctoral degrees and many awards, including the NAACP's Roy Wilkins Award, the Rosa Parks Award of the Southern Christian Leadership Conference, and the Ebony Magazine Black Achievement Award. She is one of 75 women featured in *I Dream A World: Portraits of Black Women Who Changed America*. Sienna College Research Institute and the Women's Hall of Fame designated her one of "America's Women of the Century." In 1990-91 she was President of the Organization of American Historians. She is a Fellow of the Society of American Historians and of the National Academy of Public Administration. Professor Berry teaches the History of American Law, and the History of Law and Social Policy. She also advises students in African American History and Legal History.

**Eugénie L. Birch** is Lawrence C. Nussdorf Professor of Urban Research and Education, Chair of the Graduate Group in City and Regional Planning, and Co-Director of Penn IUR. She has been active in the field of city planning's professional organizations and in academia in the United States and abroad. In 2000, she was elected to the College of Fellows of the American Institute of Certified Planners and made an honorary member of the Royal Town Planning Institute. She has been a member of the Planning Accreditation Board, serving

# Participant Bios

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as its chair from 2004 to 2006, as well as President of the Association City and Regional Planning History; and Co-editor, *Journal of the American Planning Association*. Her current projects include: co-principal investigator (with David Brownlee), Fulfilling and Livable Cities; principal investigator, Sustainability Indicators Catalog, with the Partnership for Sustainable Communities (HUD, DOT, and EPA); project director, EEB Research Digest, for the Energy Efficient Building Hub, Philadelphia (Department of Energy, 2010 to present); project director, APEC's Energy Smart Communities Initiative Knowledge-Sharing Platform; co-convener, Future of Transforming Cities, in partnership with the Economist Intelligence Unit and Forum for the Future; member, Research Support Team, Rebuild by Design (HUD-sponsored design competition); and co-convener, Penn Roundtable on Anchor Institutions (which is focusing in 2013-2014 on university-based neighborhood revitalization and innovation districts).

**Anthea Butler** is Associate Professor of Religious Studies and Graduate Chair in the Department of Religious Studies at the University of Pennsylvania. Her most recent book, *Women in the Church of God in Christ: Making A Sanctified World* published on the University of North Carolina Press, chronicles the history of African American women's religious lives and civic engagement in the Church of God in Christ, the largest Pentecostal denomination in the United States. Professor Butler's forthcoming book, *The Gospel According to Sarah: How Sarah Palin and the Tea Party are Galvanizing the Religious Right* will be published by The New Press in 2014. Prof. Butler's research interests are Religion and Politics, Women and Religion, African America Religious history, Pentecostalism, Fundamentalism, and Religion in the Media. Professor Butler is an advocate for the public understanding of religion. Professor Butler is a regular contributor to the news magazines on several media outlets, including CNN, MSNBC, the Canadian Broadcasting Company, and has an extensive media corpus that can be found by downloading *Anthea Butler in the News*, and at her website [antheabutler.com](http://antheabutler.com).

**Gerald Campano** is Associate Professor and Chair of the Reading/Writing/Literacy Division at University of Pennsylvania's Graduate School of Education. He has previously worked as a full-time classroom teacher in Texas, Puerto Rico, and California, and with adult English Language Learners in Philadelphia. Professor Campano is a Carnegie Scholar and the recipient of the David H. Russell Award for Distinguished Research from the National Council for the Teachers of English for his book, *Immigrant Students and Literacy: Reading, Writing, and Remembering*. Throughout his scholarship and teaching, Professor Campano has been committed to creating opportunities for students to mobilize their identities and rich cultural resources in the literacy curriculum. He has given keynotes for professional organizations such as the Association for Teacher Education and the National Council for the Teachers of English. He serves on the editorial boards of *Research in the Teaching of English*, *Educational Researcher*, *Language Arts*, and *Literacy and Composition Studies*.

**Camille Zubrinsky Charles** is Edmund J. and Louise W. Kahn Term Professor in the Social Sciences, Department of Sociology, Graduate School of Education, and the Center for Africana Studies at the University of Pennsylvania. She is author of *Won't You Be My Neighbor: Race, Class and Residence in Los Angeles* (Russell Sage, 2006), which examines class- and race-based explanations for persisting residential segregation by race. She is also co-author of *The Source of the River: The Social Origins of Freshmen at America's Selective Colleges and Universities* (2003, Princeton University

of Collegiate Schools of Planning; President, Society of American Currents in Selective Colleges and Universities (co-authored with Douglas S. Massey and colleagues; Princeton University Press), the second in a series based the National Longitudinal Survey of Freshmen, and *Race in the American Mind: From the Moynihan Report to the Obama Candidacy* (co-authored with Lawrence Bobo). She is also nearing completion of a sole-authored book on Black racial identity in the United States, tentatively titled, *The New Black: Race-Conscious or Post-Racial?* Her research interests are in the areas of urban inequality, racial attitudes and intergroup relations, racial residential segregation, minorities in higher education, and racial identity; her work has appeared in *Social Forces*, *Social Problems*, *Social Science Research*, *The DuBois Review*, *the American Journal of Education*, *the Annual Review of Sociology*, *the Chronicle of Higher Education*, and *The Root*.

**Dennis Culhane** is the Dana and Andrew Stone Chair in Social Policy and Research Professor, School of Policy and Practice, and Professor of Psychology in Psychiatry, Perelman School of Medicine, University of Pennsylvania. Professor Culhane's primary area of research is homelessness and assisted housing policy. His research has contributed to efforts to address the housing and support needs of people experiencing housing emergencies and long-term homelessness. His recent research includes studies of vulnerable youth and young adults, including those transitioning from foster care, juvenile justice, and residential treatment services. He is also the Director of Research for the National Center on Homelessness among Veterans at the United States Department of Veterans Affairs. He serves as the co-director for the Intelligence for Social Policy initiative, a MacArthur-funded project to promote the development of integrated database systems by states and localities for policy analysis and systems reform. He also co-directs the Cartographic Modeling Laboratory (CML), which applies spatial analysis to model the impact of the social and built environments on health, development, and behavior.

