

Dear Colleagues,

We are pleased to present the 2021 edition of the Religion & Education SIG newsletter focused on Members’ Accomplishments.

It details the responses collected from the recent survey of members’ professional accomplishments from 2019–2021. On behalf of the entire Religion & Education SIG, we offer a warm congratulations to our colleagues’ contributions to the field.

Keep up the great work and keep us posted about your continued success. Any excuse to celebrate your hard work is a good one.

Sincerely,

Dr. Nathan C. Walker, Chair (5/1/2020 – 4/30/2021)  
1791 Delegates, Philadelphia, PA

Dr. Kate E. Soules, Assistant Chair/Chair-Elect (5/1/2020 – 4/30/2023), Massachusetts 3Rs Project, Boston, MA

Dr. Charles J. Russo, J.D., Program Chair (5/1/2020 – 4/30/2023), University of Dayton, Dayton, OH

Dr. P. Jesse Rine, Assistant Program Chair (5/1/2020 – 4/30/2023), Duquesne University, Pittsburgh, PA

Dr. Shereen Bhalla, Secretary/Treasurer (5/1/2020 – 4/30/2021), Hindu American Foundation, Washington, DC

Dr. Ilana Horwitz, Executive Committee Member (5/1/2020 – 4/30/2021), Stanford University, Palo Alto, CA

Dr. Gayle Pagnoni, Executive Committee Member (5/1/2020 – 4/30/2021), Rice University, Houston, TX

## ***Members’ Accomplishments***

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## Congratulations

### AWARDS

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Congratulations to Dr. Kevin J. Burke for receiving the Kofi Lomotey Outstanding Reviewer Award from Urban Education.

Congratulations to Dr. Gayle Pagnoni for being inducted in April 2019 into the 34th Annual Collegium of Scholars at Martin Luther King International Chapel, Morehouse College, Atlanta, Georgia.

Congratulations to **Dr. Charles J. Russo** of the University of Dayton for being awarded the **2021 Distinguished Scholar Award by the Religion and Education SIG** of the American Educational Research Association.

Congratulations to Dr. Jenny L. Small for being selected for the Presidential Spotlight Series for American College Personnel Association: College Student Educators International Convention 2021, alongside colleague Dr. J. Cody Nielsen.

Congratulations to **Dr. Kate E. Soules** of the Religion & Education Collaborative for receiving the **2021 Emerging Scholar Award by the Religion and Education SIG** of the American Educational Research Association.

Congratulations to Dr. Kate E. Soules for her service as an Inaugural Religious Literacy Fellow, The Foundation for Religious Literacy, 2019-2020.

### ORGANIZATIONAL DEVELOPMENTS

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Starting in September 2020, Manhattanville College began offering a MPS degree in Education and Special Education aimed at bilingual English/Yiddish Orthodox Jewish Community in Brooklyn, New York.

Dr. Nathan C. Walker founded ReligionAndPublicLife.org, a social learning community that offers classes, clubs, events, and services. Founding partners include: Aspen Institute, America Indivisible, Arthur Vining Davis Foundations, the Centre for Civic Religious Literacy, Center for the Study of Law and Religion at Emory University, Civic Spirit, The Foundation for Religious Literacy, Institute for Social Policy and Understanding, OpenMind, Oxford University Press, Parliament of the World's Religions, Public Religion Research Institute, Religion for Breakfast, Rutgers University, ReligionAndEd.com, Religious Freedom & Business Foundation, Smithsonian's National American History Museum, Utah 3Rs Project, United Religions Initiative, and Vennly.

## FUNDING

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Sachi Edwards secured funding from the Uberoi Foundation for a project titled Dharmic Traditions in Higher Education. The intent of the project is to explore ways in which research, discourse, and practice related to religious diversity and intergroup dialogue in higher education can be more attentive to Jain, Sikh, Hindu, and Buddhist students (and their traditions).

Filip Kachnic, a Ph.D. Candidate at Charles University, is working on collection and dissemination of best practices in immigrant integration, which is co-financed by the Visegrad Fund in Bratislava, Slovakia.

Dr. Elizabeth M. Pope received a \$10,000 grant from Affordable Learning Georgia to update her master's level research methods course to use all free resources.

Dr. Katrina M. Sanders received a 2019 Louisville Institute Sabbatical Grant for Researchers (\$40,000) for her project "The Rise and Fall of Black Catholic Education in a Changing South, 1886-1976.

Nathan C. Walker, in his capacity as managing director, raised \$400,000 for The Foundation for Religious Literacy from 2019 to 2021, including a \$50,000 grant from the Arthur Vining Davis Foundations to support ReligionAndPublicLife.org, a social learning community. Nate's public charity, 1791 Delegates, contributed \$100,000 of in-kind curriculum grants to onboard two dozen content providers to offer classes, clubs, and events on ReligionAndPublicLife.org.

## FUNDING OPPORTUNITIES

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Please visit for a preliminary list of organizations that have supported research in the field of religion and education. Contact Nate Walker to help keep this list up to date: [www.religionanded.com/resources/funding](http://www.religionanded.com/resources/funding)

As noted during the pre-conference mentor meeting, Nate Walker made himself to available to any SIG members who is interested in scheduling a funding coaching session. He's happy to help colleagues brainstorm ways to financially bolster the field of religion and education.

