

DIVISION G

S O C I A L C O N T E X T O F E D U C A T I O N N E W S L E T T E R

A MESSAGE FROM THE VICE-PRESIDENT

Dear Colleagues,

I am sure that you are already busy with early fall demands and commitments. We have not communicated with you since the annual meeting in Denver, and thus, we include in this newsletter information and photos about various events related to the conference, including the Division Business meeting and our joint reception with Division K. All in all, Denver was a successful meeting; attendance was strong despite the gloomy economic situation, and our

sessions were well attended. Please take a moment to congratulate the colleagues that were honored with Division G awards in Denver; a list of awardees is included in this newsletter.

Our program chairs, Elizabeth Kozleski and María Fránquiz, have been working closely with the section chairs on the 2011 annual meeting program. The program committee will meet in October to make final decisions about the 2011 program. We are working hard to continue the Division's tradition of crafting an outstanding annual meeting program and we trust you will join us in New Orleans to participate in this important event.



Alfredo J. Artiles,
Division G Vice-President

We will share with you later this year highlights of the 2011 annual meeting program, including off-site events. We also thank you for your willingness to submit proposals and your service to our Division as a reviewer. Keep in mind you may volunteer to serve on the annual meeting program as session chair and/or discussant. I would like to highlight some recent developments and new efforts that we are pursuing in Division G. First, Division G members will vote this year for a Secretary Elect. This fall's edition of *Educational Researcher* will include the slate of candidates. Please cast your votes. The Nominating Committee is already at work. Past VP Garrett Duncan <gaduncan@wustl.edu> chairs this committee and they welcome your suggestions and comments in the near future. Second, we will post in our website this fall the Division handbook. Keffrelyn Brown and Katie Olson have led this effort based on work that was done in the past by other Division G members whose contributions will be acknowledged in the document. We will request feedback and suggestions from members for a couple of months and plan to review the handbook every other year. The handbook will integrate important information about the Division's mission, history, structures, and procedures, as well as resources. We expect the handbook will be a useful tool for our officers and members

alike.

Third, we will include in future newsletters announcements about recent books published by Division G members. Look for the information about this upcoming newsletter feature inside this issue. Additional news and information about conferences, publications, etc. can be found in the announcements tab of our website at http://aera.net/divisions/Default.aspx?menu_id=78&id=534. Fourth, we continue our efforts to strengthen interdisciplinary scholarship on social contexts of education. We are organizing a Lecture Series that will advance our understanding of this topic in collaboration with other professional organizations. The lecture will be delivered every year by a senior scholar and will rotate to different annual meetings of the professional organizations involved in this initiative. The lecture series will contribute to interdisciplinary theoretical refinements of the notion of social contexts of education, engage with interdisciplinary methodological developments in this area of work, or advance our understanding of enduring tensions and questions in the study of social contexts of education. We are planning to launch the Lecture Series in New Orleans in collaboration with the Council on Anthropology and Education (American Anthropological Association). We will share more details in the next edition of this newsletter.

We include in this newsletter several important

FROM THE VICE-PRESIDENT

articles of interest to our members. Past President Carol Lee offers reflections for engaging in interdisciplinary research recognizing structural and methodological challenges, yet encourages scholars to understand the value of multidimensional research. There are several reflective articles from the 2010 Annual Conference in Denver, including the work from the Pre-Conference Institute on Deficit Paradigms, to the exemplary sessions organized by Division G Committees. The newsletter concludes with a note from Ayanna F. Brown, the newsletter editor, as we plan to take our work to New Orleans.

Before I conclude, I want to remind you that AERA is pursuing several important initiatives that include, for example, participation in discussions and consultations that will lead to the ESEA Reauthorization and a revision of the AERA Code of Ethics <<https://www.aera.net/CodeofEthicsLogin.aspx>> The AERA leadership is seeking input from

members on these efforts and I urge you to contact President Kris Gutierrez or Executive Director Felice Levine to offer your advice, feedback, and analysis. In addition, Division G and AERA are requesting nominations for various awards and appointments. We want to make sure that Division G is well represented and your nominations will make an important contribution. Please nominate colleagues for the following appointments, awards, and honors:

