



Volume 5, Number 1, 2008

CRITICAL EDUCATORS FOR SOCIAL JUSTICE (CESJ) Annual Newsletter

A Special Interest Group (SIG) of the American Educational Research Association (AERA)

www.aeracesjsig.org

aera-cesj@umd.edu

SIG Co-Representatives (General)

Margarita I. Berta-Avila, 2007-2009
California State University, Sacramento
bamargie@csus.edu

Vacant, 2008-2010
To Be Elected (at the 2008 SIG Business Mtg.)

SIG Fiscal Co-Representatives

Patricia Hinchey, 2005-2008
Penn State University
Pxh12@psu.edu

Oscar Jiménez-Castellanos, 2007-2010
Claremont Graduate University &
San Diego State University
Jimenezcastellanos@yahoo.com

SIG Communications Co-Representatives

Christine Clark, 2007-2009
University of Nevada, Las Vegas
chriseclark@mac.com

Vacant, 2008-2010
To Be Elected (at the 2008 SIG Business Mtg.)

Webspinner

Russ Eckell, Appointed
russdog@umd.edu

SIG Program Co-Chairs

Sally Thomas, Appointed
Chapman University
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Patricia Álvarez McHatton, 2007-2009
University of South Florida
McHatton@tempest.coedu.usf.edu

Yuriko C. Wellington, 2006-2008
University of Hawaii
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Vacant, 2008-2010
To Be Elected (at the 2008 SIG Business Mtg.)

Elders

Marta Baltodano
Loyola Marymount
University
Nola Butler Byrd
San Diego State University
Karen Cadiero-Kaplan
San Diego State University
Audrey Dentith
University of Wisconsin,
Milwaukee

Nana Osei-Kofi
Iowa State University
Mara Sapon-Shevin
Syracuse University
Suzanne SooHoo
Chapman University
Sally Thomas
Chapman University

Welcome!

Dear CESJ SIG Members,

It is hard to believe that another year has come and gone and AERA is just around the corner. Our SIG continues to remain strong as far as membership and active participation. For many of us, particularly with the upcoming presidential elections, a sense of optimism is in the air. An optimism that hopefully will counteract the turbulent neo-conservative times we have experienced these past eight years. Thus, our presence in New York is an opportunity to connect with friends, replenish our spirit, continue to build alliances, and, most importantly, carry on our work in social justice.

I am writing to share our goals for the upcoming Annual Meeting, share our accomplishments, and to emphasize the continuous importance of supporting one another as colleagues in solidarity. At last year's Annual Meeting in Chicago a concerted effort was made to address the personal struggles many members were feeling in San Francisco's meeting such as: 1) isolation for being the lone voice on campus; and/or, 2) repercussions for being an activist scholar. As a result, a panel was invited to share their personal stories and speak to the following question: How do we focus our energies and take risks in these political times? This panel discussion served as a venue to discuss concrete strategic ways in which we could support one another. Due to our hard work at last year's meeting, I am pleased to announce that our SIG is currently working on an edited volume titled *Critical Educators at Work: Peril and Promise*, and that we will be hosting our first invited Fireside Chat organized by graduate students.

Taking into consideration these concrete milestones accomplished and the support still needed within the SIG, much thought has gone into organizing this year's program. Our program chairs (Patricia Alvarez McHatton and Sally Thomas) worked diligently to select proposals that built on last year's themes of persistence/resilience in the struggle, resistance to oppressive practices, and hope. As a result, major themes for this year reflect: a) conversations/dialogues to achieve social justice in education/schools; b) bilingual teacher education and social justice; c) complexities of teaching for social justice; and, d) critical pedagogy: reflecting on voices from the field and one's praxis.

Though we may not see dramatic changes in our own lifetime, those of the seventh generation to come will benefit from your struggle, love, and determination to not give up. **We look forward to seeing you in New York, especially at our Critical Educators for Social Justice SIG Business meeting on Monday, March 24 - 6:15p.m. - 8:15p.m. in the Lincoln Suite, on the 4th floor of the Hilton New York.**

En Lucha,
Margarita

Margarita Berta-Avila
Sacramento State University
SIG Co-Representative



Mission Statement and Bylaws

The members of this, the Critical Educators for Social Justice (CESJ) Special Interest Group (SIG) of the American Educational Research Association (AERA), are committed to teach, promote, and implement the principles of critical pedagogy in order to establish an educational movement grounded in the struggle for social and economic justice, human rights and economic democracy. The members of CESJ are committed to cultural, linguistic, political, and economic self-determination within our classrooms, schools and communities.

