

New Orleans Skyline



*Alfredo J. Artiles*  
Division G Vice-President

Spring  
2011

NEWSLETTER

## A MESSAGE FROM THE VICE-PRESIDENT

Dear colleagues,

As I approach the end of my term as Vice President of Division G, I am happy to report that the Division is in good health. The Division is fiscally sound, our community is steadily growing, and the Division's intellectual life is thriving as reflected in the quality of our annual meeting program and other important initiatives. Division G is still the third largest Division in AERA, after Divisions K (Teaching and Teacher Education) and C (Learning). However, our efforts to increase the membership paid off as Division G showed the largest membership growth in 2010 across all AERA Divisions (i.e., >9%). Past Secretary Jeff Duncan-Andrade and the Graduate Student Committee leadership that includes Ceci Henriquez, LaGarrett King, and past senior graduate student representative Sam Wahome, led a recruitment initiative for the last two years. Our current Secretary, Adrienne Dixson, is

building on these efforts and our goal is to maintain the membership growth trend. We have also made progress in other important Division matters. For instance, AERA Council approved in its 2011 winter meeting the Division G By Laws. We posted them recently in our website. This is an important development since we now have official rules for various aspects of the Division's governance and procedures. Moreover, a team of colleagues (including Division G members that contributed before my VP term) completed the Division handbook, which is also posted on the website. Keffrelyn Brown and Katie Olson led this project. Please review this important resource and send us feedback and suggestions because we plan to continue revising and improving it.

The intellectual life of the Division continues to thrive and it is indexed in our recent initiatives and the 2011 annual meeting program. I have worked

during my VP term on promoting a Division-wide engagement with the notion of interdisciplinary scholarship on the social contexts of education. Past newsletter articles have addressed this initiative as well as visible sessions at the 2010 annual meeting. Building on these efforts, I am proud to report the creation of a new lecture series in the Division titled *Advances in Social Contexts of Education Interdisciplinary Scholarship Lecture*. Prof. Margaret Eisenhart (C U at Boulder) will present the first lecture in New Orleans. We included in this newsletter an article that describes the lecture series and announces Prof. Eisenhart's session. Stay tuned for announcements about future initiatives that will strengthen the Division's engagement with interdisciplinary scholarship on social contexts of education. In addition, our presence in the annual meeting program reflects the quality and intensity of the work that our members are doing. We planned a pre-meeting workshop on *Education Scholarship for the Public Good: Challenges and Opportunities of Research Methods to Incite the Social Imagination*. Marta Baltodano and Inma García Sanchez organized an excellent event that will include distinguished specialists on narrative inquiry, mixed research methods, critical discourse analysis and classroom discourse analysis, and critical ethnography methods. Look for details inside this newsletter.

The Division G program committee organized an outstanding program led by co-chairs Elizabeth Kozleski and María Fránquiz. We present in this newsletter highlights of the meeting program, including a Presidential session co-sponsored by our Division titled, *Race in the Post-racial Era: New Directions for Critical Race Theory?* The session will feature a stellar roster of speakers, including Gerald Torres, Margaret Montoya, and Neil Gotanda, with Gloria Ladson-Billings and Bill Tate as discussants.

The site of the 2011 annual meeting affords us the opportunity to engage with fascinating educational scholarship on the social contexts of education that is being produced in New Orleans. An excellent opportunity to learn about this work is the off site event we planned in co-sponsorship with the Grassroots and Youth Organizing SIG. The session is titled *Black Education, Environmental*

*Health, and Grassroots Organizing: Testimonies from the Lower Ninth Ward of New Orleans*. Registration, location, transportation, and contact information on this event are presented in this newsletter. We will continue this year our tradition of promoting and supporting mentoring activities through financial and academic means. We recently released calls for applications for travel stipends for early career and graduate students. Please help us spread the word and encourage your colleagues and students to apply. We allocated this year a modest amount of money to support travel for scholars from developing nations. In addition, the Early Career and Mentoring Committee, chaired by Na'ilah Nasir and Anthony Brown, will host an event on *Writing and Productivity in the Academy*. Ceci Henriquez and LaGarrett King (Graduate Student Committee) will host a fireside chat on *(Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on the Social Contexts of Education*, and will host a student session on the complexity of social contexts. See descriptions of these events in this newsletter.

Articles in this newsletter also include a report from the Chair of the Affirmative Action Committee, Zeus Leonardo, and a new section on Member News. We hope you will continue to send us updates about your recent publications and upcoming events in which you are involved.