- 2011 Division G Awards. Submission deadlines will be in late fall (specific dates to be announced soon).
https://www.aera.net/divisions/Default.aspx?menu_id=78&id=367
- 2011 AERA Fellows, Nomination Deadline: October 6, 2010
https://www.aera.net/newsmedia/Default.aspx?menu_id=60&id=10278
- AERA Journal Editors: *AERJ-SIA*, *RER*, and *RRE* Editors. Deadline: October 25, 2010.
https://www.aera.net/publications/Default.aspx?menu_id=30&id=10466
- *Research Points* Editor
<https://www.aera.net/>
- 2011 Brown Lecture, Deadline: January 14, 2011.
<https://www.aera.net/2011BrownNominationsCall.htm>

I wish you the best this academic year and we will be in touch again in the winter with news about the 2011 annual meeting and other Division matters.

Sincerely,

Alfredo J. Artiles
Division G Vice- President

Would you like to nominate someone for Division G Secretary Elect? Don't hesitate to offer suggestions. Contact Garrett Duncan gaduncan@wustl.edu

FOCUS ON INTERDISCIPLINARITY

Why Interdisciplinarity Is Central to Educational Research Focused on Learning

Carol D. Lee

AERA Immediate Past President

Among the most pressing problems facing education today and historically is the quality of educational opportunity for youth living in poverty. In the United States, minority positioning with regard to race/ethnicity and immigrant status are highly correlated with poverty. And so challenges with regard to the quality of educational opportunity have historically included both race/ethnicity and class. This is not a new problem. Inequities in opportunity to learn in the context of formal schooling have persisted since the development of public education in the United States (Anderson, 1988). Historical debates have abounded over the role of public education in the socialization of immigrants and indeed the right to education for the African enslaved population and their descendants as well as the indigenous peoples of this continent (DuBois, 1973). It is interesting to note that W.E.B. DuBois credits the evolution of a public school system in the south for both blacks and poor whites to the efforts of the African American freedmen and women after the civil war to establish schools (DuBois & Dill,

1911). In terms of modern schooling, it is interesting to note that while disparities in educational outcomes predicted by social class can be found around the world, the level of class disparities in outcomes is significantly more pronounced in the United States than in other modern industrialized nations (Organization for Economic Cooperation and Development, 2004). A number of researchers argue that the ways other nations are more successful in the education of their students living in working class and more impoverished circumstances can be attributed to systemic approaches to the development and sustenance of their educational programs (Darling-Hammond, 2010). Such systemic approaches include a coordinated attention to the relationships among standards, curriculum and assessments; to the rigorous preparation of teachers and the conditions of professional work for teachers that includes on-going self-examination of their teaching and mentoring in the contexts of their practice; and to the social supports available in the society, including universal health care, universal pre-school education, support for new parents, supports for housing, and significant economic support for access to higher education. To be sure, the educational systems in other high achieving nations (e.g. Finland, Singapore, China, etc.) are not without their challenges and internal

contradictions. Nor are these societies without internal tensions around race and/or ethnicity, and social class. However, it is naïve to think that we in the U.S. don't have much to learn from these educational systems. At the same time, as has been evident in efforts to bring Lesson Study from Japan (Lewis, Perry, & Murata, 2006), learning from these other countries does not involve a simple importation of practices from another country to our own.

The complexities of transforming an educational system reverberate at many levels (C. D. Lee, 2007). Such complexities include understanding how organizations learn, how political negotiations over the articulation of policy take place, economic issues with regard to the distribution and use of resources to support education, tensions between different levels of government (e.g. federal, state and local districts), the role of non-state actors (e.g. foundations, the business community, advocacy groups, educational organizations, unions, and indeed scholarly societies such as AERA). Then there are issues related to understanding how people learn - including students, teachers, administrators, parents, even policy makers. Understanding how people learn necessitates attention to cognition (i.e. knowledge structures, executive control, strategic thinking), motivation (i.e. the role of affect, attachments, perceptions of ability, of people, settings and tasks), life course development (e.g.

parameters of age grade status and what that means for what learners need, historical cohort effects, and psychological states and traits such as dimensions of personality). Whether in the contexts of formal schooling or specialized learning in informal contexts, learning involves understanding the structure of domains (i.e. knowledge - whether it's mathematics, basketball or video games - habits of mind, dispositions, discourse practices, modes of argumentation, etc.). These aspects of learning are further complicated by variations in patterns of life experience that can be attributed to the range of communities of practice or cultural communities in which we routinely participate. One of my reasons for describing what is obviously a very complex problem space is because the transformation of educational opportunities and outcomes is precisely that complicated and multi-faceted.