### SAVE THE DATES

Annual Meetings of the  
American Educational Research Association

**San Diego, California**  
Fri., April 22 – Mon., April 25, 2022

**Chicago, Illinois**  
Thur., April 13, 2023 – Sun., April 16, 2023

## POSITIONS & SERVICE TO THE FIELD

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**Service to the SIG:** Congratulations to **Dr. Shereen Bhalla** for being elected in July 2020 to serve as the Secretary/Treasurer of the Executive Committee of the Religion & Education Special Interest Group of the American Education Research Association. And to **Dr. Gayle Pagnoni, Dr. Ilana Horwitz** for being elected to serve as executive committee members and for **Chris Olshefki** for being appointed by the SIG Board to serve as Graduate Student Representative.

Brett Bertucio was recruited to serve as Assistant Professor at the Benedictine College starting the Fall 2021. Brett is currently a doctoral candidate at the University of Wisconsin-Madison.

Professor Abdulaziz BinTaleb was promoted to Associate Professor in 2020 at King Saud University.

Professor John Hilton III served as co-chair of the Society of Biblical Literature session, Academic Teaching of Biblical Studies.

Filip Kachnic has been serving as an Accreditation Consultant for Protestant schools around the world.

Filip Kachnic initiated and co-led a side-event on education at the Geneva Ministerial Conference on Afghanistan in 2018 that was attended by 45 ministers of foreign affairs.

Dr. Gayle Pagnoni was appointed in January 2020 as the Chair of the Professional Learning Committee of Texas Council for Social Studies.

Professor John Shekitka was promoted from Instructor to Assistant Professor at Manhattanville College as of July 1, 2020.

Professor John Shekitka has been working virtually as a second reader for a master's thesis projects during the spring 2021 at the American University of Central Asia in Bishkek, Kyrgyzstan. They work in collaboration with Bard College in New York, New York, USA.

Dr. Kate E. Soules has been serving as a member of the American Academy of Religion's Steering Committee of the Religion and Public Schools: International Perspectives Unit, 2019-present

Dr. Kate E. Soules has been serving American Education Research Association as Assistant Chair/Chair Elect of the Religion and Education Special Interest Group, 2020-2023

Dr. Kate E. Soules has been serving the *Teaching about Religion* (Working Title) documentary film as an Advisory Board Member, 2020-Present

Dr. Kate E. Soules and Dr. Nathan C. Walker served as the curriculum writers of the anti-religious-based bullying curriculum, *3Rs Ambassadors* for the cub scouts of New York City.

Dr. Nathan C. Walker's doctoral research on teachers' religious garb was used for installing a state-funded historical marker that will be dedicated in Gallitzin, Pennsylvania in June 2021.

Dr. Nathan C. Walker has been serving as the founding board treasurer of the Utah 3Rs Project since January 2021–present.

Dr. Nathan C. Walker has been serving on Committee on the Public Understanding of Religion of the American Academy of Religion, 2020–present.

Dr. Nathan C. Walker has been serving as chair the Journalism Award Committee for the best reporting on religion for the American Academy of Religion, 2020–present.

Dr. Nathan C. Walker has been serving the *Teaching about Religion* (Working Title) documentary film as an Advisory Board Member, 2020–present

Dr. Nathan C. Walker has been serving as associate editor of *Religion & Education* by Taylor & Francis, 2019–present.

Dr. Nathan C. Walker has been serving as trustee since and most recently as the treasurer of the Public Religion Research Institute, 2018–present.

Dr. Nathan C. Walker served as program chair of the Law & Education special interest group of the American Educational Research Association from 2019–2020.

Dr. Nathan C. Walker served as a steering committee member of the Religion & Public Schools: International Perspectives group of the American Academy of Religion from 2016–2019.

## PUBLICATIONS

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Babie, P.T. & Russo, C.J. (2020). "If Beer and Wrestling are 'Essential,' So Is Easter: COVID-19, Freedom of Religion or Belief, and Public Health in Australia and the United States—Why Rights Matter." *55 New England Law Review Forum*.

Babie, P.T. & Russo, C.J. (2020, May 18). "COVID-19: Why the Balance Between Freedom of Religion and Public Health Matters." Emory University, *Canopy*.

BinTaleb, A. (2021). "Learning about Islam and Islamic civilisation through a webquest: perspectives from pupils and their teacher." *British Journal of Religious Education*, 43 (2), 218-227.

BinTaleb, A. (2020). "Current research in religious education: a content analysis of peer-reviewed articles in two leading journals." *Saudi Journal of Educational Sciences*, 76, 1-24.

BinTaleb, A. (in press). "The degree of inclusion of doctrinal pandemic-related teachings in the Saudi Arabia's high school monotheism textbooks." *Risalt ul-khaleej al-Arabi [Journal of the Arab Bureau of Education for the Gulf States]*

Burke, K. J. & Greteman, A. J. (2021). "Educating tensions between religious and sexuality discourses: On resentment and hospitality." *Review of Education, Pedagogy, and Cultural Studies*. 43(1), 49-68.

Burke, K. J., & van Kessel, C. (2020). "Thinking educational controversies through evil and prophetic indictment: Conversation versus conversion." *Educational Philosophy and Theory*, 53(1), 90-100.

Edwards, S. (2019). "Appropriation of non-Western knowledge as neoliberal innovation," in M. Peters & R Heraud (Eds.) *Encyclopedia of Educational Innovation*. Springer.

Edwards, S. (2019). "Reflective journaling as a contemplative practice: Applications for a social justice educator," in J. Lin, T. Culham, & S. Edwards (Eds.) *Contemplative pedagogies for transformative teaching, learning, and being*. Charlotte, NC: Information Age Publishing.