**James Davis** is Professor of Educational Leadership and Bernard C. Watson Endowed Chair in Urban Education at Temple University. His research focuses on gender and schooling outcomes; men, boys and masculinity; sociology of higher education; and applied research methods. He is particularly interested in issues of access and equity in the educational pipeline as they are informed by gender, race, class, and the intersection of these social locations. His research agenda has been driven by reoccurring questions related to what we know about the social context of identity and how institutions (e.g., schools, college and universities, families, and communities) and policy (e.g., education reform, gender-based instruction and schools) are implicated in academic and social outcomes. He has had the opportunity to work with inspiring colleagues and graduate students who continue to refine his work and its impact. Currently, he has funding from the National Science Foundation for the project, STEMing the Tide: Exploring Factors Related to Males of Color Interest, Engagement and Achievement in Mathematics and Science. This project will facilitate the dissemination of the most recent research about identity and its relationship to science and mathematics achievement for boys and young men of color.

**Ezekiel Dixon-Roman**, Assistant Professor of Social Policy and Practice at the University of Pennsylvania, received his bachelor's degree in psychology and Spanish from North Carolina Central University and his master's in the social sciences from the University of Chicago, where he concentrated on quantitative methods and race, class, and culture. He also accrued a master's in psychology while working on his Ph.D. in psychometrics at Fordham University.

year Institute of Education Sciences postdoctoral fellowship in the

Institute for Policy Research at Northwestern University in 2008. He

## Participant Bios

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has received research funding from the American Educational Research Association, the University of Pennsylvania University Research Foundation, and the University of Pennsylvania TRIO Pilot Project Competition. He is currently leading SP2's new Latino Social Service & Policy Initiative and he serves on the Boards of the Out-of-School Time Resource Center and Taller Puertorriqueño.

**Robert M. Entman** is J.B. and M.C. Shapiro Professor of Media and Public Affairs and Professor of International Affairs at The George Washington University. His newest book is *Scandal and Silence: Media Responses to Presidential Misconduct* (Polity, 2012). Professor Entman's *Projections of Power: Framing News, Public Opinion and US Foreign Policy* (University of Chicago, 2004) was the winner of the 2011 Graber Award for Outstanding Book from the Political Communication Section of the American Political Science Association (APSA). He is working on a new book tentatively entitled *Media Biases*. His other books include *Mediated Politics: Communication in the Future of Democracy* (2001, edited with Lance Bennett); *The Black Image in the White Mind: Media and Race in America* (2000, with Andrew Rojecki), which won Harvard's Goldsmith Book Prize, the Lane Award from the American Political Science Association, and other awards; and *Democracy Without Citizens: Media and the Decay of American Politics* (1989). He has also published dozens of journal articles, reports, and book chapters in such fields as political communication, public opinion, race relations, and public policy.

**Nelson Flores** is Assistant Professor in the Educational Linguistics Division of the University of Pennsylvania Graduate School of Education. Professor Flores has a Ph.D. in Urban Education from the CUNY Graduate Center. His research combines critical applied linguistics and critical social theory to analyze the historical and contemporary role of language education policy in reproducing relations of power. Professor Flores has collaborated on several studies related to the education of Latino emergent bilingual students in US schools. He also served as project director for the CUNY-New York State Initiative on Emergent Bilinguals, a New York State Education Department funded initiative that seeks to improve the educational outcomes of emergent bilingual students through an intensive seminar series for school leaders combined with on-site support by CUNY faculty. He currently serves as the principal investigator of the Philadelphia Bilingual Education Project (PBEP) that seeks to examine the historical and contemporary cultural politics of bilingual education in the School District of Philadelphia and to provide professional development support to bilingual teachers throughout the district.

**Vivian L. Gadsden** is the William T. Carter Professor of Child Development; Professor of Education; Professor of Africana Studies, Faculty in Gender, Sexuality, and Women's Studies; and Director of National Center on Fathers and Families at the University of Pennsylvania. Her research and scholarship examine cultural and social factors in learning and literacy across the life-course, from early childhood through the aging process. In this work, she focuses on children and families at the greatest risk for academic and social vulnerability by virtue of race, gender, ethnicity, poverty, and immigrant status. Her conceptual framework, family cultures, has been used to investigate the interconnectedness across families' political, cultural, and social histories; racialized identities; and learning experiences in and out of school. A former Spencer Foundation/National Academy of Education postdoctoral fellow, Professor Gadsden is a Fellow of the American Educational Research Association for which she served on executive committee and chair of

the Literacy Research Association; and the International Reading Association. Gadsden also has served on multiple foundation and Congressionally-mandated review boards and committees, including the Foundation for Child Development's Young Scholars Program, the Spencer Foundation, and the National Academy of Sciences. She currently serves on the Board of the Foundation for Child Development. Gadsden is co-editor-in-chief of *Educational Researcher*. She has published widely through journal articles, book chapters, and reports, as well as books on literacy and African American youth; re-entry of incarcerated parents in the lives of children, families, and communities; and risk, equity, and schooling.