Certainly, no individual researcher or indeed any program of research can be sufficiently comprehensive as to tackle all or even most aspects of this problem space. On the other hand, I will argue that without systematic coordination across investigations of these various layers, we will continue to be severely constrained in our ability to create transformations that have significant impact and sustainability. As researchers, we typically live in a single intellectual or disciplinary silo that allows us to zoom in on one target in a network of dynamically related parts. And while we may be able

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to have some impact on that piece of landscape, our efforts more often than not do not gain traction.

That is why I argue we need to find systematic ways of collaborating in inter-disciplinary research that allows us to get a better handle on a complex system.

Inter-disciplinary research is not easy to do. Researchers need to learn how to talk to one another, to understand the norms, core theories, and modes of inquiry that characterize the disciplines that are being brought to bear on the questions. We typically do not have easy access to institutional supports for inter-disciplinary work (e.g. physical space as we often live in different departments, funding for work that is often more expensive to carry out and more challenging to explain to reviewers, outlets for publication). There are few reward systems to encourage such border crossing. And there are substantive conceptual boundaries to navigate. The design of studies in such a way that different methodological tools can inform one another is no small feat.

I am delighted to hear that the Vice President of Division G, Alfredo Artiles, is seeking to initiate activities that will encourage and support attention to inter-disciplinarity, including activities across divisions and SIGS within AERA, as well as activities with other scholarly associations. The theme of the 2010 Annual Meeting of AERA, "Understanding Complex Ecologies in a Changing

World," represented my attempt as President of the association at that time to provide a platform for examining many of the complexities and opportunities that taking an ecological perspective invite (C.D. Lee, 2008; C. D. Lee, in press). As Immediate Past President of AERA, Executive Director Felice Levine and I are planning a research meeting in collaboration with several other scholarly associations to identify ways that together we can begin to create spaces to interrogate how working across disciplines can help our fields to get a better handle on examining how learning is impacted by networks of activities as ecologies. We have exciting opportunities in terms of mentoring graduate students and in expanding the conceptual and methodological repertoires of more senior scholars. This cutting edge work will invite new questions. It is quite appropriate that Division G of AERA – Social Contexts of Education – will initiate such explorations. I look forward to connecting some of the activities that the association is planning with the efforts of Division G. As a former Vice-President of this division, G represents one of my important intellectual homes within AERA, and has been an important site for intellectual border crossing.

Carol D. Lee, Ph.D.

Immediate Past President – American Educational Research Association (2010-2011)
Professor, Northwestern University

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Division G 2010-2011 Executive Board & Committees Chairs

**Alfredo J. Artiles, Vice President,
Committee Chair**

Garret A. Duncan, Past Vice President

**Adrienne Dixon, Secretary & Chair of
Membership and Outreach Committee**

Zeus Leonardo, Affirmative Action

Nailah Nasir, Early Career Mentoring

Anthony Brown, Early Career Mentoring

Ayanna F. Brown, Newsletter Editor

**Cecilia Henriquez, Graduate Student
Representative**

**Elizabeth Kozleski, Annual Meeting
Program Co-Chair**

**María Fránquiz, Annual Meeting Program
Co-Chair**

BEYOND DEFICIT PARADIGMS

Division G's Beyond Deficit Paradigms Interdisciplinary Workshop: A Post-Conference Reflection