Eckes, S.E. & Russo, C.J. (2020). "A New Dawn for Title IX and Sexual Harassment of Students?" *Education Law Reporter*, Vol. 377, No. 2, 484-492.

Hadley, H. L. (2021). *Navigating Moments of Hesitation: Portraits of Evangelical English Language Arts Teachers*, Myers Education Press, the first book from the "Critical Perspectives on Religion and Education" series.

Hilton III, J. & Vogeler, H. (2021). "Religiosity Outcomes in Post-Secondary Courses: Comparing Online and Face-to-Face Instruction," *Religious Education*, 116(1): 26-40.

Hilton III, J. (2021). *Considering the Cross: How Calvary Connects Us with Christ* (Salt Lake City: Deseret Book), 2021.

Hilton III, J., Hilton, B., Ikahihifo, T. K., Chaffee, R., Darrow, J., Guilmett, J., Wiley, D. (2020). "Identifying Student Perceptions of Different Instantiations of Open Pedagogy." *International Review of Research on Distributed and Open Learning*, 21(4), 1-19.

Hilton III, J. (2020). "Open educational resources, student efficacy, and user perceptions: a synthesis of research published between 2015 and 2018." *Educational Technology Research and Development*, 68(3), 853-876.

Jarvie, S., & Burke, K. J. (2019). "Difficult knowledge(s) and the false religion(s) of schooling." *Journal of Educational Foundations*, 1-4, 5-23.

Jarvie, S., & Burke, K. J. (2019). "Intellectual humility and the difficult knowledge of theology." *Journal of Curriculum and Pedagogy*, 16(3), 224-241."

Edwards, E. (2020). "Building solidarity with religious minorities: A reflective process for aspiring allies, accomplices, and coconspirators." *Religion & Education*.

Marcus, B. P., Soules, K. E., & Callaway, D. (2020) National Summit on Religion and Education: A White Paper. *Religion & Education*, 47:1, 2-18, DOI: 10.1080/15507394.2020.1714403

Nielsen, J. C., & Small, J. L. (2019). Four pillars for supporting religious, secular, and spiritual student identities. *Journal of College & Character*, 20(2), 180-186.

Olshefski, C. A. (2021). "Anti-Racist and Anti-Gay: A White Evangelical English Teacher's Negotiation of Faith and Critical Inquiry." *English Teaching: Practice & Critique*.

Osborne, A.G. & Russo, C.J. (2020). "Our Lady of Guadalupe School v. Morrissey-Berru: Supreme Court Rules the Ministerial Exception Applies to Teachers in Faith-Based Schools." *Education Law Reporter*, Vol. 378, No. 2, 567-589.

Osborne, A.G. & Russo, C.J. (2019). "When are Teachers in Faith-Based Schools "Ministers" for Purposes of the Ministerial Exception?" *Education Law Reporter*, Vol. 364, No. 3, 731-747.

Pagnoni, G. (2020). Guest Editor, Special Edition: "Systems of Belief." *The Social Studies Texan*, Fall/Winter 2020, Volume 36, 3.

Pagnoni, G. (2020). "Systems of Belief: Why teach about religions in social studies?" *The Social Studies Texan*, Fall/Winter 2020, Volume 36, 3.

Pagnoni, G. (2020). "An American System of Belief: The Church of Jesus Christ of Latter-day Saints Gender Roles and Women's Agency," *The Social Studies Texan*, Fall/Winter 2020, Volume 36, 3.

Patterson, J. R. (Forthcoming). "Disrupting Curricula in the Area of Humanities," in Kaplan, A (Ed.), *Digital Transformation and Disruption of Higher Education*. Cambridge University Press.

Patterson, J. R. (2021). "A deeper look at trends in undergraduate and graduate religion enrollments and degree completions." *Religious Studies News*.

Patterson, J. R. (2021). "The importance of attending to RSSIs in college curricula." *Convergence Magazine*, 4(1), 5-13.

Patterson, J. (2020). *Curricular change and innovation in the humanities: A multi-case study of religious studies curricular expansion at public colleges and universities*. University of Georgia. ProQuest Dissertations & Theses Global. (2487163352).

Patterson, J. & Foster, R. (2020). "Who is learning about religion? Factors that predict first-year student's curricular decisions" [Online publication]. *Religion & Education*, 1-20.

Paulus, T. M., Pope, E. M., Woolf, N., & Silver, C. (2019). "It will be very helpful once I understand ATLAS.ti": Teaching ATLAS.ti with the Five-Level QDA method. *International Journal of Social Research Methodology*, 22(1), 1-18.

Pope, E. M. (2021). "A paperless literature review with ATLAS.ti 8 (Windows)." Invited vignette for T. Paulus & J. Lester, *Doing qualitative research in a digital world* (pp. 130-134). SAGE.

Pope, E. M. & Nicolaidis, A. (2021). "Becoming Thou as transformation in interfaith dialogue." *International Journal of Lifelong Education*. Advanced online publication.

Pope, E. M. (2020). "From participants to co-researchers: Methodological alterations to a qualitative case study." *The Qualitative Report*, 25(10), 3749-3761.

Pope, E. M. (2020). "'This is a head, hearts, and hands enterprise': Adult learning in interfaith dialogue." *Adult Education Quarterly*, 70(3), 205-222.

Pope, E. M., Brandão, C., Rosario, A., & Costa, A. P. (Eds.). (2020). "Qualitative research: Practices and challenges." *New Trends in Qualitative Research*, 1, 1-192. Ludomedia.