A major goal of CESJ is to foment a serious educational process that cultivates intellectual rigor, creativity, critical engagement, and active participation in the world. We believe that education, as a form of critical understanding, plays a crucial role in transforming society; therefore, we recognize the significance of sustaining the committed participation of educators whose work is founded upon these principles.

A significant objective of CESJ is to promote communication and collaboration among critical educators and researchers working in public schools, universities and community education programs through networking and the creation of multiple avenues for consistent communication and the establishment of alliances and goals among its membership.

Article I: Name

The name of the organization is Critical Educators for Social Justice (CESJ).

Article II: Affiliation

The organization, Critical Educators for Social Justice (CESJ) is a Special Interest Group (SIG) of the American Educational Research Association (AERA), pays annual dues to AERA, and participates in the AERA annual meeting.

Article III: Representative Authority

This Special Interest Group abides by the bylaws and articles of incorporation of the AERA. The SIG bylaws do not conflict with the bylaws and articles of incorporation of AERA.

Article IV: Purpose

The members of this Special Interest Group are committed to teach, promote, and implement the principles of critical pedagogy in order to establish an educational movement grounded in the struggle for social and environmental justice, human rights and economic democracy. The members of this SIG are committed to cultural, linguistic, political, and economic self-determination within our classrooms, schools and communities. A major goal of this SIG is to foment a serious educational process that cultivates intellectual rigor, creativity, critical engagement, and active participation in the world. We believe that education, as a form of critical understanding, plays a crucial role in transforming society; therefore, we recognize the significance of sustaining the committed participation of educators whose work is founded upon these principles. A significant objective of this Special Interest Group is to promote communication and collaboration among critical educators and researchers working in public schools, universities and community education programs through networking and the creation of multiple avenues for consistent communication and the establishment of alliances and goals between its membership.



Mission Statement and Bylaws

Article V: Membership

Section 1–Eligibility. Membership in CESJ is open to dues-paid AERA members.

Section 2–Duration. AERA members join SIG/CESJ by paying dues through AERA Central Office. AERA members may join SIG/CESJ at any time, but membership expires along with a given AERA membership. SIG/CESJ membership may be for either 1 or 2 years, but members joining the SIG for 2 years must continuously be members of AERA for 2 years.

Section 3–Voting Rights. All SIG/CESJ members in good standing, fully paid in SIG dues, may vote for SIG representatives.

Section 4–Dues. The amount of SIG/CESJ dues may be modified by a majority of the SIG members voting by e-mail or at the annual SIG business meeting.

Article VI: Representatives

Section 1–General. Representatives of SIG/CESJ are elected by a majority of SIG members voting each year prior to the AERA annual meeting. In the year in which these bylaws are accepted by the membership, voting will take place at the annual meeting. The elected representatives will comprise a Representatives Committee of SIG/CESJ and conduct the business of the SIG in the interim between annual business meetings. This committee will convene periodically during the year (with at least one physical meeting and other distance meetings as needed) to coordinate and support the work of the SIG. This work may include the following: membership, newsletters, program planning, supporting focus groups and/or other designated projects. It is also a responsibility of the Representative Committee to connect and network with other SIG groups of AERA to promote efforts within the mission of this SIG.

Section 2–Eligibility. All members in good standing of both AERA and SIG/CESJ are eligible for election as representatives and to vote.

Article VI: Representatives (Continued)

Section 3–Terms. The terms of each representative shall be for 2-3 years, expiring at the end of the second annual AERA meeting after election. In the second or third year, each elected position shall serve as “past representative,” to mentor and coordinate work with newly elected representatives.

Section 4–Elected Roles. The following roles shall compose the Representative Committee for SIG/CESJ: (1) AERA SIG Representative; (2) Fiscal Representative; (3) Communications Representative; (4) Program Representative.

Section 5–Other Roles. Persons to assist these representatives or to carry out the work of the SIG may be appointed by the Representative Committee. Such positions include any that will best embody the spirit and work that is part of the work of this SIG. Currently these roles include: (1) an ongoing Program Co-Representative to provide continuity in terms of program technical processes; (2) Webspinner to support a permanent website and assist the communications representative with posting the newsletter and other communications; (3) Elders to maintain historical continuity and advice; (4) Fire Starters to lead focus groups within the SIG.