By Jerome E. Morris

One day before the 2010 AERA annual meeting in Denver Colorado, Division G sponsored a workshop that brought together senior and early career scholars (junior professors and advance graduate students) to discuss the implications of deficit paradigms for research and policy. Entitled, "Beyond Deficit Paradigms in Researching Diverse Communities and Schools: An Interdisciplinary Workshop," the workshop emanated from conversations that David Bloome and I have had over a number of years. We were especially concerned about the preparation of graduate students to become researchers, and how many of their graduate programs did not sufficiently prepare these students to conduct the kind of research that captured the complexity of diverse schools and communities. After being inundated with deficit oriented scholarship on diverse communities and schools, it is not surprising that newly minted PhDs often come away with pathological perspectives of certain communities, particularly if these communities are black, brown, and poor. To address this issue, we brought together a stellar, and diverse, group of senior scholars who

could (1) bring an interdisciplinary understanding of key conceptual and methodological issues in researching diverse communities and schools, and (2) develop new strategies and ways of thinking about research in relation to diverse communities and schools.

Diversity was exemplified, not only in the racial, ethnic, and gender composition of the early career scholars and graduate students selected for the workshop, but also in the kinds of institutions from which they came. Whereas Dave and I were very intent on holding true to the research focus of AERA, we also recognized the significance of looking beyond the major Research I institutions in selecting and mentoring future generations of scholars. This decision proved beneficial, not only in terms of diversifying our group of participants, but also in shaping the nature of our conversations about what constitutes research (for example, is it only published?) and how to connect research with the needs of local schools and communities. To help frame the senior scholars' presentations, we posed two overarching questions: (1). How do you balance the tension between addressing deficit models and developing your own research, which would add to the larger body of scholarship in your fields?; and (2). How do you address the real needs and concerns of particular

communities, while also securing external funding for your research, and publishing that research—without falling into the trap of deficit models? Moreover, the senior scholars provided feedback to the junior scholars on their research ideas. The workshop provided an excellent opportunity for the junior scholars to present their research topics in a roundtable format, which consisted of their peers and one of the senior scholars.

This intergenerational conversation could not have taken place without the unselfish commitment by AERA colleagues who are deeply committed to the development of future generations of scholars. I especially would like to thank the following scholars for agreeing to participate in such an invaluable workshop on a short notice: Marta P. Baltodano (Loyola Marymount University), Noel Gregg (The University of Georgia), Na'ilah Nasir (University of California, Berkeley), Mollie Blackburn (The Ohio State University, and Garrett Albert Duncan (Washington University in St. Louis). They were gracious with their time and exhaustive in their critiques and analyses of their respective fields. We could not have gotten a more appropriate and committed group of scholars. Thanks to each of you!

Based on feedback, the workshop provided many of the participants a welcomed introduction

to AERA, given that for some, it was their first time attending AERA. The energy exhibited by the participants (whether during the large discussion, over lunch, or at the roundtables) was encouraging and makes me proud to be a member of such a dynamic Division within AERA.



Jerome E. Morris,
Pre-Conference
Workshop Coordinator
and Facilitator, thanks
audience for their
participation and
contributions.

I would especially like to thank the following graduate students for assisting in this effort: Jamon Holt and Sara Woodruff (both of the University of Georgia) and Charlotte Green and Samatha Wahome (both of the Ohio State University). At the last minute, they provided logistical support. I am confident that we will continue to see examples of their leadership within AERA for years to come. Finally, I would be remiss if I did not say a few words about Alfredo Artiles, Division G's Vice President, who unequivocally supported the idea of this workshop when David Bloome presented it to him almost a year ago. Alfredo not only made sure that we had the resources to pull it off, but his

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presence and encouraging words during his opening address demonstrated a deep and abiding commitment to social justice in educational research. Thank you!

AERA Division G Graduate Students

Samatha Wahome

Division G Senior Graduate Student Representative

Cecilia Henriquez

Division G Junior Graduate Student Representative

Division G Graduate Students planned two events during the annual meeting: Fireside Chat and Student Session. This year's fireside chat session entitled "A Critical Perspective on Research in Social Contexts of Education: Positioning the Role of Educational Research to Communities" featured a remarkable panel of scholars, H. Samy Alim, Stanford University; Barbara Rogoff, University of California, Santa Cruz; Wayne Yang, University of California, San Diego; Bryan Brayboy, Arizona State University; Megan Bang, TERC. The panelists engaged participants in conversation about their personal and political journey as researchers, and their ethical approaches to research involving communities. The audience received insights about navigating the tensions surrounding research, the source of their motivation for their research involving social contexts of education, and points to consider for emerging scholars. Panelists problematized defining and the ways they engage

"community" or "communities" in regards to your research, sharing their understandings about how these concepts changed over time. A robust discussion ensued about ways students can we expand the definition of educational researcher to include community members as valuable communicators of research/knowledge/experience.