Pope, E. M. (2019). Continuers in research interviews: A closer look at the construction of rapport in talk about interfaith dialogue. Invited chapter for K. Roulston (Ed.), *Qualitative interviewing: Examinations of methods* (pp. 220-238). John Benjamins Publishing Co.

Russo, C.J. (in press). "[E]ven in a pandemic, the Constitution cannot be put away and forgotten." Banning Communal Worship Poses Continuing Threats to Religious Freedom." Emory University, Canopy on the Interactions of Law and Religion.

Russo, C.J. & Thro, W.E. (in press). "The Demise of the Blaine Amendment and A Triumph for Religious Freedom and School Choice: *Espinoza v. Montana Department of Revenue*," *University of Dayton Law Review*.

Russo, C.J. & Babie, P.T. (in press). "COVID 19 and Mandatory Vaccinations for School Children: Legal Issues in the United States." *Int'l Journal for Education Law and Policy*.

Russo, C.J. (2020, December 3). "Religious Freedom in Education: A Fundamental, Yet Elusive Right." Emory University, Canopy on the Interactions of Law and Religion.

Russo, C.J. (2020, November 25). "Reflections on Fratelli Tutti: Something Old, Something New Much Ado about Not too Much." Emory University, Canopy on the Interactions of Law and Religion.

Russo, C.J. (2020, September 14). "Does Religion Have a Place in the Diverse Marketplace of Ideas? Emory University, Canopy on the Interactions of Law and Religion.



Russo, C.J., Thro, W.E., & Osborne, A.G. (2020). "Reaffirming the First Freedom: The Implications of *Espinoza v. Montana Department of Revenue* and *Our Lady of Guadalupe School v. Morrissey-Berru*." *Religion & Education*, Vol. 47, No. 4, 86-105 published online,

Russo, C.J. (2020, Spring). "The Supreme Court and Student Free Speech: A Retrospective Look at *Tinker v. Des Moines Independent Community School District* and its Progeny." *University of Dayton Law Review*, Vol. 45, 189-227.

Russo, C.J. & Babie, P.T. (2020, Aug. 4). "COVID-19, Childhood Vaccinations, and Religious Freedom: A Looming Issue." Emory University, *Canopy*.

Russo, C.J. & Osborne, A.G. (2020, July 20). "Right Test, Wrong Outcome: Avoiding Misuse of the Ministerial Exception in Faith-Based Schools." Emory University, *Canopy*.

Russo, C.J. & Thro, W.E. (2020, June 14). "Born of Bigotry, Died in Religious Liberty: The Supreme Court Ends the Blaine Amendments in Empowering Parental Choice." Emory University, *Canopy*.

Russo, C.J. & Osborne, A.G. (2020) "Unions in Faith-Based Colleges and Universities: Navigating the Conflict Between Institutional Religious Freedom and Faculty Labor Rights." *375 Education Law Reporter*, Vol. 375, No. 2, 589-607.

Russo, C.J. (2020). "Is Religion the Lost Diversity in Education in an Era of "Militant Secularists?" *The University of Notre Dame Australia Law Review*, Vol. 21, 1-21.

Russo, C.J. (2019). "American Legion v. The American Humanist Association and the Bladensburg Cross: Implications for Education." *Religion & Education*, Vol. 46, No. 4, 482-499.

Russo, C.J. & Kelly, K. (2019). "An Update on Catholic Schools in the United States: An Ongoing Gift to the Church and the Nation." *Educatio Catholica: Populorum Progressio and Education*, Vol. 3, No. 1, 133-143.

Russo, C.J. (2019). "Kicking the Can Down the Road in Masterpiece Cakeshop: Is Finding a Happy Medium Possible or Will the Solution Remain Half-baked?" *44 University of Dayton Law Review*, 399-442.

Russo, C.J. & Osborne, A.G. (2019). "An Update on the Status of Faculty Unions in Private Colleges and Universities." *Education Law Reporter*, Vol. 365, No. 1, 1-19.

Squelch, J. & Russo, C.J. (2020). "A Comparative Analysis of School Discipline and Procedural Fairness in Private Schools in Australia and the United States." *International Journal of Law & Education*, Vol. 20, 5-22.

Small, J. L. (2020). *Critical religious pluralism in higher education: A social justice framework to support religious diversity*. Routledge.

Small, J. L., & Barber, J. P. (2019). Adding spirituality, religious diversity, and interfaith engagement to existing courses in student affairs preparation programs. In K. M. Goodman, M. Giess, E. & E. Patel (Eds.), *Educating about religious diversity and interfaith engagement: A handbook for student affairs* (pp. 74-89). Stylus Press.

Soules, K. & Jafralie, S. (2021). Religious Literacy in Teacher Education, *Religion & Education*, 48, no. 1 (March 2021).

Soules, K. (2020) Review: Contextual Considerations for Student-Centered Religious Education, *Religion & Education*, 47:2, 131-134.

Walker, N. C. and W. Y. Alice Chan, eds., special edition, “Religious Literacy Across the Professions,” *Religion & Education*, 48, no. 1 (March 2021).

Walker, N. C. in partnership with First Amendment Watch and 1791 Delegates, published, “Citizen’s Guide to Recording Police” New York, NY: New York University, 2020. Cited by *The Washington Post*.

Walker, N. C. in partnership with First Amendment Watch and 1791 Delegates, published, “Disinformation and Defamation: Alex Jones and the Sandy Hook Massacre.” New York, NY: New York University, 2020.