**Eugene García** is presently professor emeritus at Arizona State University (ASU). He has served as Dean of the Mary Lou Fulton College of Education on the Tempe campus of ASU and was Professor and Vice President for Education Partnerships at ASU. Before joining ASU, he served as Professor and Dean of the Graduate School of Education at the University of California, Berkeley from 1995-2001. He has served as a Post-Doctoral Fellow in Human Development at Harvard University and as a National Research Council Fellow. Professor García has published extensively in the area of language teaching and bilingual development authoring and/or co-authoring over 200 articles and book chapters along with 14 books and monographs. He served as a Senior Officer in the U.S. Department of Education from 1993-1995. He is conducting research in the areas of effective schooling for linguistically and culturally diverse student populations and has chaired the National Task Force on Early Education for Hispanics funded by the Foundation for Child Development. He has been honored by multiple associations for his research contributions and in May 2011 he received an Honorary Doctorate of Letters from Erikson Institute, Chicago, in recognition of his contributions to the area of child development. Most recently he was appointed to the Board on Children, Youth and Families of the Institute of Medicine and the National Research Council. His most recent books include *Young English Language Learners* (2010), edited with E. Frede (Teachers College Press), *Bilingualism and Cognition* (2011) with Jose Nanez (American Psychological Association) and *Understanding the Language Development and Early Education of Hispanic Children* with Erminda Garcia (2012).

**Daniel Q. Gillion**, Assistant Professor in the Political Science Department at the University of Pennsylvania, completed his Ph.D. at the University of Rochester. His research interest focuses on racial and ethnic politics, political behavior, public opinion, and the American presidency. Professor Gillion's recently completed book, *The Political Power of Protest: Minority Activism and Shifts in Public Policy* (Cambridge University Press) demonstrates the influential power of protest to garner a response from each branch of the federal government, highlighting protest actions as another form of constituent sentiment that should be considered alongside public opinion and voting behavior. This book is the winner of the 2014 Best Book Award from the Race, Ethnicity, and Politics Section of the American Political Science Association (APSA). Professor Gillion's research has also been published in the academic journal *Electoral Studies and Journal of Politics* as well as in the edited volumes of *Oxford Handbook of Political Behavior*. Before joining the University of Pennsylvania's faculty, he was the distinguished provost fellow in the political science department at the University of Rochester, where he also served as assistant editor for *Perspectives on Politics*. In addition to being a faculty member in the political science department at Penn, Professor Gillion is also an affiliate faculty member with the Center for Africana Studies and the Asian American Studies Program. Professor Gillion is the Robert Wood Johnson Health Policy Scholar



## Participant Bios

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**Larry Gladney** is the Associate Dean for the Natural Sciences and Edmund J. and Louise W. Kahn Professor for Faculty Excellence and Professor of Physics and Astronomy at the University of Pennsylvania. As Associate Dean for the Natural Sciences, Larry Gladney oversees the Departments of Biology, Chemistry, Earth and Environmental Science, Linguistics, Mathematics, Physics and Astronomy, and Psychology, as well as several research centers. Professor Gladney's research focuses on experimental high energy physics and cosmology. He is a member of the Supernova Cosmology Working Group for the Large Synoptic Survey Telescope project, a proposed ground-based observatory designed to measure the expansion of the universe and determine the nature of the dark energy that is accelerating this expansion. He has received the Edward A. Bouchet Award from the American Physical Society and the Martin Luther King Jr. Lecturer Award from Wayne State University. In addition to his impressive record of teaching innovation at Penn, Professor Gladney has long worked to support science education at the middle and high school levels. He was Director and Principal Investigator of the Penn Science Teacher Institute from 2008 to 2012 and is a member of the Faculty Advisory Board of the Netter Center for Community Partnerships, where he has recently been named a Distinguished Fellow.

**A. Lin Goodwin** is Professor of Education and Vice Dean at Teachers College, Columbia University, New York. Her research and writing focus on the connections between teachers' identities and their development; between multicultural understandings and curriculum enactments; and on the particular issues facing Asian American teachers and students in U.S. schools. She has published widely in key education journals and is the editor of several books. Recent articles include: *Curriculum as Colonizer: (Asian) American Education in the Current U.S. Context* (Teachers College Record), and *Globalization and the Preparation of Quality Teachers: Rethinking Knowledge Domains for Teaching, in Teaching Education*. She has a chapter forthcoming in a volume edited by Linda Darling-Hammond and Ann Lieberman entitled, *Quality Teachers, Singapore Style*. Professor Goodwin has served as a consultant to a wide variety of organizations around issues of teacher education, diversity, and assessment. She has been privileged to collaborate with educators in the Middle East, Europe and Asia to bring about school, teaching and curriculum reform.

**Steven Hahn** is the Roy F. and Jeannette P. Nichols Professor of History at the University of Pennsylvania. He received his Ph.D. from Yale University and is a specialist on history of nineteenth-century America, African-American history, the history of the American South, and the international history of slavery and emancipation. In 2004, Hahn's book, *A Nation Under our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration* (Harvard University Press), received the Pulitzer Prize in History, the Bancroft Prize in American History, and the Merle Curti Prize in Social History of the Organization of American Historians. In 2007, he delivered the Nathan I. Huggins Lectures at Harvard University, which were subsequently published as *The Political Worlds of Slavery and Freedom* (Harvard University Press, 2009). Hahn has been on the faculties of the University of Delaware, the University of California, San Diego, and Northwestern University before coming to Penn, and he has taught a wide variety of undergraduate and graduate courses in American and trans-national history, winning three Distinguished Teaching Awards (including the Richard S. Dunn Award at Penn). He has held fellowships from the Guggenheim Foundation, the American Council of Learned Societies, and the Center for Advanced Studies in the Behavioral Sciences at Stanford; he has been appointed the Lawrence Stone Visiting Professor at Princeton University and the Pitt

**Shaun R. Harper** is Associate Professor in the Higher Education Division at the University of Pennsylvania Graduate School of Education and the Executive Director of the Center for the Study of Race and Equity in Education. Professor Harper is author of over 90 peer-reviewed journal articles and other academic publications. *Review of Research in Education*, *Journal of Higher Education*, *Journal of College Student Development*, *The Review of Higher Education*, and *Teachers College Record* are some journals in which his research is published. His 11 books include *Student Engagement in Higher Education* (2009, 2015), *College Men and Masculinities* (2010), *Advancing Black Male Student Success from Preschool through Ph.D.* (2015), and the 5th edition of *Student Services: A Handbook for the Profession* (2011). He is editor-in-chief of the *Routledge Book Series on Race and Racism in Higher Education*, and has served as associate editor of *Educational Researcher*. He currently serves on editorial boards for the *American Educational Research Journal*, *The Journal of Higher Education*, and the *Journal for the Study of Sports and Athletes in Education*. The American Educational Research Association presented Professor Harper its 2010 Early Career Award (Division G) and 2014 Relating Research to Practice Award. He also received the 2008 Association for the Study of Higher Education Early Career Award, the 2012 National Association of Student Personnel Administrators Robert H. Shaffer Award for Faculty Excellence, and the 2014 American College Personnel Association Contribution to Knowledge Award. Lumina Foundation, Open Society Foundations, and the Andrew W. Mellon Foundation are among many funders of his research.