The Student Session, "Checking Our Ideas/Attitudes at the Door: A Conversation among New Scholars about the Relationship of Theory and Praxis Involving Future Research in Social Contexts of Education," allowed graduate students the opportunities to give voice to pressing issues given their research interests involving social contexts of education and the expectations of the academy. Through small and whole group discussions, participants discussed ways in which they can rethink the spaces where educational research is conducted and their purpose in the social contexts of education. With much enthusiasm, participants discussed the hierarchical relationship between more theoretical based and praxis oriented research and its impact on the academy's influential capacity in social issues. Also, with consideration to the social, political, historical influences on education, students relayed their perspectives about the impact of research on society and possible changes that need to occur. Students were afforded the space to discuss their

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research interests, attend to methodological issues, provide feedback, and foster an intellectual exchange of ideas. Students expressed much interest in the interactive formats of both sessions and appreciated contexts where they can discuss issues and ideas of relevancy to them.



“A Critical Perspective on Research in Social Contexts of Education: Positioning the Role of Educational Research to Communities”

Join Division G on Facebook for the most up to date divisional announcements and opportunities. You may join at <http://www.facebook.com/group.php?gid=286622202404>. You can also keep up with Division G updates by following AERADivisionG on Twitter.

We encourage students to join the Division G student group at <http://www.facebook.com/group.php?gid=60556452677> to share or get updates about any events, opportunities, and information advantageous to Division G students. You can also get updates on Division G Graduate Students through Twitter by following DivGStudents.



Checking Our Ideas/Attitudes at the Door: A Conversation among New Scholars about the Relationship of Theory and Praxis Involving Future Research in Social Contexts of Education.”

GRADUATE STUDENT INITIATIVES

Division G Graduate Students seek to continue to serve the graduate student population by continuing to provide resources. During the summer, the Graduate Student Committee put together a document to assist Graduate Students in reviewing papers for AERA. This document contained helpful hints and tips as a way to support and scaffold graduate students reviewing for the first time. This document was posted on the Division G Graduate Student Webpage and circulated via the student list-serve and Facebook Page.

Additionally, the Student Committee is set to launch the Campus Liaison program. The Student Committee is looking for enthusiastic Graduate Students who are looking to be more involved with Division G. The Campus Liaisons would be responsible for promoting the work of Division G at their local campuses, organize local campus events for Division G graduate and undergraduate students, and help the Student Committee in maintaining records of activities held on local campuses. If interested, please keep an eye out for the call that will be made via Facebook and the student list-serve, visit the student webpage at http://aera.net/divisions/Default.aspx?menu_id=78&id=9196 or contact the Division G Graduate Student Committee at DivGgrads@gmail.com.

Finally, the Student Committee is continuing to showcase the work of our student members on the student webpage. If you are interested in being showcased, please send a current CV, a 350 narrative statement highlighting affiliation & program, progress in program, advisor/mentor, Division G related research interests and recent/current projects, and future aspirations, plus a photo in .jpg format to DivGgrads@gmail.com with the subject heading "AERA Division G Featured Student Application".

"Calling for all book publications!"

Division G would like to profile its members who have published books during 2009-2010 or new releases for 2010-2011.

Please send the citation to your book in APA format, and a photo (jpeg format) to abrown@elmhurst.edu by November

15, 2010

EARLY CAREER MENTORING

Early Career Mentoring Committee

The Division G Early Career Mentoring Committee is proud to announce that this year's Early Career Mentoring Luncheon went off without a hitch (okay maybe a couple). This however, did not come without thoughtful organizing, careful planning, and the stellar participation of outstanding senior, mid-career, and junior faculty, as well as post-docs and graduate students.