Section 6–Election Procedures. Each year prior the annual AERA meeting, the Representative Committee will appoint two Nominating Representatives, one of whom is the Past Nominating Representative. Members of the SIG are encouraged to nominate candidates and/or self nominate. We encourage active participation of the widest number of people possible. These representatives will present a list of candidates to the SIG/CESJ members 90 days prior to the annual meeting. Voting will take place between 30-60 days prior to annual meeting. The Representative Committee will tabulate the votes and communicate results to the CESJ membership no later than 30 days prior to the annual meeting. Election will require a majority of the votes cast.

Mission Statement and Bylaws

Article VII: Representative Responsibilities

Section 1–AERA SIG Representative. The SIG AERA Representative coordinates and works with the

- Representative Committee to carry out the work of the SIG;
- Maintains official contacts with AERA;
- Works with other AERA SIGS on issues and projects related to the mission of the SIG;
- Co-facilitates meetings with past SIG Representative and other representatives;
- Provides agenda for annual business meeting in collaboration with other representatives;
- Communicates with and encourages Fire Starters;
- Coordinates at least one meeting a year for Representative Committee in addition to the annual business meeting;
- Past SIG Representative supports newly elected SIG Representative in order to provide continuity and serves as one of the Nomination Representatives.

Section 2–Fiscal Representative. The Fiscal Representative has the following responsibilities:

- Handles all fiscal matters for the SIG and prepares an annual fiscal report;
- Receives and maintains membership list from AERA;
- Helps recruit new members by providing information on website and in SIG newsletter on processes for joining SIG, paying dues, and so on;
- Arranges refreshments for the annual SIG business meeting.

Section 3–Communications Representative. The Communications Representative has the following responsibilities:

- Keeps minutes of official meetings;
- Oversees the web spinning/website;
- Organizes the newsletter and other communications in collaboration with other representatives and the membership at large;
- Sends newsletter and other information to the listserv;
- Mails newsletter and information to the membership.

Article VII: Representative Responsibilities (Continued)

Section 4–Program Representative. Serves with the Appointed Program Representative to plan and implement process for choosing SIG proposals to be included in the AERA program each year:

- Accepts proposals;
- Assigns reviewers;
- Sees that reviews are returned;
- Makes decisions about proposals based on program criteria;
- Checks to be sure authors of proposals are notified and the proposals have been listed in the AERA program;
- Seeks advise of current representatives, elders, and/or the membership when issues arise;
- Revises program criteria in response to SIG membership input in collaboration with Representative Committee.

Section 5–Appointed Roles.

- Program Representative serves with elected Program Representative to ensure continuity of the proposal process and technical assistance with regard to AERA program procedures; may be appointed for more than 2 years.
- Webspinner. A webspinner will be appointed to develop and maintain the SIG website and the SIG List Serve. This will be a paid position overseen by the Communications Representative.

Section 6–Other Roles.

- Elders. The Elders serve as the “weavers” of the SIG’s history. We want to build on previous work and intentions in order to understand more fully our present and future directions. Anyone significantly involved in building the SIG can join this circle.
- Fire Starters. We know there are special interests and critical issues that arise within the membership of this SIG. We encourage members to organize others around these issues and to make use of the website, the list serve, the newsletter and the business meeting itself to communicate. Fire Starter groups may want to propose areas of focus for proposals for the following year’s AERA meeting.

Mission Statement and Bylaws

Article VII: Representative Responsibilities (Continued)

Section 7—Criteria for serving in any formal capacity.

- Commitment to the SIG and its mission;
- Have a realistic vision about the time necessary to participating in the SIG and its related activities;
- Be willing to meet at least once a year in addition to the annual business meeting. Travel costs will be paid from SIG dues;
- Be willing to work collaboratively with others in SIG leadership roles.

Article X: Discontinuation

In the event that the purpose if SIG/CESJ is fulfilled by another organization or it is unable to maintain membership in AERA, the organization may be discontinued by a majority vote of the SIG members. Should the SIG discontinue, its assets will be used to pay all outstanding debts and obligations. Any remaining funds will be donated to the American Educational Research Association.

Article VIII: Meetings

Section 1—Annual Meetings. There shall be a SIG/CESJ business meeting held each year in conjunction with the AERA annual meeting. Arrangements for the time and place of this meeting are the responsibility of the Program Representative.

Section 2—Additional yearly meeting. There shall be one additional annual meeting of the Representative Committee to carry out the work of the SIG.