Walker, N. C. “Political Contempt and Religion” in Paul Djupe, ed., *The Oxford Encyclopedia of Politics and Religion*. New York: Oxford University Press, 2019.

Walker, N. C. “Diversity over Uniformity: Teachers, Religious Garb and Public Schools” in a special edition of *Social Education*, ed. Charles C. Haynes. Silver Spring, MD: National Council of Social Studies, 2019.

## BOOK REVIEWS

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Small, J. L. *Critical religious pluralism in higher education: A social justice framework to support religious diversity*. Routledge, 2020.

- “Small’s book not only makes a strong case for engaged scholarship, but it articulates a compelling roadmap for professionals in higher educational settings. The book is ideal for classroom use for those in education-related programs; in chapters 4 and 5, Small provides detailed methodology for research and practice. This work is necessary reading for religious life professionals on campuses and is relevant for other institutional and workplace settings. The issues are of particular importance for K–12 schools who are also wrestling with questions of equity and worldview diversity. Small lays out an ambitious project but contends that critical theories do indeed transform societal structures and dominant cultures. It remains to be seen if educational institutions who articulate diversity as a core value are ready for this next level commitment.” ~ Reviewed by Celene Ibrahim for *Journal of Interreligious Studies*

Waggoner, M. D. & Walker, N. C. eds., *The Oxford Handbook of Religion and American Education*. New York: Oxford University Press, 2018.

- “An impressive feat bringing order to this topic without sacrificing scope. The handbook can be thought of as a map or guidebook to the places where religion and American education intersect. I recommend it highly.” ~ *Reading Religion*, American Academy of Religion
- “A comprehensive and probing guide to the meeting of schools and faith in the American experience.” ~ Kirkus Reviews

Walker, N. C. *The First Amendment and State Bans on Teachers’ Religious Garb*. New York: Routledge, 2019. ReligiousGarb.com.

- “Walker offers a masterfully meticulous treatment of the relevant law and literature, the factual context, and a concluding legal analysis. Walker’s command of the germane material—legal, historical, and even philosophical—is simply extraordinary. More than a legal argument, the book is a sweeping account of the nature of public education within a liberal democracy—its proper purposes and limitations... Walker’s argument is a complex one, but written in the kind of accessible, jargon-free prose that should be digestible for even the layperson. A thorough, magisterial account of a timely and historically important legal debate.” ~ Kirkus Reviews
- “Walker’s book is particularly urgent and timely, and is a welcome guide for legal scholars and education policymakers alike. While Walker addresses a specific matter—religious garb in public schools—it raises a more profound, and perennial one: How do we adequately prepare the next generation to navigate pluralism and liberal democracy? His is the most extensive treatment of the subject to date.” ~ Ashley Rogers Berner, Associate Professor, Director of the Institute for Education Policy, Johns Hopkins University, *Journal of Law and Religion*, Vol. 35, Issue 3, December 2020
- “Walker has opened up a topic that is of immediate interest today—namely various bans in the U.S. and other countries on religious garb, especially the Muslim head covering—but which he documents has a 125-year history in the United States. Taking the reader through this history and its intended targets, and building a solid foundation in understanding of law and religious liberty, Walker makes a clear and well-constructed argument for supporting the First Amendment through policy and legal frameworks in the schools.” ~ Susan L. Douglass, K-14 Education Outreach Consultant, Center for Muslim-Christian Understanding, Georgetown University

## PRESENTATIONS

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- Biondo, V., Moore, D., Pagnoni, G., Soules, K., Ibrahim, C., Earley, D. (November 2020). Religious Literacy and K-12 Education: Opportunities for Successful Partnerships. Panel convened by the Committee on the Public Understanding of Religion at the American Academy of Religion Annual Meeting, Virtual Conference.
- Edwards, S. “My religion looks like...: Christian supremacy as a barrier to religious minority engagement on campus,” presented at the Annual Conference of the Association for the Study of Higher Education, Virtual Conference, November 2020.
- Edwards, S. “Cultural socialization and identity labels: Problematizing participant self-identification in research on religious identity,” presented at the Annual Conference of the Association for the Study of Higher Education, Virtual Conference, November 2020.
- Edwards, S. “Emerging frameworks for critical analysis of religion and interfaith studies: Reflections on pluralism and decolonization in higher education,” presented at the Annual Meeting of the American Academy of Religion, Virtual Conference, November 2020, with Jenny Small, J. Cody Nielsen, and J.T. Snipes.
- Edwards, S. “Problematizing Christian hegemony in higher education research: A systematic review of large-scale survey measures,” accepted for presentation at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 17-21, 2020, with J.T. Snipes and Lisa Davidson.
- Edwards, S. “Toward a critical religious culture theory: Thinking beyond the Western/Christian lens,” presented at the Annual Conference of the Association for the Study of Higher Education, Portland, OR, November 14-16, 2019.
- Edwards, S. “Abandoning (ally)ship: Reflections from the liminal space between Christian privilege and religious marginalization,” presented at the Annual Conference of the Association for the Study of Higher Education, Portland, OR, November 14-16, 2019, with J.T. Snipes.
- Sachi Edwards, “Reimagining surveys on religion, spirituality, and secularity in higher education,” presented at the Annual Conference of the Association for the Study of Higher Education, Portland, OR, November 14-16, 2019, with Lisa Davidson.
- Frankovich, J., Nielsen, J. C., Small, J. L., Staples, A., Thomas, V., & Veltman, G. (2021, January). Religious, secular, and spiritual identities in the professional associations. Dalton Institute for College Student Values, Virtual.
- Nielsen, C., & Small, J. L. (2020, March). 4 pillars of religious, secular, and spiritual policies and practices. Annual meeting of ACPA: College Student Educators International, Nashville, TN.

