



Volume 3, Issue 1, 2006

**Annual Newsletter**  
**CRITICAL EDUCATORS FOR SOCIAL JUSTICE (CESJ)**  
**A Special Interest Group (SIG)**  
**of the American Educational Research Association (AERA)**

[www.aeracesjsig.org](http://www.aeracesjsig.org)  
[aera-cesj@umd.edu](mailto:aera-cesj@umd.edu)

**AERA SIG Representatives**

*Margarita Berta-Avila, 2005-2007*  
California State University, Sacramento  
*Mara Sapon-Shevin, 2005-2007*  
Syracuse University

**Fiscal Representative**

*Patricia Hinchley, 2005-2007*  
Pennsylvania State University

**Communications Representative**

*Christine Clark, 2005-2007*  
University of Maryland, College Park

**Webspinner**

*Russ Eckell, Appointed*  
University of Maryland, College Park

**Program Representative**

*Nola Butler Byrd, 2004-2006*  
Sand Diego State University

**Program Co-Representative**

*Sally Thomas, Appointed*  
Chapman University

**Elders**

*Marta Baltodano*  
Loyola Marymount University  
*Karen Cadiero-Kaplan*  
San Diego State University  
*Audrey Dentith*  
University of Wisconsin Milwaukee  
*Suzanne SooHoo*  
Chapman University

Dear CESJ SIG Members,

Spring is in the air—even here in Syracuse—and thoughts turn to AERA. Our SIG has grown tremendously, and we will have a very major presence at the up-coming meeting in San Francisco in April. I am writing to you to highlight some events you won't want to miss, and to ask you to think about a few things before the Annual Meeting. Because I am both an "elder," a title we have given to the original founders of the group whose wisdom we hope to continually tap—and the Co-SIG Representative (with Margarita Berta-Avila), I write with a particular history and perspective I wish to share.

When we started the **Critical Educators for Social Justice Special Interest Group**, we wanted to create a space at AERA that was different—a place to look at issues of social justice as they manifested themselves in our professional lives and to make connections between our lives as activists and our lives as faculty members. We were concerned that issues of praxis were getting lost—that while our theorizing and conceptual understandings were growing, we were sometimes becoming disconnected from the real lives of the people we were talking about and the social justice issues we were trying to address. We wanted to support one another as activists and researchers as well.

The goal of the SIG was to create spaces and ways to highlight scholarship and research that addressed the intersections between social justice as an area of study and social justice activism as a way of changing the world. We also hoped that we could develop ways of presenting and sharing our work that would not reproduce some of the typical AERA strictures of competition and "research sound-bites." "Thank you for your four minute presentation and now we have to move on!" We wanted to create forums for discussion that were more authentic and would allow us to work together rather than compete for the same limited amount of air-time. Our first attempts were only moderately successful. The first year, we used one of our few allotted sessions to structure a "Town Meeting on Social Justice," hoping to involve lots of people in the conversation rather than having to select a limited number of proposals for formal presentation. But changing formats is hard in an organization such as AERA, and attendance was limited. Those who were there had great conversations, but we didn't feel very "central" to the organization or responsive to our intended mission.

Since then, we have grown tremendously—we are now the biggest SIG in AERA. See this newsletter for a list of the amazing number and range of sessions we will have this year in San Francisco. This is testimony, I think, to how important these issues and how many people are concerned about globalization, peace, justice, race, disability, equity, school restructuring, environmentalism, and other related topics. We have also had the benefit of TREMENDOUS energy from a group of dedicated and visionary leaders. But now what? We're big. We're visible. And we stand at a crossroads: How can we continue to shape the social justice discourse at AERA and what should be the role of the SIG? Specifically, we have to talk about these questions:

- What is the relationship between research and activism and how does this get evidenced in our scholarship and our SIG?
- Can we structure formats at AERA that are counter-hegemonic...and survive?
- What is the relationship between our SIG and other SIG's with similar missions: Critical Examination of Race, Ethnicity, Class, & Gender; Queer Studies; Disability Studies; Hispanic Research Issues, Peace Education; Indigenous People of the Americas; Indigenous People of the Pacific, Bilingual Education...the list goes on and on. Do we become our own division? A confederation of SIGS? What?
- How do we connect our work to the new Director of Social Justice Education that is being hired by AERA?

These are big questions and we need your input. Please come to our **Critical Educators for Social Justice SIG Business Meeting** on Monday, April 10, from 6:15 p.m.-8:15 p.m. in the Moscone Center South/Mezzanine Level East, Room 222. There are exciting possibilities and we need your voice and thinking.