**Matthew Hartley** is a professor of education at the University of Pennsylvania's Graduate School of Education. His research focuses on academic governance, especially how academic communities define their educational purposes. Professor Hartley serves as Executive Director of the Alliance for Higher Education and Democracy (AHEAD) at Penn GSE. He also serves on the editorial boards of *Educational Researcher*, *The Review of Higher Education*, and the *Journal of Higher Education Outreach and Engagement*. He earned his master's and doctoral degrees from Harvard University's Graduate School of Education.

**Donald J. Hernandez**, Professor of Sociology at Hunter College and the Graduate Center, City University of New York. His research focuses on historical and contemporary change in the lives of children and families with particular attention to immigrants and public policy. He also has completed work on an alternative poverty measure for the U.S. that overcomes many limitations of the current official measure, and on research assessing the extent to which socioeconomic disparities versus cultural differences can account for low enrollment in early education programs among Hispanic children in immigrant and native-born families. He currently is conducting research on disparities in child well-being by race-ethnic, immigrant, and socioeconomic status with funding from the Foundation for Child Development, and he is assessing features of family environments of at-risk children that foster resilience leading to success in reading by 3rd grade and, ultimately, high school graduation with funding from the Annie E. Casey Foundation. Donald Hernandez is the author or editor of nine books and monographs including *Success or Failure: Family Planning Programs in the Third World* (Greenwood Press, 1984), *America's Children: Resources from Family, Government, and the Economy* (Russell Sage Foundation, 1993), *From Generation to Generation: The Health and Well-Being of Children in Immigrant Families* (edited with Evan Charney, National Academy Press, 1998), *Children of Immigrants, Health, Adjustment, and Public Assistance* (National Academy Press, 1999), and *Children in Immigrant Families in Eight Affluent Countries: Their Family, National, and International*

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**Marc Lamont Hill** is Distinguished Professor of African American Studies at Morehouse College. Prior to that, he held positions at Columbia University and Temple University. Professor Hill is the author of three books: the award-winning *Beats, Rhymes, and Classroom Life: Hip-Hop Pedagogy and the Politics of Identity*; *The Classroom and the Cell: Conversations on Black life in America*; and *The Barbershop Notebooks: Reflections on Culture, Politics, and Education*. He has also published three edited books: *Media, Learning, and Sites of Possibility*; *Schooling Hip-Hop: New Directions in Hip-Hop Based Education*; and *The Anthropology of Education Reader*. He is currently completing two manuscripts: *10 Right Wing Myths About Education*; and *Written By Himself: Race, Masculinity, and the Politics of Literacy*. Trained as an anthropologist of education, Professor Hill holds a Ph.D. (with distinction) from the University of Pennsylvania. His research focuses on the intersections between culture, politics, and education.

**Nancy Hirschmann**, Professor of Political Theory at the University of Pennsylvania, works in the history of political thought, analytical philosophy, feminist theory, and the intersection of political theory and public policy. She is a former Vice-President of the American Political Science Association and is currently the Director of the Program on Gender, Sexuality and Women's Studies and the Alice Paul Center for Research on Gender, Sexuality and Women. She has authored several books, among them, *Gender, Class, and Freedom in Modern Political Theory* (Princeton University Press, 2008), *The Subject of Liberty: Toward a Feminist Theory of Freedom* (Princeton University Press 2003) which won the 2004 Victoria Schuck award from the American Political Science Association for the best book on women and politics, and *Rethinking Obligation: A Feminist Method for Political Theory* (Cornell University Press, 1992), and is co-editor of *Civil Disabilities: Theory, Citizenship and the Body* (with Beth Linker, The University of Pennsylvania Press, forthcoming 2014). She was a fellow at the Institute for Advanced Study at Princeton and the Bunting Institute of Radcliffe College (now the Radcliffe Institute for Advanced Study), the University Center for Human Values at Princeton University and the Penn Humanities Center. She has also held fellowships from the American Council of Learned Societies and the National Endowment for the Humanities. Professor Hirschmann also taught at Cornell University in the Department of Government for 12 years before coming to Penn.

**Nancy H. Hornberger** is Professor and Chair of Educational Linguistics at the University of Pennsylvania Graduate School of Education. After graduating from Harvard and New York University, Professor Hornberger lived and worked for more than a decade in Quechua-speaking areas of the Andes, where she also carried out her dissertation research on bilingual education and indigenous language revitalization. She received her Ph.D. in educational policy studies in 1985 and joined the faculty of Penn's Graduate School of Education the same year. She served as acting and interim dean of Penn GSE from 1993 to 1995, held the Goldie Anna chair from 1993 to 1998, and has directed Educational Linguistics for 14 years. She is a member of the Anthropology Graduate Group. Since 2000, she has also been the convenor of Penn GSE's annual international Ethnography in Education Research Forum, now entering its fourth decade. Professor Hornberger is editor of the international journal *Anthropology and*

*co-editor of the international book series on Bilingual Education and Bilingualism* (Multilingual Matters). She serves on the editorial boards of numerous other book series and scholarly journals. In 2008, she received both the Distinguished Scholarship and Service Award from the American Association for Applied Linguistics and the University of Pennsylvania Provost's Award for Distinguished Ph.D. Teaching and Mentoring. In 2010 she was named a Fellow of the American Educational Research Association.