***“He drew a circle that shut me out—
Heretic, rebel, a thing to flout.
But Love and I had the wit to win:
We drew a circle that took him in!”***

-Edwin Markham

Article IX: Ratification and Amendments

Section 1—Ratification. These bylaws will take effect upon a majority vote of those members voting the next business meeting.

Section 2—Amendments. These bylaws may be amended by a majority of members voting at the annual business meeting.



Election Information

CESJ is Looking for three Good Activist Scholars!

CESJ is currently soliciting nominations of individuals interested in running for the following positions:

SIG Co-Representative, 2008-2010 Term of Office
SIG Program Co-Representative (Co-Chair), 2008-2010 Term of Office
SIG Communications Co-Representative, 2008-2010 Term of Office

The SIG Co-Representative is a two-year elected position. Together with the immediate Past SIG Co-Representative, this position is responsible for coordinating and carrying out the work of the SIG; maintaining official contact with AERA; working with other AERA SIGS on issues and projects related to the mission of the SIG; co-facilitating meetings with past SIG co-representative and other representatives; providing the agenda for the annual business meeting in collaboration with other representatives; communicating with and encouraging Fire Starters; coordinating at least one meeting a year for the Representatives Committee in addition to the annual business meeting.

The Program Co-Representative (Co-Chair) is a two-year elected position. Together with the appointed Program Representative (Co-Chair), this position is responsible for the CESJ SIG session proposal review and selection process, executed largely through the AERA "All Academic" online proposal submission and management interface. It is the proposal review and selection process that culminates in the actualization of the CESJ sponsored sessions' agenda for the AERA Annual Meeting (Conference) for the two consecutive years during the elected term.

The Communications Co-Representative is a two-year elected position. Together with the immediate Past Communications Co-Representative, this position is responsible for keeping the minutes of official meetings and posting them to the SIG website; overseeing the web spinning/website; coordinating the creation, printing, and dissemination of the SIG newsletter via e-mail prior to the annual meeting, in paper form at the annual meeting, and through the website after the annual meeting; and coordinating the SIG listserv and other communications in collaboration with other SIG representatives and the membership at large. If you would like to submit a nomination (of yourself or a colleague) for any of the positions, please do so by sending, ASAP, the following information in an e-mail to chriseclark@mac.com:

- 1) Name of the Nominee;
- 2) Complete Contact Information for the Nominee:
 - a) Professional Title;
 - b) Institutional Affiliation;
 - c) Preferred Physical Mailing Address;
 - d) Telephone(s);
 - e) Facsimile;
 - f) E-Mail Address;
- 3) A Brief Biography of the Nominee detailing the Nominee's:
 - a) Commitment to, and Experience in, Social Justice Education;
 - b) Involvement in AERA, AERA SIG's, and the CESJ SIG;
 - c) Interest in the Fiscal Co-Representative and/or the Program Co-Representative (Co-Chair) Position(s); and,
 - d) Professional Background and Current Professional Role(s).

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

-Margaret Mead

CESJ looks forward to the possibility of having YOU join our SIG Representatives Committee Leadership Team!

2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

Critical Educators for Social Justice - SIG Business Meeting

Type: Business Meeting

Time: Monday, March 24, 6:15 pm - 8:15 p.m.

Place: Hilton New York, Lincoln Suite, Fourth Floor

Critical Pedagogy: Voices From the Field

Type: Paper Discussion (formerly known as Roundtables)

Time: Monday, March 24 - 12:00p.m. - 12:40p.m.

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

Participants:

- *Alternative Literacies in Urban Schools: A Longitudinal Study.* Veronica Gaylie (University of British Columbia - Okanagan)
- *Embracing Voice in the Secondary Classroom: Reggaeton as Text and Lived Experience.* Estanislado Stan Barrera (Texas A&M University - Corpus Christi) and Kim Skinner (Texas A&M University - Corpus Christi)
- *The "Crisis" of Critical Pedagogy and the Potential of Liberal Irony.* Trent Boyde Davis (York University)
- *"Reading the World": Adolescents' Perceptions and Understandings of Social Justice.* Salika Lawrence (William Paterson University), Kelly Mcneal (William Paterson University), and Djanna A. Hill-Brisbane (William Paterson University)
- *Museums and Social Change: Examining the Intersection of Critical Pedagogy and Museum Education.* Marit Dewhurst (Harvard University)
- *The Impact of Critical Literacy on Student Achievement.* Susan Naomi Bernstein (University of Cincinnati), Mary Pat Raupach (University of Cincinnati), and Deborah Maria Sanchez (University of Cincinnati)

Bilingual Teacher Education Programs and Social Justice

Type: Symposium

Time: Monday, March 24 - 4:05p.m. - 5:35p.m.