See you in San Francisco,

*Mara*

Mara Sapon-Shevin, 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 years, expiring at the end of the second annual AERA meeting after election. In the second 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 webspinning/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 addition 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 a Good Activist Scholar!*

CESJ is currently soliciting nominations of individuals interested in running for the position of Program Representative (Co-Chair).

For those of you in full-time tenure-track faculty roles, holding a position of this nature is a great way to demonstrate the kind of national level service required for tenure and promotion to the Associate Professor rank. For those of you who already have tenured Associate Professor roles, this position is among the most “academic” in the service arena and is also demonstrative of national level leadership, both of these attributes will lend to favorable consideration in promotion from the Associate to Full Professor rank.

As mentioned in the CESJ Bylaws, the Program 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.

Members in good standing of both AERA and the CESJ SIG are eligible to submit nominations (including of themselves), run for election, and vote for the Program Representative (Co-Chair) position. If you would like to submit a nomination (of yourself or a colleague) for this position, please do so by sending the following information in an e-mail to [cclark1@umd.edu](mailto:cclark1@umd.edu):

- Name of the Nominee;
- Complete Contact Information for the Nominee:
  - Professional Title;
  - Institutional Affiliation;
  - Preferred Physical Mailing Address;
  - Telephone(s);
  - Facsimile;
  - E-Mail Address;
- A Brief Biography of the Nominee detailing the Nominee’s:
  - Commitment to, and Experience in, Social Justice Education;
  - Involvement in AERA, AERA SIG’s, and the CESJ SIG;
  - Interest in the Program Representative (Co-Chair) Position; and,
  - 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!***

# 2006 AERA Program

## CESJ Sponsored Sessions

### CESJ ROUND TABLES

#### 1) *Social Justice and Teaching K-12*

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Sunday, April 9; 12:25 p.m.-1:05 p.m.

**Building/Room:** Moscone Center West/3rd Floor, Room 3005

**Title Displayed in Event Calendar:** Roundtable 55

**Session Participants:**

*Assessing the Intercultural Sensitivity of a Preservice Teacher Cohort: Using the IDI in Teacher Education*

\*Mary E. Curran (Rutgers, The State University of New Jersey)

*Building Solidarity With Others: Understanding Critical Practices in Social-Action Pedagogy*

\*Shira Eptstein (Teachers College, Columbia University),  
Celia J. Oyler (Teachers College, Columbia University)

*How Urban Teachers' Conceptualize Social Justice and Practice It*

\*Omiunota N Ukpokodu (University of Missouri-Kansas City)

*Learning to Teach Mathematics for Social Justice: Getting Personal*

\*Tonya Bartell (University of Delaware)

*Using Literature to Teach for Social Justice: The Rocky Terrain of Texts and Talk*

\*Christine Diane Giese

*"How the Dreamers Are Born": Elements Responsible for Developing an Identity as Activist Educator*

\*Julio E. Diniz-Pereira (Federal University of Minas Gerais-Brazil)

#### 2) *Theoretical and Policy Studies in Social Justice*

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Sunday, April 9; 8:15 a.m.-8:55 a.m.

**Building/Room:** Moscone Center West/3rd Floor, Room 3006

**Title Displayed in Event Calendar:** Roundtable 49

**Session Participants:**

*Double Consciousness, Collective Memory, and Multicultural Education: A Theoretical Foundation for Social Activism*

\*Michael Leon Dunson (Stanford University)

*Becoming Antiracist: White Racial Justice Activists in Education*

\*Mark R. Warren (Harvard Graduate School of Education)

*Critical Multicultural Arts and Public Education: A Support for Strong and Social Justice Teaching?*

\*Therese M. Quinn (School of The Art Institute of Chicago), Michelle Corpus (The School of the Art Institute of Chicago), Mia Garcia-Hills (The School of the Art Institute of Chicago)

*Privileged Conceptions: A Self-Study of Whiteness, Democracy, and Social Justice Among White, Male, Novice Teacher Educators*

\*Cheryl A. Fields-Smith (The University of Georgia), Todd Stevenson Hawley (The University of Georgia), Jason K. Ritter (The University of Georgia)

*Social Justice, Diversity, and Teacher Education in Turkey*

\*Zeynel Amac (Indiana University-Bloomington)

*Zero Tolerance Policies and Labeling Students as "Severe Behavior": Is This Equitable, Legal, and Just?*

\*Wanda E. M. Cassidy (Simon Fraser University)

*Emancipate Yourselves From Mental Slavery: Urban Youth Engage in Resistance Through Spoken Word (Uplifting Word)*

\*Denise Pacheco (University of California-Los Angeles), Shiv Raj Desai (University of California-Los Angeles)

# 2006 AERA Program

## CESJ Sponsored Sessions

### *3) Social Justice Beyond the K-12 Classroom*

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Monday, April 10; 2:15 p.m.-2:55 p.m.