I invite you to attend the joint Divisions G and K reception and the Division G business meeting and Awards Ceremony to celebrate our accomplishments and honor our colleagues. I will present my final report to the Division G community at the business meeting and report on the transition work we have been doing with incoming VP Luis Moll. I look forward to seeing you in New Orleans.

*Alfredo J. Artiles*  
Division G Vice President

**ADVANCES IN SOCIAL  
CONTEXTS OF EDUCATION  
INTERDISCIPLINARY  
SCHOLARSHIP LECTURE**

Division G hosts a lecture during the annual meeting titled, “Advances in Social Contexts of Education Interdisciplinary Scholarship Lecture.” The lecture is established for an initial five-year period (2011-2015), renewable subsequently for similar terms by the Division Executive Committee. The Executive Committee will appoint a task force after the third year (i.e., 2013) to evaluate the lecture series and use the evaluation findings to make appropriate adjustments and changes as needed.

The purpose of the lecture is to engage the Division G membership in critical analyses, reflections, and deliberations about the status of the interdisciplinary knowledge bases that are used in social contexts of education scholarship. The lecture aims to promote epistemic and ontological reflexivity in the scholarly activities pursued in the Division and serve as a resource for future directions in this area of scholarship. A call for nominations is disseminated every fall. The Executive Committee identifies every year a prominent scholar to present the lecture. The lecture may focus on theoretical and/or methodological aspects related

to the study of social contexts of education, and may cover a wide range of topics addressing critiques or analyses of recent developments in the field, deliberations about enduring or emergent (theoretical and/or methodological) tensions and dilemmas, integrations of (conceptual and/or empirical) insights from disparate areas of study that are not typically examined in tandem, re-framings of questions, problems, or issues, and proposals for new understandings or uses of theory and/or research methods to study social contexts of education. The lecture is expected to draw from interdisciplinary insights and resources to address the chosen topic. In addition, with the purpose of strengthening Division G’s interdisciplinary knowledge bases, one or two scholars from peer professional associations or allied organizations/fields will respond to the lecture. Examples of professional associations include the American Anthropological Association, the American Sociological Association, the American Psychological Association, the Association of American Geographers, the American Public Health Association, and other organizations (e.g., grass root groups/agencies, community based organizations, NGOs) involved in inquiries related to

the social contexts of education.

**2011 ADVANCES IN  
SOCIAL CONTEXTS OF  
EDUCATION  
INTERDISCIPLINARY  
SCHOLARSHIP LECTURE**

*“We Can’t Get There From Here”*: The Meaning and Context of High School Girls’ Engagement in STEM



*Margaret Eisenhart*  
University of Colorado at  
Boulder

Discussants:

*Chandra Muller*, American  
Sociological Association

*Na’ilah Nasir*, Council on  
Anthropology & Education

## Abstract

2011 Advances in Social Contexts of Education  
Interdisciplinary Scholarship Lecture

*“We Can’t Get There From Here”*  
**The Meaning and Context of High  
School Girls’ Engagement with STEM**

***Margaret Eisenhart***

University of Colorado at Boulder

Calls for the U.S. to address the lack of diversity in science, technology, engineering, and mathematics (“STEM”) are ubiquitous. The problem has been framed as an equity problem because opportunities afforded by good jobs in these fields are not well-distributed, and the value added by workers with diverse perspectives is lost. It has also been cast as an economic problem because scientific and technical disciplines are seen as the engine that will drive innovation and market expansion. Concerns about national security have now been layered on: It is dangerous for the country to be dependent on foreign workers and at the mercy of foreign innovations.

National attention to this problem has waxed and waned over the years, generally following the course of other equity issues. In the past two decades, attention has focused on the educational shortcomings of schools and individuals: Lack of diversity in STEM is said to result primarily from educational programs that promise results but don’t work and individuals—especially young women and students of color—who stand to gain and offer much—but don’t develop the ability or interest. The educational system at all levels is the primary target for improvement. Statements such as the following are common:

Most of the thinning of the pool of potential technical talent occurs by the end of high school. By then, students have acquired the foundational skills and confidence to pursue further

study in technical disciplines or they have not. They have been encouraged and shown interest in science, math and engineering or turned off. Clearly, our best chance to meet America’s technical talent imperative is to train the promising young people we already have. (Jackson, 2006)

In this presentation, I report results of a 4-year outreach and research project, “Female Recruits Explore Engineering” (FREE), designed to interest high school girls of color in engineering and to study: (1) how the girls came to position themselves (or not) as prospective engineers during high school; and (2) how the idea of pursuing engineering fit into the context of their lives. From 2006-2009, we worked with high-achieving girls of color in 3 states (CO, IA, OH). All the girls were strong students in math and science, but only 18% were considering engineering in college. As such, they were the kind of people thought most likely to pursue engineering if they could be encouraged and their interest piqued. In FREE, they were encouraged, their interest rose, and many developed emergent identities as possible engineers, but most did not pursue engineering. Why?