Place: New York Marriott Marquis Times Square, Lyceum Complex, Alvin Room, 5th Floor

Chair: Edward M. Olivos (University of Oregon)

Discussants: Jose Cintrón (California State University - Sacramento) & Alberto M. Ochoa (San Diego State University)

Participants:

- *California Commission on Teacher Credentialing for Bilingual Educators: A Critical Policy Research.* Karen Cadiero-Kaplan (San Diego State University)
- *Critical Theory Analysis: Neoliberalism and Teacher Education.* Margarita I. Berta-Avila (California State University - Sacramento)
- *Bilingual Teacher Educators Perspectives on the Status of Teacher Preparation Programs: A Critical Narrative Analysis.* Gustavo Gonzalez (San Diego State University)
- *Democratic Economic and Cultural Integration (DECI) Model: A Meta-Framework for Bilingual Teacher Preparation.* Oscar Jimenez-Castellanos (San Diego State University)



2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

Complexities of Learning to Teach for Social Justice

Type: Paper Session

Time: Tuesday, March 25 - 8:15a.m. - 9:35a.m.

Place: New York Marriott Marquis Times Square, Soho Complex, Soho Room, 7th Floor

Chair: Penny S. Bryan (Chapman University)

Discussant: Patricia L. Bullock (The Pennsylvania State University)

Participants:

- *Reframing Privilege, Power, and Difference for First-Generation College Students Through Justice-Learning: Exploring the Efficacy of One Community-Based Approach.* Paige Allison Conley (Mount Mary College) and Maria L. Hamlin (Mount Mary College)
- *Walking Delicately but Staying the Course: Learning to “Speak Back” to Racism in Teacher Education.* Fatima Purbhai-Illich (University of Regina) and Theresa Y. Austin (University of Massachusetts - Amherst)
- *Social Justice and City Schools: Preservice and In-Service Teachers’ Considerations of Progressive Ideals.* Diane Gayda Corrigan (Cleveland State University), Kristien Marquez-Zenkov (Cleveland State University), and Tim Smith (Euclid High School)
- *Complexities of Working Through/With Resistance to Sexual Identity Issues in Teacher Education: A Case Study.* Patricia L. Bullock (The Pennsylvania State University) and Debra M. Freedman (The Pennsylvania State University)
- *Educating for Human Rights in a Post-9/11 World.* Susan R. Katz (University of San Francisco)

Understanding Social Justice Inside Schools

Type: Paper Session

Time: Tuesday, March 25 - 12:25p.m. - 1:55p.m.

Place: New York Marriott Marquis Times Square, Majestic Complex, Winter Garden Room, 6th Floor

Chair: Horace R. Hall (DePaul University)

Discussant: Debra A. Pellegrino (University of Scranton)

Participants:

- *Development of the Attributions for Scholastic Outcomes Scale-Latino (ASO-L).* Rick Sperling (University of Texas - Austin)
- *Is the Perfect the Enemy of the Good? Exclusivity in Socially Just Schools.* Martin Scanlan (Marquette University)
- *Downsized Discourse: Classroom Management, Neoliberalism, and the Shaping of Correct Workplace Attitude.* Faith A. Agostinone (Aurora University)



2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

Learning, Community, and Democracy: Beyond School Reform to the Reconstruction of Public Education

Type: Interactive Symposium

Time: Tuesday, March 25 - 2:15p.m. - 3:45p.m.

Place: New York Marriott Marquis Times Square,
Majestic Complex, Music Box Room, 6th Floor

Chair: Pia I. Wong (California State University -
Sacramento)

Discussants: Nilton Bueno Fisher (Federal University of Rio
Grande do Sul) & Sandra Salas (Universidade
Estadual de Rio de Janeiro)

Participants:

- *Learning to Improve Schools and Communities and to Be Citizens: The Citizen School Project in Porto Alegre, Brazil.* Luis Armando Gandin (Federal University of Rio Grande do Sul) and Gustavo E. Fischman (Arizona State University)
- *From Learning in Communities and Schools to Teaching Policymakers and Shapers.* Pia I. Wong (California State University - Sacramento)
- *The Racial Politics of Vouchers: Identity and Subalternity in Unsettling Educational Times.* Thomas C. Pedroni (Oakland University)
- *Constructing Publics Through Collaborative Inquiry and Action.* Ronald D. Glass (University of California - Santa Cruz)

Critical Pedagogy as Praxis

Type: Symposium

Time: Wednesday, March 26 - 8:15a.m. - 9:45a.m.