- Olshefski, C. A. “Religious themes in English language arts discussions.” Literacy Research Association 70th Annual Conference, December 2020.
- Olshefski, C. A. “Theorizing Dialogic Christianities in Teacher Identity.” Paper accepted by the American Education Research Association Annual Meeting. San Francisco, CA. April 2020. (Conference canceled due to COVID-19)
- Owens, E., Berglund, J., Grelle, B., Marcus, B., Sheena, M.K., Soules, K., Walker, N. (November 2019). Teaching About Religion in Public Schools: A Roundtable for K-12 Teachers and Teacher Educators. Panel convened by the Committee on the Public Understanding of Religion at the American Academy of Religion Annual Meeting, San Diego, CA.
- Pagnoni, G. “American Sectarianism: Repairing Conversations on Religion and Politics” Annual meeting of the National Council for Social Studies, December 2020.
- Pagnoni, G. “American Sectarianism: Repairing Conversations on Religion and Politics” HISD Winter Conference For Teacher by Teachers, January 2021.
- Pagnoni, G. “American Sectarianism: Repairing Conversations on Religion and Politics” Region 4 Winter Social Studies Conference, January 2021.
- Pagnoni, G. “American Sectarianism: Repairing Conversations on Religion and Politics” , Boniuk Institute Spring Semester Religious Literacy Professional Development, January 2021.
- Pagnoni, G. “Avoid Bad Press: How to Teach about Religion in Social Studies,” Boniuk Institute Summer ISD Religious Literacy Professional Development for Social Studies Teachers, June 2020.
- Pagnoni, G. “Avoid Bad Press: How to Teach about Religion in Social Studies,” Boniuk Institute Summer ISD Religious Literacy Professional Development for Social Studies Teachers, July 2020.
- Pagnoni, G. “Christianities in the Americas: Hispanic Catholicism Case Study,” Denton ISD, June 2019.
- Pagnoni, G. “Dia De Los Muertos origins in Mexica/Aztec Culture: A Story Map,” HISD Winter Conference for Teacher by Teachers, January 2021.
- Pagnoni, G. “Dia De Los Muertos origins in Mexica/Aztec Culture: A Story Map,” Region 4 Winter Social Studies Conference, January 2021.
- Pagnoni, G. “Diverse Identities in the Classroom: Where is Religion in Social Studies Multicultural Education?” Bi-annual meeting of the Texas Social Studies Supervisors Association, October 2020.

- Pagnoni, G. "Diverse Identities in the Classroom: Where is Religion in Social Studies Multicultural Education?" Annual meeting of the National Social Studies Supervisors Association, December 2020.
- Pagnoni, G. "Frameworks for Teaching about Religion," Denton ISD, June 2019.
- Pagnoni, G. "Informed Action in Teacher Education: Advocacy for Collaborative Religious Literacy Education in Secondary Social Studies," Annual meeting of the College and University Faculty Assembly, November 2019.
- Pagnoni, G. "Legacies of Awakenings: US & TX Religious History" Houston ISD, November 2019.
- Pagnoni, G. "Legacies of Awakenings: US & TX Religious History" Houston ISD, March 2020.
- Pagnoni, G. "Teachers, Fear Not! How to Teach about Religion with Constitutionally-sound Pedagogy," Bi-annual meeting of the Texas Social Studies Supervisors Association, February 2020.
- Pagnoni, G. "The District's Imperative: Religious Literacy Education," Annual meeting of the National Social Studies Supervisors' Association join meeting with Texas Council for Social Studies, November 2019.
- Pagnoni, G. "Why Teach about Religion," Annual meeting of the Life Ready Conference, Henrico County Public Schools, and Public Administration Department Chairs Meeting, June 2019.
- Pagnoni, G. "Why Teach about Religion," Annual meeting of the National Council for the Social Studies joint meeting with Texas Council for Social Studies, November 2019.
- Pagnoni, G. "Why Teach about Religion," Annual Summer PD Conference, Cypress-Fairbanks ISD, Texas, August 2019.
- Pagnoni, G. "Why Teach about Religion," Annual Summer PD Conference, Clear Creek ISD, Texas, August 2019.
- Pagnoni, G. facilitator, Boniuk Institute Spring Semester Religious Literacy Professional Development, Spring Semester 2021.
- Pagnoni, G. facilitator, Boniuk Institute Summer ISD Religious Literacy Professional Development for Social Studies Teachers, June 2020.
- Pagnoni, G. facilitator, Boniuk Institute Summer ISD Religious Literacy Professional Development for Social Studies Teachers, July 2020.
- Pagnoni, G. facilitator, Denton ISD Religious Literacy Professional Development for Social Studies Teachers, June 2019.