Anthropologist Micaela di Leonardo (Collins, di Leonardo & Williams, 2008) argues that the U.S. is producing “new landscapes of inequality,” in which federal and state policies exaggerate the importance of individual behavior and downplay the need for resources, institutional supports, government oversight, and checks on growth, power, and wealth. These new landscapes of inequality can be invisible because they do not follow the familiar contours of discrimination by race, gender, and class in this country. I will argue that the meaning and context of minority girls’ attempts to engage with engineering constitute a new landscape of inequality. When one of the girls told me, “We can’t get there from here,” she was right.

## **Pre-Conference Workshop Education Scholarship for the Public Good Challenges and Opportunities of Research Methods to Incite the Social Imagination**

*Marta P. Baltodano,*  
Loyola Marymount University &  
*Inma Garcia Sanchez,* Temple University

The Division will invite up to 40 early career scholars (i.e., assistant professors or post-doctoral fellows) and advanced doctoral students (i.e., ABD status) to a one-day workshop that will be held on Thursday, April 7, 2011 (8:30 am to 4:00 pm). The workshop will be facilitated by senior and mid-career scholars who will provide participants with the opportunity to:

1. Understand key conceptual and methodological issues regarding inquiry for the public good, particularly when conducting research in/with vulnerable populations, and diverse communities and schools.
2. Examine challenges and opportunities that the research methods below pose when conducting research in/with vulnerable populations, and diverse communities and schools and their implications for public policy.
  - \* Narrative research methods
  - \* Mixed research methods
  - \* Critical discourse analysis and classroom discourse analysis
  - \* Critical ethnography methods
3. Identify one issue/question/dilemma related to your current research agenda committed to the public good, and receive

feedback from senior scholars and fellow group members.

In addition to a discussion panel with senior and mid-career scholars, attendees will participate in small roundtable discussions facilitated by these scholars. These conversations will take place during breakout sessions and over lunch.

## **Travel Stipends for Early Career Scholars**

Division G is pleased to announce travel stipends available for the 2011 Annual Meeting. If you are an early career scholar (i.e., obtained a Ph.D. or Ed.D. in the last 5 years) working in the area of social contexts of education, please consider applying for Division G travel stipends for the 2011 Annual Meeting in New Orleans, LA. Division G will select 15 individuals to receive a \$200 travel stipend. In addition, Division G will select two early career scholars that are citizens and live in a developing country (i.e., low-income countries as classified by the World Bank) to receive a \$600 travel stipend.

Please provide the information requested below and submit to Anthony L. Brown ([anthony.brown25@mail.utexas.edu](mailto:anthony.brown25@mail.utexas.edu))

In order to qualify you must meet the following criteria:

1. Current AERA Division G Member
2. First author of an accepted presentation at the 2011 AERA annual meeting.
3. First-time presenters at the AERA annual meeting.

Applicants from developing countries will also need to verify their citizenship and residence location.

Stipend recipients will be randomly selected from the pool of applicants that meet these criteria.

In order to apply, please send a current Curriculum Vita and a 1 page (max) word document addressing the following information:

1. Name:
2. Email address:
3. Mailing Address:
4. Current Position and Institution:
5. Highest Degree Attained and Year Awarded:
6. Are you presenting at the AERA annual meeting? (Please provide proof of acceptance, such as acceptance notification)
7. Will this be the first time you present at the AERA annual meeting? If not, what year(s) did you present?
8. How would the travel stipend benefit you?