**John L. Jackson, Jr.**, is Dean of the University of Pennsylvania's School of Social Policy and Practice. He also is the Richard Perry University Professor of Communication, Africana Studies, and Anthropology in the Standing Faculty of the Annenberg School for Communication and the Standing Faculty of the School of Arts and Sciences. Before coming to Penn, Jackson taught in the Department of Cultural Anthropology at Duke University in Durham, North Carolina, and spent three years as a Junior Fellow at the Harvard University Society of Fellows in Cambridge, Massachusetts. As a filmmaker, Jackson has produced a feature-length fiction film, documentaries, and film-shorts that have screened at film festivals internationally. His research has been funded by the National Science Foundation, the Ford Foundation, Harvard University's Milton Fund, and the Lilly Endowment (during a year at the National Humanities Center in Research Triangle Park, North Carolina). He has published several books, *Harlemworld: Doing Race and Class in Contemporary Black America* (University of Chicago Press, 2001), *Real Black: Adventures in Racial Sincerity* (University of Chicago Press, 2005), and *Racial Paranoia: The Unintended Consequences of Political Correctness* (Basic, 2008), released in paperback in 2010. Jackson has just released *Thin Description: Ethnography and the African Hebrew Israelites of Jerusalem* (Harvard University Press, 2013) and is completing another book (co-authored by Cora Daniels), *Impolite Conversations: On Race, Politics, Sex, Money, and Religion* (Atria [Simon and Schuster]) that is slated for release in 2014. His most recent film, co-directed with Deborah Thomas, is *Bad Friday: Rastafari After Coral Gardens* (Third World Newsreel, 2012).

**Sara Jaffee** is Associate Professor in the Department of Psychology at the University of Pennsylvania and Director of the Undergraduate Honors Program. Professor Jaffee is a developmental psychopathologist who conducts research on at-risk families and children. She earned her undergraduate degree in 1994 from Oberlin College and her PhD in 2001 from the University of Wisconsin, Madison. Professor Jaffee was an Assistant Professor at the University of Pennsylvania from 2003 until 2007 and a Senior Lecturer and then Reader in Gene-Environment Interplay at the Institute of Psychiatry, King's College London from 2007 until 2012. In July 2012, she returned to the University of Pennsylvania. Professor Jaffee is interested in how stressful environments exacerbate underlying genetic vulnerabilities to affect children's development, with a special interest in children's antisocial behavior. Her work combines longitudinal, epidemiological methods with genetically-informative research designs to better understand how risk and protective factors operate in children's development.

**Kelvin A. Jeremiah** was named President & CEO of the Philadelphia Housing Authority (PHA) on March 14, 2013, after

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authority in the country. During his tenure, PHA successfully completed a Recovery Plan to address deficiencies in operations and governance and returned to local control on April 26, 2013. Jeremiah, a 13-year housing veteran, originally came to PHA as the agency's first-ever Director of Audit and Compliance in August 2011. Prior to joining PHA, Mr. Jeremiah was the Inspector General for the New York City Housing Authority (NYCHA), the nation's largest public housing authority with a portfolio of 178,000 units housing over 450,000 residents and a Housing Choice Voucher Program with nearly 100,000 participating families. Before that, he served at Springfield Housing Authority in Springfield, Massachusetts, where he was Deputy Director. Mr. Jeremiah has also worked for the Commonwealth of Massachusetts' Department of Early Care and Education (formerly Office of Child Care Services), where he was the Regional Contracts Manager and Monitoring Coordinator responsible for overseeing \$135 million in childcare provider contracts. Mr. Jeremiah emigrated from Grenada to the United States as a teenager where he lived with his family in New York City, attending New York City Public Schools. He received a Bachelor's degree in History/Business Administration from Pace University, a Master of Arts in American Social History from Rutgers University, and a Master of Public Administration from American International College. Mr. Jeremiah is a member of Mayor Michael A. Nutter's Office of Community Empowerment and Opportunity Oversight Board.

**Kimberley S. Johnson** is Associate Professor of Political Science at Barnard College. Her research focuses on the intersections between American political development, federalism and intergovernmental relations, race and ethnic politics, bureaucracy and public policy. She is the author of *Reforming Jim Crow: Southern Politics and State in the Pre-Brown South* (Oxford, 2010) and of *Governing the American State: Congress and the New Federalism, 1877-1929* (Princeton, 2006). At Barnard, Professor Johnson teaches such courses as American Political Development, Dynamics of American Politics, Legislative Process, and Contemporary Urban Problems. In addition to her teaching duties for the Department of Political Science, she is co-director, with Professor Flora Davidson, of the Urban Studies Program. Professor Johnson's research and scholarship have been supported by the National Endowment for the Humanities, the American Political Science Association, Columbia University's Institute for Social and Economic Research and Policy, the New York State Archives, and the Ford Foundation. Professor Johnson serves as the Faculty Director for the Guggenheim Summer Internships in Criminal Justice/Crime Prevention at Barnard College.

**Odin Johnson, Jr.**, Associate Professor in the College of Behavioral and Social Sciences at the University of Maryland, is the recipient of the 2013 Outstanding Review of Research Award from the American Educational Research Association, the leading professional association of education research. He is Interim Chair of the Dept. of African American Studies and offers courses in program evaluation, policy analysis, and urban / community studies. With funding from the National Academies Ford Foundation Fellowship Program, National Science Foundation, American Educational Research Association, and the Spencer Foundation, Professor Johnson has explored neighborhood influences on racial differences in children's achievement, and

linkages between neighborhood role modeling opportunities and adolescents' masculine dispositions toward education. He has published widely within peer-reviewed journals, and serves on the editorial boards of the *Review of Educational Research* and the *Urban Review*. Professor Johnson frequently advises private and governmental agencies in the evaluation of social programs, collection and analysis of data, and budget allocations.

