

Critical Examination of Race,
Ethnicity, Class and Gender in
Education SIG
American Educational Studies Association
Summer 2010 Newsletter

From the SIG Chair:

Greetings SIG Members!

First, I want to take this opportunity to thank all of you, the membership of this SIG. I am grateful to have the opportunity to serve as your Chair. We are continuing to pursue our work through the theme “Pumping Up the Volume: Increasing Our Voice Through Connections and Collaborations”. It is my desire to not only continue the great work of our SIG but also create new avenues and opportunities to promote the scholarship of our membership.

Thank you for your support and participation this year. None of what we have been able to accomplish would have been possible without you. We had a great program that featured outstanding work from wonderful scholars. We had a productive business meeting with two great speakers. We gave two awards. Dr. Dianne Smith, University of Missouri Kansas City, received the Senior Scholar Award. She has been a long time member of the SIG who has provided continuous support. Dr. Zeus Leonardo, University of California Berkeley, received the Interdisciplinary Scholarship Award, for his outstanding work that not only addresses intersectionality but crosses multiple disciplines. Special thanks and recognition is extended to Dr. Deneese Jones, Program Chair, for all of her hard work.

Through your support, we have been able to continue our partnership with the Critical Race Studies in Education Association (CRSEA). This year, we supported five of our SIG members with travel awards to attend the Annual Conference of CRSEA, the official conference of the SIG. Recipients of the **Gloria Ladson-Billings Travel Award for Critical Race Research on the Intersection of Race, Class, & Gender in Education** were

Rebeca Buriaga
Rema Reynolds
Edelmira Garcia
Sandra Quinones
Lluliana Alonso.

Executive Committee

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Deneese Jones

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As a means of increasing the visibility of work at the intersections, the SIG in partnership with Miami University (OH) will pilot the concept of a writing group this summer. Members of the SIG have organized and developed this concept and will provide a “lesson learned” report to the executive committee to determine if this should become a fully developed project of the SIG.

Last, but certainly not least, I would like to welcome Dr. Joya Carter Hicks as our new Co-Editor for the SIG newsletter. Dr. Hicks will be working with Dr. Benjamin Blaisdell to keep all of us informed with news in and around the SIG that is important to you. Welcome Joya!

I sincerely appreciate all of the support and participation of each of the members of the SIG. I ask that you continue to support all that is done, for you.

Yours In Service,
Theodora Regina Berry, Ed.D.
Chair

From the Program Chair:

Greetings SIG Members!

Greetings SIG members! Having completed another academic year, we are getting “pumped up” for another era of submissions to the AERA 2011 Annual Meeting. This year’s theme is *Inciting the Social Imagination: Education Research for the Public Good*. There is no doubt that we are going to “light up” New Orleans again as we inject our scholarly contributions to an historically insightful and encouraging research conference. Having experienced record numbers of proposals for the 2010 conference program, I anticipate that we will have similar types of submissions this year, also. And that is exciting!

As usual, our intent is to stimulate a new dialogue about the contributions that education research can make to the public sphere related to in-depth examinations of race, ethnicity, gender, and class. By continuing to think about issues of rigor, validity, and elegance of design, we are hopeful that this year’s conference submissions will further consider the connection to and integration of questions of the public good as a central notion in conceptions of the work we do.

Please keep in mind that the call for submissions is now open and the deadline is July 15, 2010 at 11:59 p.m. PDT. Feel free to submit your proposals for individual paper sessions, roundtables, and symposiums and we will be sure that information is shared with the volunteer reviewers who have already been confirmed. If you have any questions, suggestions, or comments, please feel free to email me at jonesdl@longwood.edu. Thank you in advance for your support and assistance toward another impressive conference!

Yours-in-service,
Deneese L. Jones (Dr. “Dee”)
Deneese L. Jones, Ph. D. (Program Chair 2009-2012)

Additional SIG News:

Business Meeting Speaker

Dr. Christine Sleeter has accepted the invitation extended to her to be our invited speaker for the SIG Business Meeting!

