

Message from Division VP
Rivers of Curriculum Studies Forever Flowing
Ming Fang He



My Dear Division B Curriculum Studies Colleagues:

I sincerely hope that everybody is having an invigorating summer in all capacities!

I feel honored to assume the responsibilities of Vice President of AERA Division B and to represent curriculum concerns of the membership for my three-year term of office. First, I would like to thank our VP, **Carl Grant** (2011-2014), for the amazing work he has done for Division B during the past three years. As a Division Program Co-Chair (2010-2012), I had wonderful opportunities to learn from Carl. I have learned generosity, integrity, justice, and humility from Carl as he enlightens people with his unyielding sense of humor and boundless wisdom. I just came back from the AERA Council Meeting in Washington DC (June 27-June 28, 2014) and some of the council members described Carl as the source of joy and beacon of light. I would like to thank our Secretary (2011-2014), **Bernadette Baker**, for all the incomparable work she has done for our Division during the last three years. Prior to our Division B Business Meeting in April, 2014 in Philadelphia, Bernadette and Carl met me and our current Secretary, **Isabel Nuñez**, and handed two large computer folders of organized and detailed files for our Division. The conversations and materials they shared with us facilitate the transition.

Isabel Nuñez, with you, my sister, friend, comrade, and wisdom of life, we will continue to build our curriculum work on the **Principles of Diversity for AERA Division B Committee and Program Construction** suggested by Bernadette Baker and initiated under the VP-ship of Donald Blumenfeld-Jones. We honor the following principles in our Division's committee and program activities:

Epistemological: honoring a range of worldviews, discourses, frames of references, methodological approaches, and styles of presentation and expression. It is particularly important to affirm new ideas and approaches, marginalized bodies of work, and creative approaches and solutions that would be original on the program.

Demographic: ensuring that the knowledge generated from our unique ways of being and cultural circumstances are shared and maximized through participation and representation that honors differences on a wide variety of bases. This includes but is not restricted to race, ethnicity, gender, sexuality, first language, class, national origin, disability, age, and appearance.

Institutional: ensuring that larger and smaller institutions are represented, as well as the variety of kinds in which curriculum studies is pursued e.g., liberal arts colleges, research-dominant institutions, art institutes, and more. Ensuring that the range of institutional positions from pre-K-12 teachers, youth voices, graduate/postgraduate students to junior, mid-career, senior professors, are represented as well as non-tenure track, community activist/organization positions, and more, are honored.

Regional: ensuring that perspectives from urban and rural, national and international, North and Global South locations, and more, are honored. Ensuring, too, that knowledge is not positioned as always reducible to place of institution, such that transregional, hybrid, and multiple subjectivities and crosscultural awarenesses are honored. (Baker, 2014)¹

I would also like to thank our brilliant and hardworking program committee: **Pamela Konkol** (Concordia University Chicago), **Lynn Fendler** (Michigan State University), **Noah Sobe** (Loyola University Chicago), **Jennifer Milam** (The University of Akron), **Susan Edgerton** (Massachusetts College of Liberal Arts), **Hannah Tavares** (University of Hawaii at Manoa), **Denise Taliaferro Baszile** (Miami University), **Travis Wright** (University of Wisconsin –Madison), **Jamie Lewis** (Georgia Gwinnett College), **Debbie Sonu** (Hunter College), **Vonzell Agosto** (University of South Florida), **Ricardo Rosa** (University of Massachusetts-Dartmouth), **Dennis Carlson** (Miami University), **Ben DeVane** (Digital Worlds Institute, University of Florida). All of you have made our programs thought provoking and irresistible!

I would also like to send my heartfelt thanks to those who took their precious time to provide insightful and critical reviews for our proposals and those who participated as chairs, presenters, and discussants. We could not have pulled together such vibrant programs within AERA without you!

¹ Baker, B. (2014). Principles of diversity for AERA Division B committee and program construction. Division B Business Meeting, AERA Annual Meeting, Philadelphia, USA.