**Co-Sponsored by Division G!**

**PRESIDENTIAL  
SESSION**

RACE IN THE POST-RACIAL ERA:  
**NEW DIRECTIONS FOR  
CRITICAL RACE THEORY?**

**SAT, APR 11 - 12:25 - 1:55  
SHERATON, NAPOLEON  
BALLROOM A2&A3**

**Speakers:** Gerald Torres, Margaret Montoya, & Neil Gotanda

**Discussants:** Gloria J. Ladson-Billings & William F. Tate

Session Title	Time	Location
<a href="#"><u>The Changing Landscape of Immigrant Education: Forwarding the Perspectives of Immigrant Youth</u></a>	<a href="#"><u>Sat, Apr 9 - 12:25pm - 1:55pm</u></a>	<a href="#"><u>New Orleans Marriott, La Galerie 6</u></a>
<a href="#"><u>A View of Arizona's Structured English Immersion: Offering Access or Creating Barriers to Education for English Learners?</u></a>	<a href="#"><u>Sat, Apr 9 - 4:05pm - 6:05pm</u></a>	<a href="#"><u>New Orleans Marriott, La Galerie 5</u></a>
<a href="#"><u>The Liberatory Power of Hip Hop in South African, Native American, and Palestinian Youth Context</u></a>	<a href="#"><u>Sat, Apr 9 - 4:05pm - 5:35pm</u></a>	<a href="#"><u>New Orleans Marriott, La Galerie 6</u></a>
<a href="#"><u>Learning Under "Reasonable Suspicion": Studies With Arizona's Native American, African American, Latino/a, and African Youth</u></a>	<a href="#"><u>Sat, Apr 9 - 2:15pm - 3:45pm</u></a>	<a href="#"><u>New Orleans Marriott, La Galerie 3</u></a>
<a href="#"><u>Who We Are and Who We Can Become: Constructing Teacher Identities</u></a>	<a href="#"><u>Sat, Apr 9 - 12:25pm - 1:55pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>

Session Title	Time	Location
<a href="#"><u>A Critical Look at the Gendered and Raced Educational Trajectories of Latino Males in Continuation Schools, High Schools, and Higher Education Settings</u></a>	Mon, Apr 11 - 10:35am - 12:05pm	<a href="#"><u>New Orleans Marriott, La Galerie 4</u></a>
<a href="#"><u>Black Girls' Stories and Toni Cade Bambara: The Power of Practical Application, Healing, and Critical Imagination</u></a>	Sat, Apr 9 - 8:15am - 9:45am	<a href="#"><u>New Orleans Marriott, La Galerie 4</u></a>
Considerations and Innovations in Research Across Social Contexts	<a href="#"><u>Tue, Apr 12 - 10:35am - 12:05pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>
<a href="#"><u>Constructing and Evaluating Biliterate and Bicultural Practices at Home and School</u></a>	<a href="#"><u>Sat, Apr 9-10:35am-12:05pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>
<a href="#"><u>Who We Are and Who We Can Become: Constructing Teacher Identities</u></a>	<a href="#"><u>Sat, Apr 9 - 12:25pm - 1:55pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>
<a href="#"><u>Listening and Learning From Educational Policy and Reform</u></a>	<a href="#"><u>Tue, Apr 12 - 10:35am - 12:05pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>
<a href="#"><u>Paying It Forward: Mother Scholars Navigating the Academic Terrain</u></a>	<a href="#"><u>Sun, Apr 10 - 10:35am - 12:05pm</u></a>	<a href="#"><u>New Orleans Marriott, La Galerie 6</u></a>
<a href="#"><u>Queer of Color Epistemologies and Pedagogies: Redefining Modes of Educational Scholarship</u></a>	<a href="#"><u>Mon, Apr 11 - 10:35am - 12:05pm</u></a>	<a href="#"><u>New Orleans Marriott, Preservation Hall Studio 5</u></a>
<a href="#"><u>Equitable Yet? Desegregation, School Choice, and Dis/Inclusion</u></a>	<a href="#"><u>Fri, Apr 8 - 12:00pm - 1:30pm</u></a>	<a href="#"><u>Sheraton, Grand Ballroom D</u></a>

# Travel Stipends for Graduate Students

## Call For Applications

Division G is pleased to announce travel stipends available for the 2011 Annual Meeting. If you are a graduate student in the area of social context of education, you may apply to Division G travel stipends for the 2011 Annual Meeting in New Orleans, LA.

Application deadline: **March 4th, 2011 at 11:59 pm Pacific standard time.**

In order to apply, please send a current Curriculum Vita and a 2-page double spaced (max.) word document including the following information:

1. Name
2. Email
3. Mailing Address
4. Institution
5. You must be a current Division G Member; please submit proof of 2011 paid dues (AERA membership renewal with Division affiliation information)
6. Highest Degree Attained and Year Awarded
7. Institution Awarding Degree
8. Year in Degree program
9. Have you attended an AERA Annual Meeting before? If so, when?
10. You must be scheduled to present at the 2011 annual meeting. What is your

AERA proposal number? Please indicate which Division or SIG.