Deadline for Submissions

Please note that this year the deadline for submissions of paper, presentations, etc. for the AERA 2010 Annual Meeting is July 15.

Upcoming Events

2011 International Conference on Parent Education and Parenting

“Changing Families in a Changing World”

February 10th-11th, 2011

University of North Texas

Denton, TX, U.S.A

CALL FOR PROPOSALS

DEADLINE: August 1, 2010

Theme: “Changing Families in a Changing World”

Descriptor: Globally, families are coping with major societal changes. Economic distress, shifting resource allocation, and other societal pressures challenge families. Thus, the 2011 International Annual Conference on Parent Education will focus on issues that most affect families in an ever changing world. Strategies for educating and supporting parents and families of diverse cultures and nationalities will be highlighted.

The proposal deadline is August 1, 2010. To submit your proposal, please go to our website at: <https://www.coe.unt.edu/cpe/conferences>.

Complete all information. Please note: The last two entries require you to enter a 500-800 word summary of your presentation and bio sketch. Please have this information ready in a word document, then cut and paste your information into the fields provided on the online form as you will not be able to edit your information in the fields.

Best Practices Nominations: You are also invited to nominate programs for Best Practices in Parent Education, Parent Involvement, and Family Support. The deadline for nominations is October 31, 2010. Please see attached instructions for Best practices nominations.

If you have questions please contact:

Dr. Arminta Jacobson, jacobson@unt.edu

Victoria Calvin at calvin.victoria@unt.edu, 940-369-7246 or 888-662-7457

Dr. Rudy Ray Seward, rudy.seward@unt.edu, 940-565-2296.

All submissions will be acknowledged via e-mail by September 2010.

3rd International Conference on Language, Education and Diversity (LED 2011)

November 23-26, 2011

The University of Auckland

Auckland, New Zealand.

The conference will focus on language and education, with particular reference to addressing/accommodating diversity. Within this broad focus, there will be specific streams on:

- * English language education (TESL/TEFL)
- * Literacy education (both school and adult literacy)
- * Bilingual/immersion education
- * Language education planning and policy

We welcome proposals for papers, colloquia and poster sessions.

Presentation Formats:

- * Colloquia (short) 1.5 hours with 3 contributors.
- * Colloquia (long) 3 hours with 5-6 contributors.

Colloquia provide an opportunity for several presenters with a related theme or topic to present together in a supportive environment. At least 15 minutes should be left for questions and audience interaction. It is the responsibility of the colloquium chair to organise their colloquium group.

* Papers 25 minutes, including 5 minutes for questions/responses. This is a lecture style presentation supported with visual material.

* Posters (to be displayed at designated times throughout the conference). This is a display of material on a poster (no more than two A1 sheets) with scheduled opportunities to discuss the material with interested individuals.

How to Submit: Abstracts are to be submitted online. Please read the guidelines on how to make your submission before you start the submission process. More information on the programme and key dates are on the conference website (below). Please contact the conference organiser on +64 4 562 8259 or email, led@paardekooper.co.nz, if you experience any problems when submitting your abstract online.

Final date for submission of abstracts is Monday 28 February 2011

Refereed Conference Proceedings: Presenters wishing to submit a full paper for inclusion on the official conference proceedings must do so by 3 March 2012. All

submissions to the conference proceedings will be double blind reviewed. A CD of refereed conference proceedings will subsequently be produced.