- Pagnoni, G. facilitator, Houston ISD Religious Literacy Professional Development for Social Studies Teachers, Fall Semester, 2019.
- Pagnoni, G. facilitator, Houston ISD Religious Literacy Professional Development for Social Studies Teachers, Spring Semester 2020.
- Pagnoni, G. invited panelist, "The Academy in Crisis," Annual meeting of the American Academy of Religion Southwest, March 2021.
- Pagnoni, G. panelist, "How Pandemics Make the Case for Social Studies Education," Annual meeting of the National Council for the Social Studies Webinar, July 2020.
- Pope, E. M. (March 2019). Interfaith Learning: Furthering the Field of Adult Education. Pecha Kucha presentation at the UGA 50th Anniversary ChaDAWGua Conference, the University of Georgia, Athens, GA."
- Pope, E. M. (June 2020). Interfaith Learning: A Literature Review. Paper presented at the Adult Education in Global Times (AEGT) conference, Vancouver, BC. [Conference cancelled due to public health concerns from COVID-19.]
- Pope, E. M. (March 2021). Facilitator Guidance during Interfaith Dialogue. Paper presented at the annual meeting of the American Academy of Religion/Society of Biblical Literature Southeast Region Conference (AAR/SBL SE), virtual conference.
- Shekitka, J. "Teaching About religions in social studies class in contemporary times: The post 9/11 world and the post-truth age" American Educational Research Association, Religion and Education SIG, Toronto, ON, Canada, April 5, 2019
- Shekitka, J. "The 'new' normal: From Covid-19, remote learning, and racial unrest to a divisive presidential election" NCSS/College and University Faculty Assembly/SCUFF (Virtual), December 3, 2020
- Small, J. L. (March 2021). Critical religious pluralism theory: A religious diversity social justice framework. ACPA: College Student Educators International, Online.
- Small, J. L. & C. J. Nielsen (March 2020). Creating academic calendars that are inclusive of non-Christian identities. Annual meeting of ACPA: College Student Educators International, Nashville, TN.
- Small, J. L. & C. J. Nielsen (January 2021). Systems of oppression: Religious, secular, & spiritual marginalization in higher education. Dalton Institute for College Student Values, Virtual.
- Small, J. L. & C. J. Nielsen (March 2021). Systems of oppression: Religious, secular, & spiritual marginalization in higher education. [Presidential Spotlight Series]. ACPA: College Student Educators International, Online.

- Small, J. L., Snipes, J. T., Edwards, S., & Nielsen, J. C. (December 2020). Emerging frameworks for critical analysis of religion and interfaith studies: Reflections on pluralism and decolonization in higher education. Annual meeting, American Academy of Religion, Online.
- Soules, K. E. (November 2020). A Foot in Two Worlds but No Real Home: Forging an Interdisciplinary Path in Graduate School. Workshop for the Graduate Student Roundtable at the American Academy of Religion Annual Meeting, Virtual Conference.
- Soules, K. (November 2019). A Change in Perspective: Turning from the Failures of Education about Religion in the United States to an Exploration of the Successes. Paper presented at the American Academy of Religion Annual Meeting, San Diego, CA.
- Soules, K. (November 22, 2019). "Unpacking the Components of Religious Literacy for Educators," Pre-conference workshop for the Center for Spiritual and Ethical Education, American Academy of Religion Annual Meeting. San Diego, California
- Soules, K. (April 2019). Combating Stereotypes through Direct Experiences: Impacts of Professional Development about Religious Diversity through Site Visits. Roundtable presentation at the American Education Research Association Annual Meeting, Toronto, ON, Canada.
- Varga, M. A. & E. M. Pope (2020, March). The Relationship between Religious/Spiritual Identification, Support, and Grief Effects. Paper presented at the annual meeting of the American Academy of Religion/Society of Biblical Literature Southeast Region Conference (AAR/SBL SE), Athens, GA. (Presented by Pope).
- Walker, N. C. "Protect not Promote: Walking the Fine Line of Religious Expression in Public Schools" [Paper Session]. Education Law Association, November 2020.
- Walker, N. C. "No Aid to Religion Laws: The Origins and Legal Developments of Education Funding" [Paper Session]. AERA Annual Meeting San Francisco, CA (Cancelled due to COVID-19 Pandemic), April 2020.
- Walker, N. C. "Pennsylvania's 125-Year Ban on Teachers' Religious Garb" [Roundtable Session]. AERA Annual Meeting San Francisco, CA (Cancelled due to COVID-19 Pandemic), April 2020.
- Walker, N. C. "Religion and Postsecondary Education," panel chair, Religion and Education SIG, American Educational Research Association, Toronto, Canada, April 2019



## TEACHING

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### Abdulaziz BinTaleb

- Information & Communication Technology in Islamic Studies Curriculum
- Student Teaching Course-Islamic studies
- Research Project
- Independent Study

### Elizabeth M. Pope, University of West Georgia

- *Research Seminar in Educational Research*, Spring 2019, Fall 2019
- *Qualitative Research Methods*, Spring 2019, 2020, 2021
- *Data Analysis in Educational Research*, Summer 2019
- *Introduction to Research in Human Sciences*, Summer 2019, Summer 2020
- *Doctoral Seminar*, Summer 2019
- *Dissertation Mentoring III*, Summer 2019
- *Directed Research Readings in Special Education*, Fall 2019
- *Research & Program Evaluation*, Summer 2020
- *Educational Research Design*, Spring 2021

### John Hilton III

- *Jesus Christ and His Everlasting Gospel*, Fall 2020, Winter 2021
- *The Crucifixion of Jesus Christ*, Winter 2021

### Nathan C. Walker

- *Happiness*, Rutgers Honors College, Spring 2021
- *Religion & Human Rights*, Rutgers Honors College, Spr 2021, Spr 2020, Spr 2019
- *Religion & Law*, Rutgers Honors College, Spring 2020, Fall 2020, Fall 2019
- *Topics in American Studies (Law & Religion)*, Jefferson University, Spring 2019

## Invitations

Kevin J. Burke and Avner Segall invite book proposals for their co-edited series, *Critical Perspectives on Religion and Education*, with Myers Education Press. For details, please contact Kevin @ burkekq@uga.edu or Avner at [Avner@msu.edu](mailto:Avner@msu.edu).