11. Will this be the first time you present?
12. How would the travel stipend benefit you?
13. Are there sources of funding for conference travel at your institution? If so, do you qualify and did you apply?

Recipients must be paid Division G members at time of application. Each selected student will receive a \$200 travel stipend. Twenty five recipients will be randomly selected based on the following criteria: (a) applicant's paper was accepted for presentation at the AERA conference, (b) applicant is first author of accepted paper, (c) the applicant's history with AERA annual meetings (preference will be given to first time presenters, and (d) need (e.g., the applicant is studying at a less resourced institution)

**Please email the above materials to [DivGgrads@gmail.com](mailto:DivGgrads@gmail.com) with the subject line as "AERA 2011 Student Travel Stipends" no later than March 4, 2011 by 11:59 p.m. PST**

Recipients will be notified by March 25th as to whether they were awarded a stipend.

Thank you,

Division G Graduate Student Committee



## Early Career and Mentoring Committee

*Na'ilah Suad Nasir*  
UC Berkeley

*Anthony L. Brown*  
University of Texas at Austin

*Lisa García Bedolla*  
UC Berkeley

*Tryphenia B. Peele-Eady*  
University of New Mexico

*Niral Shah*  
UC Berkeley

This past fall the Division G Mentoring Committee reconvened via phone conference to revisit the discussion of the pressing needs of junior faculty. The committee had quite a lot to say on this topic given that two members on the committee are junior faculty, two are associate professors with clear recall of the tenure track process, and one is a graduate student eager to know more. We also revisited reflections from last year's Mentoring Event Luncheon to assess what seemed to interest the attendees most. After careful consideration, we realized that although teaching, family and service were all significant topics, it was the topic of writing and publishing that seemed to

create the greatest angst among junior faculty.

So in arriving at an appropriate theme for this year's conference, we saw fit the journey of Dorothy in the Wizard of Oz. Akin to Dorothy's epic journey from Kansas through the uncertain and whimsical paths of Oz, the journey of a junior faculty member can involve all the uncertainties, doubts, and fears that the whole cast of characters of the Wizard of Oz endured. In keeping with this theme, we explored what then would be the "yellow brick road" for junior faculty seeking a path toward creating a productive and effective writer's life. While we understand that there are no absolutes to productive writing, there are some things that junior faculty must consider when traversing through this capricious journey of writing and tenure. Things such as: (1) how to manage the journal submission process; (2) how to get a book published; (3) how to select the right journal to submit an article; and (4) how to write for both effectiveness and productivity.

In keeping with *The Wizard of Oz* theme, we've titled this year's session: "Now which way do we go? Writing and Productivity in the Academy." Below are the five topics for this year's session:

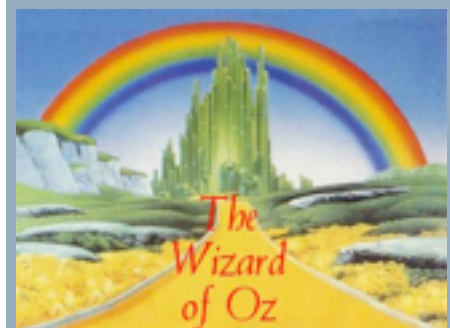
Managing the journal submission process. (*Peeking Behind the Curtain*).

Getting your book published. (*Follow the Yellow Brick Road*).

Building a portfolio of work (*There's No Place Like Home*).

Placing your piece in the right journal. (*Lions, Tigers and Bears... Oh My!*).

Writing for effectiveness and productivity. (*If I Only Had a Brain*).



## Participants

Lisa García Bedolla, University of California, Berkeley; John Diamond, Harvard University; David Gillborn, Institute of Education, University of London; Carl A. Grant, University of Wisconsin Madison; Louis Harrison, University of Texas at Austin; Tyrone Howard, University of California Los Angeles; Jerome Morris, University of Georgia; Na'ilah Suad Nasir, University of California, Berkeley; Pedro Noguera, New York University; James Spillane, Northwestern University; Luis Urietta, University of Texas at Austin; Angela Valenzuela, University of Texas at Austin; Lois Weiss, University of Buffalo.

We are very excited about this session and hope it can truly help mentor junior faculty in the area of writing and productivity. See you in New Orleans!