For up to date information on the conference please visit LED 2011 website or contact the conference organizers:

Paardekooper and Associates
Phone: +64 4 562 8259
Email: led@paardekooper.co.nz
Website: www.led.ac.nz

African American Language in Popular Culture: Intersections among Language, Education, Music, Media, and Sports

November 2-3, 2010

Downtown San Antonio, TX, on the Riverwalk

ABSTRACTS DUE JUNE 3, 2010

Abstract Submission:

<http://linguistlist.org/confcustom/customabssub.cfm?Emeetingid=0702J8465896464A408040441>

Contact Information:

Sonja Lanehart
aalconference@gmail.com

The second biennial African American Language Conference will take place November 2-3, 2010, in San Antonio, TX, immediately preceding NWAV 39 (which will be November 4-6, 2010). This year's AAL conference theme is "AAL in Pop Culture: Intersections among Language, Education, Music, Media, and Sports." We invite submission of abstracts for papers and posters in all areas of language research related to our theme. Multidisciplinary, multimethods, and collaborative scholarship are all welcome. Abstracts not exceeding 300 words (excluding title and references) should be submitted electronically at <http://linguistlist.org/confcustom/AAL2010> no later than June 3, 2010. Authors may submit one singly authored and one jointly-authored abstract or two jointly-authored abstracts. Submissions will be reviewed anonymously. We are also accepting proposals for a limited number of panels/interactive symposia. Organizers should submit 400-word abstracts describing the panel/interactive symposia theme and individual 300-word abstracts for each participant. The expected outcome of this conference is an edited collection of cutting-edge, seminal, and vibrant scholarship in AAL research. As such, all accepted abstracts must have completed papers submitted by October 14, 2010, with revised final drafts due two months after reviewer comments are received by the authors.

Follow us on Facebook at AAL2

New Ways of Analyzing Variation 39

“New” NWAV39: Diversity, Interdisciplinarity, and Intersectionality

November 4-6, 2010

Downtown San Antonio, TX, on the Riverwalk

2011 International Conference on Narrative, Arts-based, and "Post" Approaches to Social Research

Arizona State University

Tempe, Arizona

January 21-23, 2011

SUBMISSION DEADLINE JUNE 15, 2010

Interested parties are invited to submit proposals for presentations at the 2011 International Conference on Narrative, Arts-based, and "Post" Approaches to Social Research, sponsored by the Mary Lou Fulton Teachers College. The conference will be held at the Arizona State University campus in Tempe, Arizona from January 21-23, 2011.

The conference will consist of four keynote addresses, six workshops, and numerous single paper and symposium sessions. Submissions for the single paper and symposium sessions are invited from academics in various fields of the humanities, arts, social sciences, and professional studies. These sessions will be held throughout the days of Saturday, January 22, and Sunday, January 23.

We understand that some are concerned about attending a conference in Arizona, in light of the recent immigration legislation. Please find ASU's official response to SB1070 here (http://naparconference.asu.edu/global/documents/crow_immigration.pdf). We encourage you to use this conference as an opportunity to share your own narrative, arts-based, or "post" forms of social research related to this and other social issues.

For more details about this call and the conference, please visit:

<http://naparconference.asu.edu/home/proposals.dot>

Jobs of Interest

The Q Center @ ACR

One-Year Postgraduate Fellowship in LGBTQ Youth Cultural Competency
The Q Center @ ACR, an LGBTQ youth center in Central New York, and
QuERI – The Queering Education Research Institute, an affiliate of Syracuse University
School of Education

This is a One-Time fellowship, funded through a grant from the Community Foundation of Central New York to The Q Center @ AIDS Community Resources, Syracuse, NY. The Mission of The Q Youth Center @ ACR is to promote the health, safety and empowerment of LGBTQ young people and the children of LGBTQ parents. We respect young people and take a holistic approach to supporting their growth and development through providing caring adult role models, information and education on living healthy lives, issues of equality, and tools for empowerment. We further strive to end all forms of violence and harassment based on sexual orientation and gender identity through supporting legislation and educating the public. Through outreach to the broader community, parents, guardians, religious institutions and schools, we aim to make all spaces safer for LGBTQ youth, and children of LGBTQ families. We work toward and have hope for a world where all youth are safe and valued, regardless of their sexual identification, HIV status, gender identity and expression, family structure, educational enrollment, disability, race or ethnicity.