Dr. Sachi Edwards convenes the Critical Religious Studies in Higher Education Network, where higher education scholars and practitioners meet monthly to discuss topics related to religion, spirituality, secularity in higher education using a critical lens (i.e., recognizing the myriad ways white Christian supremacy is deeply embedded in our society). If anyone is interested to join this network, please feel free to reach out to her ([sachiteresa@gmail.com](mailto:sachiteresa@gmail.com)).

International Observatory for School Climate and Violence Prevention gathered 100s of researchers and moved from Flinders Australia to University of Seville in Spain. Dr. Jonathan Cohen is the vice-president who has a worldview on the field of school climate and is inviting other researchers to become members. The mission of the Observatory is to research the proper conditions for academic outcomes of students, rather than focusing on analysis of their outcomes. <http://institucional.us.es/ioscvp/about>

Filip Kachnic invites colleagues to join him in studying school climate in hard-to-reach education systems like Afghanistan and North Korea.

Dr. Elizabeth M. Pope invites colleagues to collaborate on updating and publishing a review of research on Western scholarship and Isma'ili Islam. No deadline to contact her.

The Religion & Education Collaborative is accepting proposals to present for the 2021-2022 schedule. Presentation topics may include research projects at all stages (from brainstorming to completion), reports on religious literacy programs/initiatives, topics of professional development or mentoring for the religion and education community, or other issues relation to religion & education. Contact Kate Soules (ksoules@religionanded.com) with a brief summary of your proposed topic if interested.

Dr. Kate E. Soules is interested in co-teaching opportunities, joining grant proposals, employment opportunities, and/or writing partners. She is in the planning stages of research projects regarding professional development about religion and student outcomes in high school religion courses and would be interested in collaborators, particularly those with expertise in mixed methods research and survey design.

### CALL FOR PROPOSALS

#### *2021 Symposium on Education in Muslim Societies: Implications for Policy, Pedagogy, and Development*

The Indiana University School of Education and the Advancing Education in Muslim Societies (AEMS) initiative of the International Institute of Islamic Thought (IIIT) invite scholarly papers for the fifth Symposium on **Education in Muslim Societies: Implications for Policy, Pedagogy, and Development**. The Symposium will be held virtually at the School of Education in Bloomington, Indiana, on November 10-12, 2021. The Symposium paper presenters will be expected to ready their papers into publishable articles for submission and blind peer review to the *Journal of Education in Muslim Societies (JEMS)*, a semi-annual journal published collaboratively by the International Institute of Islamic Thought (IIIT) and Indiana University Press. *JEMS* encourages scholarly work on a wide range of topics pertinent to the education sector including but not limited to pedagogies, teacher practices, leadership, and policy as it relates to the conditions and status of education in Muslim societies and communities. *JEMS* seeks manuscripts in subject areas such as comparative education, P-12 education, youth development, curriculum reform, higher education, civil society, among others.

The Symposium will focus on examining the far-reaching scope of education and its implications for civil society as well as education systems and practices in Muslim countries and the Muslim

Diaspora. The Symposium is designed to foster and disseminate groundbreaking research on the role of education in social change in Muslim societies. The terms “Muslim” and “education” are defined broadly to be inclusive of cutting-edge research from across the world and disciplines. By “Muslim,” we mean any self-identifying Muslim individuals, institutions, communities, and societies and their roles in experiencing and shaping education. “Education” includes the pedagogies, practices, and policies, as well as the conditions and status of human development and civic engagement, as related to Muslim societies and communities. The Symposium is intended to shed light on the dynamic theory, practice, and understanding of education in Muslim societies and implications for civil society, including global migration and refugee education. We seek to draw proposals by researchers from across fields and disciplines (e.g., Education, Human Development, History, Political Science, Public Affairs, Religious Studies, and Sociology) in formal and non-formal as well as governmental and non-governmental sectors.

A 500-word proposal is due no later than June 15, 2021. A total of 20 submissions will be selected to present at the November 2021 Symposium. A review team will use the following criteria in their proposal review: 1) relevance of the topic to the Symposium; 2) theory/context clearly articulated; 3) methodology and methods of inquiry explained; 4) findings identified, and 5) contribution to the field, discipline, or *JEMS* readership. Accepted proposals will be notified by June 30, 2021. Individuals whose proposals are accepted for presentation for the November 2021 Symposium will be expected to ready their papers into publishable manuscripts for *JEMS* by March 31, 2022. Upon timely submission to *JEMS*, they will receive an honorarium of \$500.

Please submit your 500-word proposal for the Symposium by June 15, 2021, to both:  
Patricia Kubow, Professor, School of Education, Indiana University, [pkubow@indiana.edu](mailto:pkubow@indiana.edu)  
Dr. Ilham Nasser, Director of Human Development Program, AEMS at IIIT, [ilham@iiit.org](mailto:ilham@iiit.org)

## Milestones

Congratulations to John Shekitka for earning his Ph.D. in social studies education from Teachers College Columbia University in February 2020.

Congratulations to Kate Soules for earning her PhD in Curriculum & Instruction from Boston College Lynch School of Education and Human Development, May 2019. (Dissertation: *The Impact of Professional Development on Public School Teachers’ Understanding of Religious Diversity*.)

Congratulations to Nathan C. Walker and Vikram Paralkar for marrying in December 2019. Their wedding was featured in *New York* magazine’s *The Cut*.