## The Division G Graduate Student Committee

*Cecilia Henriquez*

University of California Los Angeles

We are excited about hosting two sessions aimed at discussing innovative ways of studying social contexts of education at the 2011 Annual Meeting in New Orleans, LA. The two sessions, Division G Fireside Chat and Division G student session, will aim at bringing students the opportunity to engage in exchanging ideas with peers, junior scholars, and senior scholars on interdisciplinary methodological and theoretical frameworks that advance and explore the social contexts of education. We invite students across all divisions to these sessions. Below is an overview of our Annual Meeting student sessions. We also encourage students to join us at the GSC and other Division G events to learn more about how to join and/or become more involved with Division G Graduate Students.

## DIVISION G FIRESIDE CHAT

*(Re)Imagining Interdisciplinary Research Methodologies: Expanding Our Insights on The Social Contexts of Education*

Monday, April 11; 2:15 pm - 3:45 pm  
New Orleans Marriott, Preservation Hall Studio 2.

The complexity of the social contexts of education has often pushed researchers to explore innovative ways to study educational issues, from looking at interdisciplinary methods to utilizing transcending research methodologies and educational theories. In this fireside chat, the interdisciplinary panelists will reflect on what led them to research social contexts of education in innovative ways, and explore how they envision educational research pushing educational and public policy reform in robust ways. Issues of social context: health, urban development, employment, social welfare, migration, immigration, the judicial system, economic development, non-dominant communities, and others that traverse education will be considered in exploring research foundations. This session hopes to highlight ways that we as educational researchers can expand our methodological insights on the social contexts of education and open more doors in which interdisciplinary educational research can allow us to vigorously pursue the advancement of educational policy.

## Student Session

### ***Sparkling the Imagination of the Next Generation Scholar: Thinking About the Complexity of Social Contexts***

[Mon, Apr 11 - 4:05pm - 5:35pm](#)  
[New Orleans Marriott, Balcony L](#)

Keeping with the theme of innovation in interdisciplinary methodological and theoretical frameworks, this session looks to continue the conversation started during the Division G Fireside Chat by challenging next generation scholars to envision what future research on social contexts of education will look like while thinking about the growing complexity of social context issues in education. Through small group and whole group discussion, session participants will have the opportunity to engage in discussion with other next generation scholars by sharing challenges that they have faced in their own research and collaboratively exploring ways in which they can address those challenges through novel perspectives in educational theories and methods. Although this session will provide continuity for those that attended the Division G Fireside Chat, this is not required and all session participants will have the opportunity to engage in this session.

Additionally, Division G continues to meet students needs outside of the annual meeting, by launching the Campus Liaison Program on two campuses: University of Utah, headed by Delilah Omerbasic and Alicia del Torres, and The Ohio State University headed by Jaclyn Dynia. For more information on how to become a Campus Liaison, or how to get involved on these campuses, please contact [divGgrads@gmail.com](mailto:divGgrads@gmail.com)

Division G graduate students continue to provide network opportunities through showcasing the work of our current graduate

students nationwide. Please visit [http://www.aera.net/divisions/Default.aspx?menu\\_id=78&id=9196](http://www.aera.net/divisions/Default.aspx?menu_id=78&id=9196) to learn about January's featured student Chezare Warren from University of Illinois at Chicago, and February's featured student, Heather Price from the University of Notre Dame.

## Off Site Event

### ***Black Education, Environmental Health, and Grassroots Organizing: Testimonies from the Lower Ninth Ward of New Orleans***

Sunday, April 10, from 4:30-6:30  
[Dr. Martin Luther King School for Science and Technology](#)  
[1617 Caffin Avenue, New Orleans](#)

Division G is proud to co-sponsor this session with the Grassroots and Youth Organizing SIG. The session will be off-site at Martin Luther King, Jr. School for Science and Technology in the Lower Ninth Ward (1617 Caffin Avenue, New Orleans, LA 70117). The event, chaired by Kristen L. Buras (Emory University), will include testimonies from members of Mos Chukma Institute; Wetland Warriors; Common Ground Relief; Lower 9 School Development Group; and Students at the Center. Scholars Buras, David Stovall (University of Illinois, Chicago), and Cirecie West-Olatunji (University of Florida) will facilitate a discussion of their research with these organizations as well as what education research can learn from such grassroots organizing. The event is open to all attendees and requires participants to register and pay a \$5 registration fee with transportation on own or \$15 registration fee including bus transportation. Additional questions may be directed to [kburas@emory.edu](mailto:kburas@emory.edu).