**Micere Keels** is an Assistant Professor in the Department of Comparative Human Development and faculty affiliate with the Center for the Study of Race, Politics and Culture at the University of Chicago. Her research centers on understanding children's development in context. Current research on neighborhood effects focuses on urban children's perception of their neighborhood, peer, school, and family environments. The key goal is to illuminate how children experience their structural and social environments. She is also developing research on parents' knowledge and beliefs about child development and how this affects their interactions with their children, leading to children starting kindergarten with different levels of "readiness to learn". She received her Ph.D. in Human Development and Social Policy in 2005 from Northwestern University.

**Annette Lareau** is the Stanley I. Sheer Professor in the Department of Sociology at the University of Pennsylvania. She is the author of *Unequal Childhoods: Class, Race, and Family Life* (University of California Press). *Unequal Childhoods* won the best book award from three sections of the American Sociological Association: Sociology of the Family, Sociology of Children and Youth, and Sociology of Culture (co-winner). Professor Lareau is currently President of the American Sociological Association.

**Christopher Lebron** is Assistant Professor of African American Studies and Philosophy at Yale University. His interests include moral theory, political ethics, race, and method. His book, *The Color Of Our Shame: Race and Justice In Our Time* was published by Oxford University Press in August 2013 and was awarded First Book Prize by the American Political Science Association Foundations of Political Theory section. His article, "The Agony of a Racial Democracy", was published in *Theory & Event*, 15(3), 2012, a symposium on the shooting of Trayvon Martin. His article "Equality From A Human Point Of View" is forthcoming in *Critical Philosophy of Race*. He is currently at work on his second book, *From A Human Point of View: (Re)Imagining Racial Egalitarianism* and an entry on Paul Gilroy's *The Black Atlantic: Modernity and Double Consciousness* for the forthcoming *Oxford Handbook of Contemporary Classics In Political Theory*.

**Carla O'Connor** is Arthur F. Thurnau Professor and Associate Dean for Academic Affairs at the University of Michigan School of Education. Her disciplinary emphasis is sociology of education and she has expertise in the areas of African-American achievement, urban education, and ethnographic methods. O'Connor's work includes examinations of how black identity is differentially constructed across multiple contexts and informs achievement outcomes, how black people's perceptions of opportunity vary within space and influence academic orientation, and how black educational resilience and vulnerability is structured by social, institutional, and historical forces. O'Connor's work has been published in the *American Educational Research Journal*, *Educational Researcher*, *Sociology of*

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*Education*, and *Ethnic and Racial Studies*. She co-edited (with Erin McNamara Horvat) the book, *Beyond Acting White: Reframing the Debate on Black Student Achievement*. She is a founding member of the NSF-sponsored Center for the Study of Black Youth in Context. Professor O'Connor was named an Arthur F. Thurnau Professor, an honor given to tenured faculty with "exceptional commitment" to undergraduate teaching. She received her PhD from the University of Chicago.

**Laura Perna** is the James S. Riepe Professor and founding Executive Director of the Alliance for Higher Education and Democracy (Penn AHEAD) at the University of Pennsylvania. At Penn she is also Chair of the Higher Education Division of the Graduate School of Education, Faculty Fellow of the Institute for Urban Research, Faculty Affiliate of the Penn Wharton Public Policy Initiative, member of the Advisory Board for the Netter Center for Community Partnerships, and member of the Social Welfare Graduate Group of the School of Social Policy and Practice. She has held leadership positions in the primary national associations in the field of higher education administration. She is currently President-Elect (2013-2014) of the Association for the Study of Higher Education and she served as Vice President of the American Education Research Association's Division J (Postsecondary Education) from 2010 to 2013. Her research examines the ways that social structures, educational practices, and public policies promote and limit college access and success particularly for individuals from lower-income families and racial/ethnic minority groups. Her scholarship is published in a variety of outlets, including books, journal articles, and policy reports, and has been featured in the *New York Times*, *Wall Street Journal*, *Washington Post*, *Philadelphia Inquirer*, *The Atlantic*, *Education Week*, and *Huffington Post*, as well as on National Public Radio programs, *Huffington Post Live*, and other media outlets. She is also a regular contributor to *The Hill*.

**Wizdom Powell** is an assistant professor of health behavior and health education at UNC's Gillings School of Global Public Health and member of UNC Lineberger Comprehensive Cancer Center. Her research focuses primarily on investigating psychosocial determinants of African American men's mental and physical health across the life-course. More specifically, her research investigates the contribution of gender (e.g., social constructions of masculinity), intergenerational transmission, socioeconomic status, socioenvironmental processes (e.g., racial discrimination), health-related attitudes (e.g., medical mistrust) and behavior to African American men's mental and physical health status. In September 2011, Hammond was named to the 2011-2012 class of White House Fellows.

**Wendell Pritchett** is Interim Dean of the Law School and Presidential Professor at the University of Pennsylvania. A Penn Law professor from 2001-09, Dean Pritchett most recently served as Chancellor of Rutgers-Camden from 2009-14, and in 2008 served as Deputy Chief of Staff and Director of Policy for Philadelphia Mayor Michael Nutter, who also appointed him to the School Reform Commission, where he served from 2011-14. He has written two books, and his research examines the development of post-war urban policy, in particular urban renewal, housing finance and housing discrimination. Pritchett has specialized in real estate and housing law, representing nonprofit organizations involved in the development of affordable housing. Pritchett, who holds a Ph.D. in history from Penn and is an award-winning urban

addition to pursuing a distinguished academic career. Before coming to Penn, he spent five years as assistant professor of history at Baruch College of the City University of New York. Prior to that, in 2007, he chaired the Urban Policy Task Force for then-Sen. Barack Obama's presidential campaign. Earlier in his career, Pritchett served as director of district offices for U.S. Rep. Thomas Foglietta and as an attorney representing non-profit organizations in the development of affordable housing.