Heart-felt thanks are extended to our committee members who worked tirelessly to ensure that the Philadelphia meeting was highly worthwhile: Membership Committee Chair--**William Reynolds (Georgia Southern University)**; Newsletter Editors--**Diane Watt (University of Ottawa) and Suniti Sharma (St. Joseph's University)**; Affirmative Action Officer--**Crystal Laurel (Chicago State University)**; Student Representatives--**Karla Manning (Senior Graduate Student Representative, University of Wisconsin-Madison) and Kristen Duncan (Junior Graduate Student Representative, UG)**; Nomination Committee Chair--**Michael O'Malley**; Human Rights Award Committee Chair--**Adrienne Dixson (University of Illinois at Urbana-Champaign)**; Lifetime Achievement Award Committee Chair--**Donald Blumenfeld-Jones (Mary Lou Fulton Teachers College, Arizona State University)**; Outstanding Book Award Committee Chair--**John Richardson (Western Washington University)**; Outstanding Dissertation Award--**Cameron McCarthy (University of Illinois at Urbana-Champaign)**; Webmaster--**Angela Hines (Arizona State University)**; Task Force On Curriculum In International Contexts Chair--**Yun-Kyung Cha (Hanyang University, Korea)**.

Thousands of thanks to our courageous and creative 2015 Program Team: **Program Co-Chairs--Pamela Konkol (Concordia University Chicago) and Jennifer Milam (University of Akron)**; **Section 1 Co-Chairs (Critical and Post-Foundationalist Perspectives and Practices)--Debbie Sonu (Hunter College) and Wade Tillet (University of Wisconsin-Whitewater)**; **Section 2 Co-Chairs (Decolonizing, Transnational, and Indigenous Inquiry)--Noah Sobe (Loyola University-Chicago) and Nicholas Ng-A-Fook (University of Ottawa)**; **Section 3 Co-Chairs (Challenging Methodological and Representational Boundaries)--Travis Wright (University of Wisconsin) and Jorge Lucero (University of Illinois, Urbana-Champaign)**; **Section 4 Co-Chairs (Spatial Justice: Youth, Community Activism, and Ecologies)--Min Yu (Missouri State University) and M. Francyne Huckaby (Texas Christian University)**; **Section 5 Co-Chairs (Historical, Philosophical, and (Inter)Disciplinary Knowledges)--Ricardo Rosa (University of Massachusetts-Dartmouth) and Sabrina Ross (Georgia Southern University)**; **Section 6 Co-Chairs (Cultural Studies: Critical Media Literacies, Popular Culture, and Posthumanisms)--Jake Burdick (Purdue University) and Jung Kim (Lewis University)**. With your exceptional wisdom and synergy, another success of our program is in the making!

Thousands of flowers go to our innovative Newsletter Editors--**Diane Watt (University of Ottawa) and Suniti Sharma (St. Joseph's University)** for having creating such an exhilarating space for us to share, to listen, and to honor diversity in unity and unity in diversity in curriculum studies!

Thousands of thanks to all of our invigorating members! Thank you for your participation, contribution, and questioning at the 2014 Annual Meeting in Philadelphia! Your courageous and creative curriculum work continues to inspire diverse rivers of curriculum studies to flow with unyielding and mighty currents no matter how many turbulents we have to cross in the years to come. Dialogues engendered from your work among curriculum studies workers--researchers, scholars, policy makers, parents,

community workers, movement organizers, etc.--are extremely invigorating in developing our understanding toward and enacting our action upon contested curriculum issues and situations in context, practice, inquiry and theory in an increasingly diversified and contradictory world.

Curriculum studies is highly contested with diverse theoretical traditions and socio-political, cultural, linguistic, and geographical contexts. At the troubling moments of life, all of our cultural curriculum workers from Division B and around the world should explore diverse intellectual traditions and trajectories (e.g., Black Feminist Thought, Womanist Ideas, Ethnic Queer Theories, Indigenous Thought, Asian American, Chicano, Eastern~Western, etc.) in curriculum studies, seek justice in-between cultures, heritages, and languages in curriculum inquiry and praxis; support creative scholarly and activist work from interdisciplinary, transdisciplinary, and counterdisciplinary perspectives; exile voluntarily from commodified and oppressive policy and practice; cultivate radical hopes, dreams, imaginations, and possibilities; raise challenging questions, transcend boundaries, transgress orthodoxy, and research silenced narratives; teach and theorize creatively in-between; and create robust and resilient rivers of curriculum studies forever flowing for a balanced and equitable human condition for all.