Place: New York Marriott Marquis Times Square,
Astor Ballroom Pre-Function, 7th Floor

Participants:

- Mary Catherine Breunig (Brock University)
- Barbara A. Beyerbach (SUNY - Oswego)
- Penny S. Bryan (Chapman University)
- Dana E. Christman (New Mexico State University - Las Cruces)
- Theresa Montano (California State University - Northridge)
- James F. O'Donnell (New Mexico State University - Las Cruces)
- Robert J. Starratt (Boston College)

Contested Imaginaries: Transnational Feminist Reading Practices, Pedagogy, and Ethical Concerns in Reading Muslim Women Post-9/11

Type: Symposium

Time: Wednesday, March 26 - 10:35a.m. - 12:05p.m.

Place: New York Marriott Marquis Times Square,
Odets Room, 4th Floor

Participants:

- *Reading Lolita in Times of War: Women's Book Clubs and the Politics of Reception.* Catherine Burwell (University of Toronto)
- *Cartographies of Difference and Pedagogies of Peril: Muslim Girls and Women in Western Young Adult Fiction Novels.* Jasmin Zine (Wilfrid Laurier University)
- *Reading Desire: From Empathy to Estrangement, From Enlightenment to Implication.* Lisa K. Taylor (Bishop's University)



2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

Social Justice at the Intersections: Schools, Higher Education, and Society

Type: Paper Discussion (formerly known as Roundtables)

Time: Thursday, March 27 - 12:25p.m. - 1:05p.m.

Place: New York Marriott Marquis Times Square, Broadway Ballroom, Broadway North, 6th Floor

Participants:

- *Coming Out as Social Justice Educators: Conflicts and Dilemmas When Working Toward Civic Schooling Responsibilities.* Patricia L. Bullock (The Pennsylvania State University), Anne L. Slonaker (The Pennsylvania State University - Berks), Jennifer L. Snow-Geron (Boise State University), and Incho Lee (The Pennsylvania State University - Harrisburg)
- *Conceptions of Equity and Social Justice: Developing a Rubric to Assess Teacher Candidates' Dispositions.* Jonatha W. Vare (Winthrop University), Rebecca Barr Evers (Winthrop University), and Maria Mensik (Winthrop University)
- *An Analytical Criticism of the Use of a Word: What's Wrong With "Minorities?"* M. Francyne Huckaby (Texas Christian University)
- *Methods at the Margins.* Rachele Winkle-Wagner (University of Nebraska - Lincoln), Debora Hinderliter Ortloff (Indiana University - Bloomington), Adrea A. Lawrence (American University), Cheryl A. Hunter (Indiana University - Bloomington), Joshua Hunter (Indiana University - Bloomington), Barbara Dennis Korth (Indiana University - Bloomington)
- *Professors for Social Justice in Chicago: Toward Civic Responsibility.* Susan J. Katz (Roosevelt University) and Diana F. Ryan (Saint Xavier University)
- *How the Motives of Teach for America Corps Members Can Inform Traditional Teacher Education Programs.* Megan Blumenreich (The City College of New York - CUNY) and Lori J. Rhodes (Stanford University)
- *Shallow Visions or Emancipatory Insights? Future Teachers' Beliefs and Experiences With Computing Technology and Male-Centered Computing Culture.* Bradley J. Porfilio (Saint Louis University)

Who Are the Experts? Engaging Youth in Participatory Action Research for Educational and Social Transformation

Type: Interactive Symposium

Time: Thursday, March 27 - 12:25p.m. - 1:55p.m.

Place: Hilton New York, Gramercy Suite B, 2nd Floor

Chair: Pedro A. Noguera (New York University)

Discussant: James Diego Vigil (University of California - Irvine)

Participants:

- Tara Marie Brown (University of Maryland - College Park)
- Louie F. Rodriguez (Florida International University)
- Yasser Payne (University of Delaware)
- David O. Stovall (University of Illinois - Chicago)
- Natalia Delgado, J.D. (Circuit Court of Cook County, Chancery Division)
- Patricia Sanchez (University of Texas - San Antonio)

CESJ Invited Session

"The Struggle and Hope for Critical Researchers and Scholars:" CESJ Graduate Student Fireside Chat

Time: Tuesday, March 25 - 6:15p.m. - 7:45p.m.