**Guthrie P. Ramsey** is the Edmund J. and Louise W. Kahn Term Professor of Music at the University of Pennsylvania. A widely published writer, he is the author of *Race Music: Black Cultures from Bebop to Hip-Hop* (University of California Press, 2003). It was named outstanding book of the year by the International Association for the Study of Popular Music. He also has recently completed *In Walked Bud: Earl "Bud" Powell and the Modern Jazz Challenge*, which is forthcoming from the University of California Press. His next book, *Who Hears Here?: Essays on Black Music History and Society*, a mid-career collection of his essays is also forthcoming. He was recipient of the Lowens Award from the Society for American Music for best article on an American music topic in 2001. Ramsey received his doctorate in musicology from the University of Michigan and taught at Tufts University before joining the UPenn faculty in 1998. He was a Thurgood Marshall Dissertation Fellow at Dartmouth College, a DuBois Institute Fellow at Harvard University, and has been a visiting professor at Princeton University and Harvard University.

**Dorothy Roberts**, an acclaimed scholar of race, gender and the law, joined the University of Pennsylvania as its 14th Penn Integrates Knowledge Professor with a joint appointment in the Department of Sociology and the Law School, where she also holds the inaugural Raymond Pace and Sadie Tanner Mosell Alexander chair. Her pathbreaking work in law and public policy focuses on urgent contemporary issues in health, social justice, and bioethics, especially as they impact the lives of women, children and African-Americans. Her major books include *Fatal Invention: How Science, Politics, and Big Business Re-create Race in the Twenty-first Century* (New Press, 2011); *Shattered Bonds: The Color of Child Welfare* (Basic Books, 2002), and *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty* (Pantheon, 1997). She is the author of more than 80 scholarly articles and book chapters, as well as a co-editor of six books on such topics as constitutional law and women and the law.

**Kenneth L. Shropshire** is the David W. Hauck Professor at the Wharton School of the University of Pennsylvania and the Faculty Director of its Wharton Sports Business Initiative. He served as Chairman of the School's Legal Studies and Business Ethics department from 2000-2005. Professor Shropshire joined the Wharton faculty in 1986 and specializes in sports business and law, sports and social impact, and negotiations. At Wharton, among other things, he is researching antitrust issues, contracts, negotiation and dispute resolution, sports law, and the sports industry. His current research focuses on sport and social impact. He is particularly interested in how sport has been used to impact social conditions in the United States and around the globe. The most recent of his ten books are *Negotiate Like the Pros: A Top Sports Negotiator's Lessons for Making Deals*, *Building Relationships and Getting What You Want*, *The Business of Sports* and *Being Sugar Ray: The Life of America's Greatest Boxer and First Celebrity Athlete*. His works include the foundational books,

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**Rogers Smith** is the Christopher H. Browne Distinguished Professor of Political Science and Associate Dean for Social Sciences at the University of Pennsylvania. Professor Smith centers his research on constitutional law, American political thought, and modern legal and political theory, with special interests in questions of citizenship, race, ethnicity and gender. He was elected as an American Academy of Arts and Sciences Fellow in 2004. Smith's writings have received numerous awards. *Civic Ideals* (1997) was a finalist for the 1998 Pulitzer Prize in history, and won several awards from the American Political Science Association (APSA), the Organization of American Historians, and the Social Science History Association. Smith currently chairs the Penn Program on Democracy, Citizenship, and Constitutionalism. He was president of the Politics and History section of American Political Science Association (APSA) for 2001–2002 and served on the APSA Council in 2005 and 2006. He was elected a Fellow of the American Academy of Arts and Sciences in 2004.

**Howard C. Stevenson** is the Constance Clayton Professor of Urban Education, Professor of Africana Studies, and former Chair of the Applied Psychology and Human Development Division in the Graduate School of Education at the University of Pennsylvania. From 1994 to 2002, he was faculty master of the W. E. B. DuBois College House at Penn. In 1993, Professor Stevenson received the W. T. Grant Foundation's Faculty Scholar Award, a national research award given to only five researchers per year which funds five years of research. In 1994, Professor Stevenson was a Presidential Fellow at the Salzburg Seminar in American Studies, where 35 other community activists and researchers from 30 countries present their community health intervention projects. In 1995, Professor Stevenson served on a 12-member academic panel to consult on the development of a National Strategic Action Plan for African-American Males, sponsored by the National Drug Control Policy Office in the Office of the President. Professor Stevenson has served for 29 years as a clinical and consulting psychologist working in impoverished rural and urban neighborhoods across the country.

**Bryan A. Stevenson** is the Executive Director of the Equal Justice Initiative and Professor of Clinical Law, New York University Law School. A 1985 graduate of Harvard, with both a Masters in Public Policy from the Kennedy School of Government and a J.D. from the School of Law, Bryan Stevenson joined the clinical faculty at New York University School of Law in 1998. Stevenson has been representing capital defendants and death row prisoners in the Deep South since 1985 when he was a staff attorney with the Southern Center for Human Rights in Atlanta, Georgia. Since 1989, he has been Executive Director of the Equal Justice Initiative (EJI), a private, nonprofit law organization he founded that focuses on social justice and human rights in the context of criminal justice reform in the United States. EJI litigates on behalf of condemned prisoners, juvenile offenders, people wrongly convicted or charged, poor people denied effective representation and others whose trials are marked by racial bias or prosecutorial misconduct.