**Building/Room:** Moscone Center West/3rd Floor, Room 3005

**Title Displayed in Event Calendar:** Roundtable 67

**Session Participants:**

*A Matter of Social Justice: Preparing Leaders to Create and Sustain Inclusive Schools*

\*George Thomas Theoharis (Syracuse University), Julie N. Causton-Theoharis (Syracuse University)

*Equity at the Center: Developing a Signature Learning Experience Based on Social Diversity in a Canadian Community College*

\*Jasmin Zine (Wilfrid Laurier University)

*Listening to the Silence: Exploring the Graduate Student Experience*

\*Patricia H. Hinchey (The Pennsylvania State University), Rosa Roman Perez (The Pennsylvania State University)

*Manifestations of Global Discourses Within a Local Job Training Program: A Critical Discourse Analysis*

\*David F. Ayers (The University of North Carolina-Greensboro), David Carlone (The University of North Carolina-Greensboro)

*The Radical Academy: Lessons for Doctoral Students and Assistant Professors From the Front Lines*

\*Marc Pruyn (New Mexico State University)

*The Role of Popular Education in Ending Racism*

\*Christine E. Selig (University of California-Berkeley)

*Transformative Learning in the Public Square: The Educational Dimensions of a Broad-Based Community Organizing Movement*

\*Robert A. Filback (University of Southern California), Michael C Silverman (Mahidol University)

## CESJ SYMPOSIA

### *1) Bridging Private, Public, and Political: Strategies for Political Education and Organizing for Community Building*

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Sunday, April 9; 2:15 p.m.-3:45 p.m.

**Building/Room:** Moscone Center South/Mezzanine Level East, Room 224

**Title Displayed in Event Calendar:** Bridging Private, Public, and Political: Strategies for Political Education and Organizing for Community Building

**Session Participants:**

**Chair:** Michelle M. Fine (The City University of New York)

**Discussant:** Mark R. Warren (Harvard Graduate School of Education)

*Organizing for Change: Education for All in the Community*

\*Soo Hong (Harvard University)

*Political Education and Shifting Strategies of Community Development: Community-Based Regionalism in Asian Pacific Islander Communities*

\*Martha Matsuoka (Occidental College)

*Organizing for a Multiracial Democracy: Power and Knowledge Through Education*

\*Carolyn C. Leung (Harvard University)

*From Community Control to Consent Decree: Puerto Ricans Organizing for Education Rights in New York City in the 1960s and '70s*

\*Madeline Perez (The City University of New York), Anthony De Jesus (Muatw College)

# 2006 AERA Program CESJ Sponsored Sessions

## *Bridging Private, Public, and Political: Strategies for Political Education and Organizing for Community Building (Continued)*

### Abstract:

The investigation of community organizing as a force for community change warrants the attention of research. This panel, therefore, looks at the craft of organizing. Specifically, it focuses on organizing as a critical education tool. Organizing today is diverse in scope and can include organizing around an issue, neighborhood, or particular racial/ethnic community. Applied, it is more than a set of techniques. It often entails a process of education—political education in particular. A key feature of organizing is critical consciousness-raising for social action. Organizing is a form of critical literacy, with community members learning to read the world, not just read the word (Freire and Macedo, 1987).

## *2) Social Justice, Peace, and Environmental Education Standards: Vision and Accountability for Education in the Public Interest*

**Sponsor:** SIG-Critical Educators for Social Justice

### Schedule Information:

**Scheduled Time:** Monday, April 10; 10:35 a.m.-12:05 p.m.

**Building/Room:** Moscone Center West/2nd Floor, Room 2005

**Title Displayed in Event Calendar:** Social Justice, Peace, and Environmental Education Standards: Vision and Accountability for Education in the Public Interest



## *2) Social Justice, Peace, and Environmental Education Standards: Vision and Accountability for Education in the Public Interest (Continued)*

### Session Participants:

**Chair:** Marta P. Baltodano (Loyola Marymount University)

**Chair:** Julie R. Andrzejewski (St. Cloud State University)

Participant: Ray Barnhardt (University of Alaska-Fairbanks)