Place: New York Marriott Marquis Times Square, Lyceum Complex, Alvin Room, 5th Floor

Chair: Oscar Jimenez-Castellanos (San Diego State University)

Discussant: Roseanne Vallice-Kalarickal (University of South Florida - Tampa)

Participants:

- Peter L. McLaren (University of California - Los Angeles)
- Karen Cadiero-Kaplan (San Diego State University)
- Patricia H. Hinchey (The Pennsylvania State University)
- Edward M. Olivos (University of Oregon)
- Margarita I. Berta-Avila (California State University - Sacramento)
- Patricia M. McHatton (University of South Florida - Tampa)

2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

A Place at the Table for Marginalized Voices

Type: Paper Session

Time: Thursday, March 27 - 4:05p.m. - 5:35p.m.

Place: New York Marriott Marquis Times Square, Cantor Room, 9th Floor

Chair: David W. Stinson (Georgia State University)

Discussant: John R. Harris (Claremont Graduate University)

Participants:

- *Deconstructing Media Messages: Engaging African American Female Adolescents in Participatory Action Research Through Performance.* Anna Robic (University of South Florida - Tampa) and Patricia Alvarez McHatton (University of South Florida - Tampa)
- *Learning for Social Justice: A Framework for Understanding Critical Insights.* Nikola Hobbel (Humboldt State University) and Thandeka K. Chapman (University of Wisconsin - Milwaukee)
- *The Reporting of the September 11th Terrorist Attacks in American Social Studies Textbooks: A Muslim Perspective.* Mohammed Mustafa Saleem (University of Wisconsin - Madison) and Michael K. Thomas (University of Wisconsin - Madison)
- *"I Say Yes and Figure It Out Later": How Epistemology Impacts the Inclusion and Exclusion of Traditionally Marginalized Students.* Martin Scanlan (Marquette University)

Uncovering "Innocent" Racism: Educating Teachers for Politically Reflexive and Dialogic Engagement in Local Communities

Type: Interactive Symposium

Time: Friday, March 28 - 2:15p.m. - 3:45p.m.

Place: Crown Plaza Hotel Times Square, Broadway Ballroom, Act III, 4th Floor

Chair: Theresa Y. Austin (University of Massachusetts - Amherst)

Discussant: Jerri Willett (University of Massachusetts - Amherst)

Participants:

- *When Linguicism Is Permitted by Law: Learning From the "Other."* Yvonne V. Farino (University of Massachusetts - Amherst)
- *Responding to Racism: A Challenge for Teacher Educators.* Fatima Pirbhai-Illich (University of Regina)
- *Bilingual Paraeducators' Interdisciplinary Learning Through Community Exploration.* Theresa Y. Austin (University of Massachusetts - Amherst)
- *Testing and Assessment to Contest Issues of Linguicism.* Patricia C. Paugh (University of Massachusetts - Boston)



2008 AERA Program

CESJ Sponsored Sessions and Business Meeting

CESJ PROGRAM CHAIRS REPORT

*Yuriko Wellington, Sally Thomas,
& Patricia Alvarez McHatton*

As your program committee, we are pleased to report that we had 48 individual presentation submissions and 15 sessions submissions. Using our current proposal evaluation guidelines, our final program includes one invited session, six symposia, three paper sessions, and two roundtable sessions. Additionally, for the first time, as an expression of our SIG's commitment to emerging scholars' involvement, we are sponsoring an invited session organized by and for graduate students—a Fireside Chat. We hope you find this year's program stimulating and thought provoking, and we urge you to attend as many of the sessions as possible as a show of support to the presenters as well as the work of our SIG. See you in New York!

CESJ SUBMISSION CRITERIA AND GUIDELINES

1. Purpose of the research is relevant to the mission of CESJ.
2. Research provides a well-articulated critical theoretical framework.
3. Research is clearly located in current sociopolitical context of education.
4. Research has potential to impact, in socially just ways, the lives of children, K-12 schools, and/or the communities in which families live.
5. Methodology is relevant and appropriate to research purpose.
6. Conclusions or interpretations are well supported by the data.
7. Format for presentation is creative, interactive, and includes the participation of non-traditional voices at AERA.
8. Writing style is high quality and has clear organization.
9. Overall assessment.