## Annual Meeting Program Committee

### Program Co-Chairs

Elizabeth B. Kozleski      María E. Fránquiz  
Arizona State University      University of Texas at Austin

### Section 1: Local Contexts of Teaching and Learning

Chairs: Maria Salazar, Denver University & Francisco Rios, University of Wyoming

### Section 2: Education in Multicultural Contexts Within and Across Subject Areas

Chairs: Cinthia Salinas, University of Texas, Austin & Kathleen King Thorius, Indiana University, Indianapolis

### Section 3: Social Context of Multiple Languages and Literacies

Chairs: Pat Enciso, Ohio State University & Aydin Bal, University of Wisconsin, Madison

### Section 4: Social Contexts of Educational Policy, Politics, and Praxis

Chairs: Minda Lopez, Texas State University, San Marcos & Angela Arzubiaga, Arizona State University

### Section 5: Social Context of Research on Schools and Communities

Chairs: Django Paris, Arizona State University & Jason Irizarry, University of Connecticut

## NEW INITIATIVE Campus Liaison Program

Dear Fellow Graduate Student,

One of the many great things about the AERA Annual Conference is the networking: Meeting scholars whom prior were familiar to you only in your literature review, Learning the ropes from emerging scholars, and Befriending other students from across the country who are just as tired, scattered, and excited as you are

But why wait until Spring time each year to make connections and learn about new research or meet your favorite scholars? Division G's Campus Liaison project is underway for the 2010-2011 school year and we are looking for excited volunteers that could help bring AERA's Division G: Social Context of Education to your campus. So what would you have to do?

### Campus Liaison Job Description

Maintain a list of registered Division G student members at your campus  
Explore ways of promoting the work of Division G members to fellow (undergraduate and/or graduate) students

Create and distribute literature regarding the benefits and events of Division G  
Plan and execute 3 membership /outreach events per semester  
Communicate needs and happenings of students on your campus to the AERA Division G Graduate Student Executive Committee

### Requirements:

Have already completed at least one year of graduate study at your current campus  
Must be a current member of AERA and of Division G  
Be able to meet at least three times per semester via Skype with the Div. G Graduate Student Membership and Outreach Subcommittee  
Must be planning on attending the Annual Conference in Spring 2011 in New Orleans  
Be able to carry out the tasks listed in the job description of campus liaison  
Be able to serve as Campus Liaison for a minimum of one academic school year  
If you are interested in becoming a Campus Liaison, please contact [DivGgrads@gmail.com](mailto:DivGgrads@gmail.com) with any questions you may have about how to become more involved!

## Affirmative Action Committee

*Zeus Leonardo*

University California at Berkeley

It has been a busy fall 2010 for Division G. For 2010 (based on 2009 data), at 3,439 members Division G maintains its status as the third largest division in AERA, behind C and K. Overwhelmingly, at almost 3,000, university affiliated members comprise the highest number within G. For the Affirmative Action Committee, there are a few meetings on which to report. First, the Division G planning meeting took place in Denver, CO. By and large, the Section Chairs have changed as well as the Program Chairs. The continuity from last year resides in Elizabeth Kozleski who continued as co-Program Chair. As the Affirmative Action Chair for the Division, I was very much welcomed and involved in helping to create the AERA program for 2011 in New Orleans. As far as the specifics of the planning group, they were as diverse in demographics and other associated affiliations, such as region and institution, as is the tradition of Division G. At all times, I was in close contact with Division G Vice President, Alfredo Artiles. Rather than treat the Affirmative Action Chair as a person to approach as a matter of recourse, VP Artiles has always treated the position as a matter of resource. As a result, I was consulted on almost all matters that required an extra ear, from the creation of the Graduate Student panels to selecting and forming committees, such as Early Career Award Committee. This is the most interesting part of the position.

Usually, equity advisors and affirmative action officers are consulted when there is an “issue.” In contrast, affirmative action is part of program creation as well as the deliberation over the process and product of the intellectual heart of the meeting. It means that issues of equity are not ancillary to the discussions at hand. Even more significant, it means that I was integrated into the group, part of its collegial

flow so that if an issue does arise, such as conflicts of interest, and needs my input, I am not treated as some kind of regulatory enforcer. I believe this is a good trend as it is both affirmative and action-oriented rather than a watchdog or whistleblower. It has also given me insight into the inner workings of the Division’s Vice Presidency and the commitments as well as the demands on his or her time. In other words, the way that Division G has structured affirmative action provides the Officer, as part of the Executive Committee of the division, a global view of the division.