The Queering Education Research Institute is an independent think-tank and research initiative formally affiliated with Syracuse University School of Education. The purpose of the Queering Education Research Institute (QuERI) is to bridge the gap between research and practice in the teaching of LGBTQ students and in the creation of LGBTQ youth serving programs. QuERI strives to foster change for LGBTQ youth through:

- Utilizing research to support educators in the creation of affirming learning environments for LGBTQ students in schools and in youth serving social service organizations;
- Evaluating school policy and policy implementation in support of LGBTQ students and proposing new policy and implementation practices to improve school climate for LGBTQ youth.
- Developing research based youth programs to empower LGBTQ youth and implementing those programs at the Q Center;
- Generating and disseminating research on the LGBTQ youth experience and on models for creating change in the institutions that serve them through publication, conference presentation, and workshop delivery;
- Providing opportunities for graduate students to research and teach in the area of queering education.

This Post-Graduate Fellowship in LGBTQ Youth Cultural Competency is an opportunity for a recent graduate at the masters or doctoral level to develop content area knowledge in support of LGBTQ youth and a set of applied skills including qualitative research, assessment, program design, teaching and training. It offers opportunities for research

and collaborative projects with potential for publication. Additionally, administrative experience in non-profit management, grant writing and working with young people will be provided. The position is full time.

Eligibility: Recent graduate of a masters or doctoral program in education, social work, counseling, public health, sociology, psychology or a related field. Course work and demonstrated interest in diversity issues and social justice. Experience with youth and marginalized populations preferred. Experience with qualitative research, social theory, sociology/cultural studies perspectives preferred. Back ground check.

Responsibilities: Develop and deliver LGBTQ youth competency training units based upon empirical research and best practices for specific populations of youth service providers. Assess the LGBTQ youth cultural competence of area service organizations and support implementation of change strategies. Collect qualitative and survey data on the experiences and knowledge of youth service providers with LGBTQ youth. Provide administrative and program support to the operations of the Q Center @ ACR.

Compensation: \$30,000 plus benefits. Access to Syracuse University research library. May request audit of Syracuse University School of Education courses. Additional opportunities are available for fellows at the post- doctoral level.

To apply: Send letter of application; CV including a list of graduate courses completed, teaching and research experience; names and contact information for three references to :

Elizabeth Payne, PhD
Director, The Q Center @ACR
627 West Genesee Street
Syracuse, NY, 13024

Looking to Publish?

Race, Ethnicity and Education is the official Newsletter of the CERECG SIG. Here is a description of the journal from the Editor, David Gillborn:

Race Ethnicity and Education (REE) is published four times a year by Routledge. We publish original and challenging research that explores the dynamics of race, racism and ethnicity in education policy, theory and practice. Now entering its thirteenth year, the journal has established itself as essential reading for those working in this field and especially welcomes writing that addresses the interconnections between race, racism and multiple forms of oppression including class, gender, sexuality and disability. All articles

are independently refereed and the journal is supported by a distinguished international editorial panel.

REE is particularly important because it combines work by some of the world's leading scholars alongside articles by newly qualified researchers – the key criterion is the quality of the work, not who produced it.

The journal is known for publishing topical, cutting-edge work that meets the highest scientific and ethical standards. Recent special issues include '*Critical Race Praxis*'; '*The State of Research on Asian Americans and Pacific Islanders*'; '*The “No Child Left Behind” Policy*'; and '*Postcolonial Perspectives on Education*'. Other important strands of work include articles on the nature of 'Whiteness' and hidden racism on campus; diversity and teacher education; educational inequality in Post-Apartheid South Africa; and the racialized consequences of educational reform internationally.

REE is open to education scholars working in any field. Although the journal is edited and published in the UK the majority of published papers are by scholars in the US. This signals its status as a truly international forum. REE is included in the World's leading indexing and abstracting services, including the Social Science Citation Index (SSCI). Perhaps most importantly, REE is *used* by scholars and activists alike. Last year there were around 40,000 full article downloads: REE does not merely report on issues, the journal carries research that informs and shapes the field.