CESJ BOOK PROJECT

Critical Educators at Work: Peril and Promise

Topics of interest expressed at the Critical Educators for Social Justice SIG meeting at AERA in 2007 included the need for (1) an active community of educators serving as mentors and colleagues involved in social justice work, (2) action projects for the SIG members, and (3) opportunities for those involved in social justice work to publish their work in ways that count in the academy. One of the projects suggested at that meeting for addressing these themes was an edited book, and several people expressed interest.

Conversations around the book started in April 2007 over email, and work during the summer resulted in a focus and a title for the project, *Critical Educators at Work: Peril and Promise*. *Critical Educators at Work: Peril and Promise* will focus on actual projects of scholars, teachers, and community activists who are committed to teaching, promoting, and implementing the principles of critical pedagogy.

The call for chapter ideas went out in mid-November 2007, and in January, the four active editors reviewed each of the narrative submissions. We received some excellent narrative submissions that we have used to help organize the book and keep enthusiasm for the project strong! Although we have not yet made final decisions, some of these narrative submissions will become chapters.

Our editors are Margarita Berta-Avila, California State University, Sacramento; Karen Gourd, University of Washington, Bothell; Patricia Hinchey, Penn State University; and Edward M. Olivos, University of Oregon. Oscar Jimenez-Castellanos has also contributed to the conversations on the book. The editors agree that this is an exciting project and a truly collaborative effort of the SIG, Critical Educators for Social Justice!

Critical Educators

Teachers have a significant role to play in developing citizens committed to social justice. They can best fulfill this role by guiding students to examine injustice, seek out multiple perspectives on social problems, and develop concrete strategies for improving their communities and nation. This work is best supported by the development of a socially just and empowering classroom community. Thus, critical educators need to teach not only about but also for social justice, in their personal relationships with students as well as in society as a whole.

[Adapted from Rahima Wade's, "Citizenship for Social Justice," published in the Winter 2004 Issue of the *Kappa Delta Phi Record*.]

Critical educators must recognize how schools function within an untenable contradiction. On one hand, schools are expected to respond to the needs of hierarchies associated with the capitalist labor force and the marketplace. And, on the other hand, schools are supposed to create equality of access to rights and opportunities for the nation's citizens' as promised within an ostensibly democratic republic. Critical educators who are concerned with social justice, then, work toward establishing a culture that cultivates human connection, intimacy, trust and honesty, within the complex sociopolitical context in which educational institutions are located.

[Adapted from Antonia Darder's, "A Reflection on Educators for Social Justice" speech, given at the 2004 Annual Business Meeting of the AERA CESJ SIG in San Diego, CA]

Social Justice

Social justice is a term often used but rarely defined. Much more has been written about the nature of injustice than the concept of social justice. Yet, throughout history, philosophers and scholars have attempted to define this elusive idea. Aristotle envisioned social justice as a society whose benefits and burdens would be distributed fairly to achieve a basic level of goodness for all. More recently, Maurianne Adams, Lee Anne Bell, and Pat Griffin (1997), professors in the Social Justice Education Program at the University of Massachusetts at Amherst, defined a socially just society as one in which all members have their basic needs met and all individuals are physically and psychologically safe and secure, able to develop to their full capabilities and to participate as effective citizens of their communities and nation. To be authentic and relevant for students, social justice education needs to begin with children's lived experiences-their concerns, hopes, and dreams-and then move toward multiple perspectives and action directed toward social change (Bigelow, Christensen, Karp, Miner, and Peterson 1994).

[Adapted from Rahima Wade's, "Citizenship for Social Justice," published in the Winter 2004 Issue of the *Kappa Delta Phi Record*.]

Education is one of the most powerful institutions implicated in the process of reproduction of social inequalities, and as such, critical educators need to deal and engage with the totalizing nature of late capitalist societies manifested in the explosion of the global market, the creation of neo-liberal economic policies, and imperialism in all its form: cultural, economic, political, diplomatic, and military. Therefore, any standards, guidelines or framework for the protection of social and environmental justice must deal with an understanding of the geo-political forces that shape the current globalized economic order.

[Adapted from Marta P. Baltodano's, "Transformative Principles for Social Justice" paper presented by the AERA CESJ SIG, and portions of which will be published in the *Journal of Cultural Studies Critical Methodologies*' Special Issue on Critical Pedagogy.]

“Washing one’s hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.”

–Paulo Freire