Participant: Candice C. Carter (University of North Florida)

Participant: Robert E. Crafton (Slippery Rock University)

Participant: Eulynda Toledo Benalli (Crownpoint Institute of Technology)

Participant: David A. Gruenewald (Washington State University)

Participant: Charlotte M. Harris (Wright State University)

Participant: Todd E. Jennings (California State University-San Bernardino)

Participant: S. Maxwell Hines (Hofstra University)

Participant: Haoua M. Hamza (Niagara University)

Participant: Leigh M. O'Brien (Montclair State University)

Participant: Ji-Yeon O. Jo (Duke University)

Participant: Linda Symcox (California State University-Long Beach)

Participant: E. Diane Torres-Velasquez (The University of New Mexico)

### Abstract:

In contrast to educational policies that serve corporate elites and standards that intimidate and penalize working class children and their communities, the Social Justice, Peace, and Environmental Education (SJPEE) Project is developing educational standards to challenge oppression and foster justice. Based on the Alaska Native Knowledge Network (ANKN) model, representatives/members of seventeen SJPEE SIGs and organizations are writing guidelines to assist educators and institutions committed to these principles. In different phases, about half the SIGs/Orgs are circulating written documents to their constituencies for response, others are still investigating pertinent theories, research, and international agreements representing best SJPEE practices. This year papers should reflect the wisdom of constituent communities, increasing visibility, credibility, and accountability for SJPEE in the public interest.

# 2006 AERA Program CESJ Sponsored Sessions

## ***3) Community Study: Transforming Educators and Communities through Acting on Local Definitions of the Public Interest***

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Monday, April 10; 12:25 p.m.-1:55 p.m.

**Building/Room:** Marriott San Francisco/Pacific A

**Title Displayed in Event Calendar:** Community Study: Transforming Educators and Communities Through Acting on Local Definitions of the Public Interest

**Session Participants:**

**Chair:** Kathryn J. Lindholm-Leary (San Jose State University)

**Abstract:**

Educational research is clear in documenting the disconnect between schools and the low-income, racially, culturally and linguistically diverse (LI/RCLD) communities they serve. This study provides a counterexample to the above concerns. We focus on a Community Study conducted in a dual language immersion school. Our study documents that given the arena for democratic dialogue and the opportunity to incorporate local perspectives in defining schooling's role in forwarding the "public interest," educators can create culturally responsive pedagogy, relevant curriculum, effective instructional methods, and program structures and policies that forward a locally defined social justice agenda.

## ***4) The Historical Legacy of the Civil Rights Movement***

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Friday, April 7; 2:15 p.m.-3:45 p.m.

**Building/Room:** Moscone Center West/2nd Floor, Room 2004

**Title Displayed in Event Calendar:** The Historical Legacy of the Civil Rights Movement

**Session Participants:**

**Chair:** Jerry Aldridge (The University of Alabama at Birmingham)

Participant: Lois M. Christensen (The University of Alabama)

Participant: Tondra L. Loder (The University of Alabama at Birmingham)

Participant: Lillie Fincher (Birmingham Civil Rights Institute)

Participant: Virginia Volker (Birmingham City Schools)

**Abstract:**

This is a collaborative effort among faculty at the University of Alabama at Birmingham (UAB), The Birmingham City Schools, and The Birmingham Civil Rights Institute. The effort advances civil rights education among educators. Learning at two levels occurs. The first focuses on the implementation process of the course and the second on methods of knowledge construction. Utilizing qualitative methods and pedagogical approaches the inquiry described how: To expand collaboration between UAB and the community. Course participants' perceptions perpetuated what they learned through presenting technology workshops to peers. Course participants discovered ways the civil rights movement promoted freedom, social justice, and equality. The findings enlarged the thin body of literature about promoting civil rights education. Findings are transferable to educators, informing them of approaches that promote social justice at the elementary, secondary, and higher education levels.



# 2006 AERA Program

## CESJ Sponsored Sessions

### ***5) Becoming Social Justice Educators: Experiences of Pre- and In-Service Teachers in Canada, New Zealand, and the United States***

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Saturday, April 8; 8:15 a.m.-9:45 a.m.