For further information see the journal website at:
<http://www.tandf.co.uk/journals/titles/13613324.asp>

If you have any questions about the journal or would like to discuss the suitability of something you are working on (as an article or special issue proposal) please feel free to contact any of the following:

Editor: David Gillborn, d.gillborn@ioe.ac.uk
Associate Editor (North America): Annette Henry, ahenry@u.washington.edu
Associate Editor (Europe): Nicola Rollock, n.rollock@ioe.ac.uk

An Opportunity from PM Press

Call for chapter proposals to be included in the book, *Anarchist Pedagogies*. PM Press

Editor: Robert Haworth PhD, University of Wisconsin - La Crosse

This edited book calls on international scholars (15 single authored or collectively authored chapters) in anarchist studies to critically reflect on historical and contemporary experimentations in anarchist pedagogies. Scholarly efforts will focus on what we have learned from past anarchist experiences and current transformative learning environments

— where individuals are engaged in collective, participatory, voluntary and mutual efforts that contest global capitalist structures.

The edited collection responds to the need to reflect on anarchist pedagogies and will highlight three major themes. Authors in the first section will be encouraged to focus on historical discussions surrounding anarchism and education. The authors will give introspective critiques of historical practices, including theories of teaching and learning and alternatives to compulsory public schools. Authors in the second section will construct philosophical and theoretical frameworks evolving from contemporary anarchists, particularly through individuals participating in cooperatives, independent media collectives, infoshops, political zines, open source projects, DIY, direct action networks and other autonomous and cultural spaces.

An Opportunity from the *Journal of Peace Education*

Call for paper for a special issue of the *Journal of Peace Education*.

“Peace Education: Past, Present, & Future”

Editor: B. Jeannie Lum

Objectives of the Special Issue:

Peace Education is currently a burgeoning field of scholarship and research that continually experiences challenges to its legitimation and participation in more traditional and conventional approaches to education. Today, it receives increasing recognition by educators and the public in response to growing societal interests in globalization and local forms of school violence.

“Peace” is a guiding concept and principle that motivates current educational movements to redirect cultures of war into cultures of peace and transform their school cultures into constructive learning communities. Peace education has worked in repairing the physical, psychological, and social fabric of human lives and societies impacted by natural disasters, war, violence, and human struggle throughout highly developed and underdeveloped countries. It addresses all life stages of human development and growth that lead to sustainable peace education practices within formal institutional and informal settings. This special edition will examine the field of peace education, its past, present, and projected future.

This call for papers invites submissions that take an overview of the field of peace education, its emergence and gradual formation from the past, the current state of the field and possible visions for the future. It encourages submissions that utilize multidisciplinary, interdisciplinary, and transdisciplinary methodological approaches to study and research. It accepts works that examine the conceptual foundations of peace education and accounts for the relationship of theory to practice/praxis within a variety of traditional, modern, and post-modern philosophical frameworks. It seeks papers that review historical trends and/or analyze specified areas of peace education, e.g. environmental ecology, varieties of conflict resolution and mediation, non-traditional

school practices, philosophical concepts, historical and current figures, educational movements, multicultural communities, local to global transitions, national/international and comparative education, educational programs in various regions around the world, impact and effectiveness of NGO activities and global institutions, indigenous education, etc. Importantly, it looks for overviews and discussions in peace education about context based schooling practices - curriculum, discipline, classroom management, assessment & evaluation, educational policy and accounts regarding any members involved in schooling. Importantly, it seeks works that venture to understand how peace education might be distinguished as a field of scholarship and research from other educational traditions.

Notes for Prospective Authors:

Expressions of interest including a 1,000 word should be sent to the Editor by November 15th, 2010

Please contact Jeannie Lum (jlum@hawaii.edu), if you have inquiries regarding your topic prior to submitting your proposal.