**Kevin J. A. Thomas** is Associate Professor of Sociology, Demography, and African studies at The Pennsylvania State University. He completed his PhD in demography at the University of Pennsylvania in 2004 and was a postdoctoral research fellow at both the Howard Center for Population and

He was also a faculty associate at the Pennsylvania State University's Center for Family Research in Diverse Contexts. Professor Thomas's research focuses on international migration, race, families, and the African diaspora.

**Karolyn Tyson** is Associate Professor in the Department of Sociology at the University of North Carolina at Chapel Hill. Professor Tyson joined the faculty of the University of North Carolina at Chapel Hill in July 2001 after two years as a University of North Carolina Minority Postdoctoral Fellow in the department. She received a doctorate in sociology from the University of California, Berkeley in 1999 and a B.A. from Spelman College in 1991. Professor Tyson teaches courses on the sociology of education at the graduate and undergraduate levels, a first-year seminar on equality of educational opportunity, and graduate courses on qualitative research methods. She specializes in qualitative research focused on issues related to schooling and inequality. She is particularly interested in understanding the complex interactions between schooling processes and the achievement outcomes of black students. Currently Professor Tyson is collaborating with a team of researchers on a multi-method, multi-site study examining issues centered on the law, rights consciousness, and legal mobilization in American secondary schools. She has recently completed a book examining how and why black students have come to equate school success with whiteness. Based on more than ten years of research, *Integration Interrupted* shows how the practice of curriculum tracking in the aftermath of the Brown vs. Board of Education decision contributed to students casting academic achievement as a "white thing." Professor Tyson is also working on a study tracing the history of racialized tracking in a suburban school district and the consequences for the district's black students.

**Susan M. Wachter** is the Richard B. Worley Professor of Financial Management at The Wharton School of the University of Pennsylvania, the Director for the Wharton GeoSpatial Initiative and Lab, and the co-director of the Penn Institute for Urban Research. She also co-directs the Spatial Integration Laboratory for Urban Systems at the University of Pennsylvania. Wachter was appointed the Assistant Secretary for Policy Development and Research with the United States Department of Housing and Urban Development (1998-2001). She was Celia Moh Visiting Professor at Singapore Management University (2004). Wachter serves on the Board of Editors for various publications including the *Journal of Housing Economics*, the *Housing Policy Debate*, the *Journal of Real Estate and Finance*, and the *Journal of Real Estate Research*. She is the co-editor, with Eugenie L. Birch, of the *Social Science Research Network Urban Research eJournal*. She has been President of the American Real Estate and Urban Economics Association (1988-1989). Wachter has also served on the Global Urban Development Advisory Board, the National Research Council Review and on HUD Research (2008), the Advisory Board for Regulatory Research with the National Association of Homebuilders (2005-2006), the Board of Directors for the American Real Estate and Urban Economics Association (2003-2006), and the Blue Ribbon Committee on Housing Finance (2005-2006). From 1998-2001 she served on the White House Interagency Taskforce for E-Government and the White House Interagency Taskforce on Liveable Cities.

**Heather Williams** is Presidential Term Professor and Professor of Africana Studies at the University of Pennsylvania. After training

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included time in the U.S. Justice Department's Civil Rights Division, and as an Assistant Attorney General for the State of New York. She received her Ph.D. in 2002 from Yale University and has established herself as one of the top scholars specializing in the study of slavery and African American history in the 18th and 19th century American South. Her book *Self-Taught: African American Education in Slavery and Freedom* won the Lillian Smith Book Award 2006 of the Southern Regional Council; American Educational Research Association New Scholar's Book Award 2005-2006; George A. and Jeanne S. DeLong Book Prize for 2005, Society for the History of Authorship, Reading and Publishing; Honor Book 2006, Black Caucus of the American Library Association; and, Honorable Mention 2006, History of Education Society Book Prize. Her 2012 book, *Help Me Find My People: The African American Search for Family Lost in Slavery*, is an innovative history of the individual, familial, and communal pain that resulted from forced separations of black families, charting their grief and sense of loss, as well as their resilience and hope. Her most recent book, *American Slavery: A Very Short Introduction*, will be published by Oxford University Press this fall. She also received a prestigious Mellon Foundation New Directions Fellowship for her current project on Jamaican immigration to the United States.

**Sarah Willie-LeBreton** is Associate Professor of Sociology at Swarthmore College. She studies higher education and work and teaches about race, racism, and social inequality. Informed by her work with community groups, Willie-LeBreton teaches courses on African American culture, politics, race, racism and social inequality. Considering herself an applied sociologist, she has worked with a variety of groups on inclusivity and justice initiatives. Her research explores minority/majority and subordinate/superordinate relations, the construction of knowledge, and the subversion of oppression. She is the author of *Acting Black: College, Identity and the Performance of Race* (Routledge 2003), a study of college-educated African Americans in the post-civil rights movement era, and is currently at work on a book about American librarians. Since joining Swarthmore's faculty in 1997, she has served as associate provost, chairperson of the sociology and anthropology department, and coordinator of the program in Black Studies. An exchange student at Spelman College in 1984, Willie-LeBreton graduated from Haverford College in 1986 and received her Ph.D. from Northwestern University in 1995.

**Tobias Wolff** is Professor of Law at the University of Pennsylvania, and writes and teaches in the fields of civil procedure and complex litigation, the conflict of laws, federal jurisdiction, and constitutional law. He is co-author (with Linda Silberman and Allan Stein) of *Civil Procedure: Theory and Practice* (Aspen, 3d ed. 2009) and his recently published articles include Civil Rights Reform and the Body (*Harvard Law & Policy Review*), Redeeming the Missed Opportunities of Shady Grove (with Stephen Burbank) (*University of Pennsylvania Law Review*), and Federal Jurisdiction and Due Process in the Era of the Nationwide Class Action (*University of Pennsylvania Law Review*). Wolff has served as counsel or counsel for amici curiae in many civil rights cases seeking equal treatment under law for LGBT people. He won the A. Leo Levin Award for Excellence in an Introductory Course in 2009.

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