**Building/Room:** Moscone Center West/2nd Floor, Room 2000

**Title Displayed in Event Calendar:** Becoming Social Justice Educators: Experiences of Pre- and In-Service Teachers in Canada, New Zealand, and the United States

**Session Participants:**

*Enlightened Beginning Teachers: The Challenges and Triumphs of Working With the Treaty of Waitangi in New Zealand*

\*Pamela Burke (University of Otago)

*An Anti-Oppressive Education Approach to Teaching for Social Justice*

\*Deirdre M. Kelly (The University of British Columbia), Gabriella Minnes-Brandes (University of British Columbia), Stephanie C. Higginson (The University of British Columbia)

*Learning to Teach for Social Justice Through a Focus on Student Work*

\*Sonia V. James-Wilson (University of Rochester)

**Abstract:**

This symposium will describe three teacher education programs designed to prepare teachers to work for equity and social justice in schools. The data to be presented have been collected through interviews and focus groups with pre- and in-service teachers. Each paper will: describe the strategies used in each program to help challenge candidates' core beliefs; report on the ways their identity influence what and how they teach; explore questions about their use of equity-based practices in schools that are not supportive, and suggest ways that teacher education programs can prepare candidates for these challenges.

### ***6) Why Is a "Research-as-Praxis" Type of Investigation Excluded as an Option in the AERA Proposal Submission Menu?***

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Sunday, April 9; 10:35 a.m.-12:05 p.m.

**Building/Room:** Moscone Center South/Mezzanine Level East, Room 232

**Title Displayed in Event Calendar:** Why Is a "Research-as-Praxis" Type of Investigation Excluded as an Option in the AERA Proposal Submission Menu?

**Session Participants:**

**Chair:** Marta P. Baltodano (Loyola Marymount University)

*Distinctive Characteristics of Research-as-Praxis as a Paradigm of Research*

\*Myriam N. Torres (New Mexico State University)

*Relationships Between Research-as-Praxis, Participatory Action Research, and Teacher Research*

\*Barbara J. Coppola (New Mexico State University)

*Co-optation of Research-as-Praxis Into the Qualitative Paradigm*

\*Luis Reyes (New Mexico State University)

*Research-as-Praxis and the Postmodern Critique*

\*Luis M. Huerta (New Mexico State University)

**Abstract:**

The purpose of this symposium is to bring up awareness of Research as Praxis (RAP) as a distinctive education research paradigm, which by its own principles and goals works primarily in the public interest. Contributors to this symposium examine and document the reasons why this research paradigm is excluded from the current AERA menu of research types, as well as the ways in which it is assimilated into other more conventional research paradigms, co-opting thus its distinctive goals and principles of participatory democracy, collective transformative action, and a liberating project.

# 2006 AERA Program CESJ Sponsored Sessions

## CESJ CO-SPONSORED RECEPTION

### *Joint Reception: Critical Examination of Race, Ethnicity, Class, and Gender in Education and Social Justice SIGs*

**Sponsor:** SIG-Critical Examination of Race, Ethnicity, Class, and Gender in Education

**Schedule Information:**

**Scheduled Time:** Friday, April 7-6:15 p.m.-8:30 p.m.

**Building/Room:** Moscone Center West/2nd Floor, Room 2004

**Title Displayed in Event Calendar:** Joint Reception: Critical Examination of Race, Ethnicity, Class, and Gender in Education and Social Justice SIGs

## CESJ BUSINESS MEETING

### *Critical Educators for Social Justice SIG Business Meeting*

**Sponsor:** SIG-Critical Educators for Social Justice

**Schedule Information:**

**Scheduled Time:** Monday, April 10, 6:15 p.m.-8:15 p.m.

**Building/Room:** Moscone Center South/Mezzanine Level East, Room 222

**Title Displayed in Event Calendar:** Critical Educators for Social Justice SIG Business Meeting

**Session Participants:**

**Chair:** Mara Sapon-Shevin (Syracuse University)

## CESJ PROGRAM CHAIRS REPORT

### *Sally Thomas and Nola Butler Byrd*

This year we had over 80 excellent proposals. Following previous SIG criteria, we planned sessions to include the maximum number of participants as well as sessions that were as interactive as possible. The final program includes three round table sessions made up of 20 individual papers and seven interactive sessions with multiple participants. We were able to include only proposals with total average scores of 4 on a scale of 1 to 5. It should be clear that we will have some very excellent sessions! Many excellent proposals had to be turned away. At our business meeting we hope to get feedback from SIG members to help in next year's planning. We wonder whether or not the membership prefers some paper sessions as well as round tables. This would mean somewhat fewer participants. We also would like to brainstorm ideas for generating even more non-traditional proposals.

## 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.

## 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