If selected, submissions should be between 5,000 - 9,000 words and follow the journal's style requirements. Details can be found at:

<http://www.tandf.co.uk/journals/journal.asp?issn=1740-0201&linktype=44>

An Opportunity from Sharon Chappell, California State University Fullerton and Christian Faltis, University of California, Davis

Book Title: The Arts and English Language Learners: Building Culturally Responsive, Critical and Creative Programs in School and Community Contexts

We are seeking submissions of project descriptions and stories from educators, artists and activists—even young people themselves—doing arts-based work with bilingual, immigrants, refugees, and English language learner youth. We are specifically looking for projects that focus on the ways EL youth express their life experiences, social views, community relationships, funds of knowledge, and political actions in and through the arts broadly defined. If you are a person who facilitates bilingual young people's art-making (visual arts, literary arts, new media, theatre, dance, music, graphic arts) in community and/or school settings, we want to hear your stories!

Please submit a 100 word description of your project including project purpose, demographics of youth participants, types of activities and teaching methods used, social issues of concern, and culminating project arts events and products.

We are working with a publisher, and if selected, project authors will receive contributor credit. We are university researchers and educators in second language learning who utilize arts-based methods in both our research and teaching.

Submit inquiries and project descriptions to: schappell@fullerton.edu
(Sharon Chappell, California State University at Fullerton)

DEADLINE FOR 100-WORD PROJECT DESCRIPTION: JUNE 30, 2010

We will contact you and, if selected, we will provide you with guidance on developing your story to 1000 words or 4 pages. This draft will be due September 15, 2010.

Book Description:

This book explores the role of the arts for understanding the experiences English language learners (ELLs) and how these students are affected by curricular practices in and through the arts in school and community-based settings. The book forges diverse connections among the fields of the arts, art education, and English language development (ELD) in educators' personal arts practices and pedagogical strategies with ELLs. The authors seek to articulate and raise questions about the ways that the arts and language development work in tandem to contribute to ELLs' language and academic development. Among the questions explored are: How do teachers and learners engage in the arts to explore school and community topics while acquiring English as their second language? How do teacher's personal arts practices facilitate understanding of issues affecting ELL students? How do drama, visual arts and media tools help ELL students acquire English as a second language in various settings? How does arts-based learning tie into what is understood theoretically about second language acquisition and young people's life experiences? This set of questions are rarely addressed in educational research, and almost never asked with respect to English learners.

This book articulates shared epistemological frameworks in the arts and ELD, models for integrated arts/ EL instruction, and implications for future research and practice. The authors utilize research from both arts and language education to articulate relationships between arts-based practices and English learners and how they learn. A common assumption of the book is that the arts are essential for all learners, but can be especially valuable for contributing to English learning for ELLs because they invoke and kindle meaningful uses of sensual language, enabling learners to experience ideas, patterns, and relationship (form) in ways that lead to new knowledge (content). Moreover, the arts are inherently context-rich and engaging for ELLs in ways that promote a more holistic approach to language acquisition, something that is less likely in schools where the focus is on teaching students discrete language skills with minimal opportunities for the negotiation of meaning about relevant topics. In arts-based experiences, the goal is extended language use in relatively safe learning environments where students are invited to engage in experiences where form and content are integrated to promote the construction of and uses for new understandings. It is through this process that second language acquisition occurs, a noteworthy benefit of learning that happens through arts-based experiences.

One key purpose of the book as a whole is to articulate the potential of current practices to become more culturally relevant, critical, and creative. We are interested in moving toward arts processes and products in educational settings that enter the world of

resistance, taking a stance about language and culture in English learners' lives over political domination (Freire, 2000; hooks, 1995). This book is significant because it shows visually and perceptively the intimate connections among art, narrative, and resistance for addressing topics of social injustice that in the current financial crisis have been virtually silenced in mainstream educational conversations and research (Olsen, 2008; Suarez-Orozco, 2002). We suggest that specific approaches to making art and discussing it can produce dialog toward social change in, with and by English learner communities.