



Master of Arts in
HOLOCAUST & GENOCIDE STUDIES
SARA & SAM SCHOFFER
HOLOCAUST RESOURCE CENTER

You are invited to a lecture and discussion by
Dr. Jordan Corson on his new book:
***Reconceptualizing Education for Newcomer Students:
Valuing Learning Experiences Inside and Outside of Schools***
(Teachers College Press, 2023).

**Thursday, October 19, 2023
4:30 PM - 6:00 PM EST**

**Holocaust Resource Center Classroom e206c
Galloway Campus - 2nd Floor of the Bjork Library E-Wing**

Also via

zoom

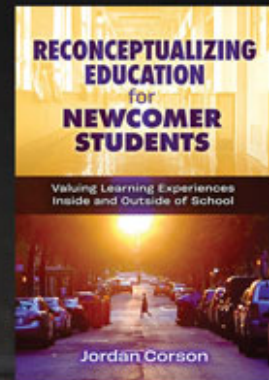


**stockton.zoom.us/j/98636955261
Password: 125283**



Presented by Dr. Jordan Corson

Dr. Jordan Corson is an assistant professor in the School of Education and an affiliated faculty member of the Master of Arts in Holocaust and Genocide Studies (MAHG) program at Stockton University. His scholarship is situated in the fields of curriculum studies, anthropology and education, and migration studies. Using critical ethnographic and historical methods, his work explores the liberatory possibilities of public schools and everyday educational life. Jordan lives in Philadelphia with his partner and cats.



Countless reforms and interventions have sought to improve academic outcomes for immigrant-origin students, with labels like “at-risk” rushing forth to solve the “dropout crisis.” And yet, even in culturally and linguistically affirmative environments, youth still fall to the margins. Using research from a newcomer school located in New York City, Dr. Corson explores the everyday lives of nine immigrant students outside of school, showing that youth are not simply waiting for school reforms. Instead, youth routinely take up educational practices that are intellectually rigorous, joyous, resilient, and fulfilling. These practices reveal educations that are not held to a single place or purpose. Instead, they are present in schools, on subways, at museums, in neighborhoods, across many other places, and always on the move. Using a historical and ethnographic lens, this book challenges researchers and educators to consider how education might be reconceptualized to better respond to marginalization and exclusion and, in the process, provoke new understandings of education itself.

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