Also in the fall, the Coordinated Committee Meeting (CCM) of AERA took place in Washington D.C., which I also attended. Here, I participated in multiple meetings, of which I will concentrate on the main Council meeting. The AERA-wide Affirmative Action Council meeting is headed by our even keeled Temple University colleague, James Earl Davis. As the name indicates, all of the divisions’ Affirmative Action Officers convene for a day and a half in order to report to the Council on our divisional experiences. The most interesting facet of this meeting is that one has the opportunity to learn about other divisions, their specific intellectual concerns (outside of formal abstracts), demographics, history, challenges, and most important, what they care about. These differences translate into specific agendas concerning equity and affirmative action, such as whether a division requires an Affirmative Action representative or a committee, whether or not it allots an AERA session sponsored by the committee. Again, one receives a global view of AERA. Demographic information for divisions is available for AERA members but hearing colleagues who are Affirmative Action officers describe each division’s history and trends produces information not easily gleaned from official division charts. The face-to-face or direct communication during the AERA CCM opens up avenues for problem-posing and collaboration around challenges. One of the insights we came up with, as a group, was that

the public language of diversity in AERA implies race and ethnicity as important demographic differences but the divisions' program descriptions describe content diversity. This means that there is currently a tension between demographic and intellectual imperatives as they concern the promotion of diversity. Besides reporting on the events, I signal these issues in order to provide Division G members a reliable picture of what the Affirmative Action position entails as my appointment ends this year. In these newsletter entries, I hope I have provided a realistic portrayal of its challenges and rewards.

Join Division G on  
Facebook and Twitter!

[divGgrads@gmail.com](mailto:divGgrads@gmail.com)

# Member News...

## Take a Look at Our Members' Recent Publications & Upcoming Events



Hartlep, N. D. (2010). *Going Public: Critical Race Theory and Issues of Social Justice*. Mustang, OK : Tate Publishing.



Young, P. A. (2009). *Instructional design frameworks and intercultural models*. Hershey, PA: Global/Information Science Publishing.



Bell, L.A. (2010). *Storytelling for Social Justice: Connecting Narrative and the Arts in Antiracist Teaching*. NY: Routledge.



Harper, S. R., & Hurtado, S. (Eds.). (2011). *Racial and ethnic diversity in higher education* (3rd ed.). Boston, MA: Pearson.

Harper, S. R., & Newman, C. B. (Eds.). (2010). *Students of color in STEM: Engineering a new research agenda*. San Francisco: Jossey-Bass.

# Member News...

## **AERA Communications Professional Development Workshop**

This course will focus on improving presentation skills, editing & writing, and use of social media.

**Saturday, April 9, 1:00 - 5:00 pm.**

**Ron Dietel, UCLA**

**Barbara McKenna, Stanford University**

**Paul Baker, Wisconsin Center for Education Research.**

**More information:**

**[communicateresearch.wordpress.com](http://communicateresearch.wordpress.com)**



***Ayanna F. Brown***

**Division G Newsletter Editor**

It has been my pleasure to serve as newsletter editor over the past two years. It has been an opportunity to connect with Division G members as well as a means to provide support for the work that we do within the American Educational Research Association. There are few places where professional visions and convictions are able to flower alongside our social and cultural communities. I am deeply appreciative for this experience.

I would like to encourage Division G members to take advantage of a remarkable Division program from our Pre-Conference workshops to our off-site event, there is a wealth of opportunity to draw on the strengths of our communities and the depths of our commitments.

Happy Conference!

## Division G Officers

### Vice President

*Alfredo J. Artiles*  
Arizona State University

### Immediate Past Vice President

*Garrett Albert Duncan*  
Washington University in St. Louis

### Vice President Elect

*Luis Moll*  
University of Arizona

### Secretary

*Adrienne Dixson*  
The Ohio State University

The Ohio State University  
Adrienne Dixson  
Secretary

## DIVISION G BUSINESS MEETING & AWARD CEREMONY

**SATURDAY, APRIL 9, 2011  
6:15-7:45 PM  
NEW ORLEANS MARRIOTT  
LA GALERIE 5**

## DIVISION G & K JOINT RECEPTION

**SATURDAY, APRIL 9, 2011  
8:30-10:30 PM  
NEW ORLEANS MARRIOTT  
MARDI GRAS SALON DE**

**Did You Hear  
the News?**

**Visit  
the  
Division G  
Website for  
Announcements.  
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bylaws, the new Division  
G Handbook,  
publishing  
opportunities, and job  
postings.**