When the committee initially brainstormed, we asked the question: What will be the purpose of this event? And we considered the kinds of information junior faculty needed in order to be successful in academia. While all of us had some idea of what we thought junior faculty needed, we polled Division G members via the Division G list serve. The following areas surfaced as relevant to the lives of junior faculty: establishing a research niche, getting published, balancing work with family, assessing departmental feedback and negotiating.

We received over 100 responses from both senior and junior faculty listing what they saw as significant information for junior faculty. From these results, we developed the structure and purpose of the mentoring luncheon. We started by identifying associate and full professors who could help provide information in these areas. After identifying professors and selecting the twenty-five junior faculty, postdocs, and advanced graduate students to attend the luncheon, we organized the logistics of the event. In theory we wanted the event to provide junior scholars with substantive information and within the context of a relaxed atmosphere.

Therefore, we decided to host a luncheon, where participants could enjoy a good lunch and have

opportunity to listen to the wisdom of senior faculty, while also sharing their own experiences.

We were pleased with the outcome. Senior faculty enthusiastically shared their thoughtful insights, while junior scholars asked provocative questions, took voracious notes and listened intently. While each table focused on a specific topic, several other issues related to negotiating life in the academy arose in their discussions. In the end, several junior faculty expressed both their gratitude and thanks for being able to attend this event. We also received very positive feedback from the senior faculty. All in all, the event was a success.

We would like to thank the faculty (Arnetha Ball, Kris D. Gutierrez, Lois Weis, Bryan McKinley Jones Brayboy, Nancy M. Ares, Yolanda Majors, James P. Spillane and Judit Moschkovich) who graciously gave their time to participate in this event. We also would like to thank Alfredo Artilles for all of his feedback and support.

This summer the Division G Mentoring Committee we will be planning for the follow up to the luncheon, which will be an online discussion between senior, mid-career and junior faculty about the ups and downs of working in the academy. In addition, we will begin to prepare for next year's mentoring event in 2011.

Best,

The Division G Mentoring Committee (Anthony Brown, Na'ilah Nasir, Tryphenia Peele-Eady, Lisa Garcia Bedolla, & Niral Shah)

2010 DIVISION G AWARD RECIPIENTS



Distinguished Contributions to Social Contexts in Education Research – Lifetime Achievement Award

Jean Anyon
City University of New York



Henry T. Trueba Award for Research Leading to the Transformation of the Social Contexts of Education

Norma González
University of Arizona



Mentoring Award

María E. Fránquiz
The University of Texas at San Antonio

Early Career Award

Shaun R. Harper
University of Pennsylvania



Distinguished Dissertation Award

Ebony O. McGee
University of Chicago



CONFERENCE CANDIDS

2010 Divisions G and K Joint Reception

With special performances by The Cleo Parker Robinson Dance Ensemble



Above: Division G Business Meeting

Bottom Center: Na'ilah Nasir during the Pre-conference Institute



Above: Alfredo Artiles, Division G VP, and Kris Gutiérrez, AERA President

NOTE FROM THE EDITOR

In Going to New Orleans...

How could I not be excited about the 2011 Annual Conference in New Orleans? The city itself is an amazing social and cultural icon. New Orleans represents how culture, language, and history are the anchor with which communities define themselves and defy the presuppositions that can be placed upon it. The Saints won the 2010 Super Bowl for goodness sake! I believe all of my reasonings for ensuring that I keep AERA on my 2011 limited travel budget are too scapegoats for what I can easily ignore. I can attend AERA and participate in the sharing of academic ideas and sociopolitical inquiry while never attending to those issues with the people of New Orleans in mind. What has happened to the communities, the schools, and the people in New Orleans, resulting

from Hurricane Katrina, has never existed in any other city in the United States. The depths to which families have suffered, lost, and have been saturated with multidimensional layers of grief are unmatched. Neighborhoods are still empty. Schools and grocery stores have not been rebuilt or are submerged under bureaucratic processes and social, political, economic, and yes- racial power mongering. And the children most impacted by these networks remain displaced, literally and figuratively. So, here I am, ensuring I make my flight arrangements and hotel selection for AERA, limiting my attendance to "tourism," when as an educator,

Ayanna F. Brown is an Assistant Professor of Education and Cultural Studies at Elmhurst College. If you would like to contribute to the Pre-Conference Newsletter, please send your email to abrown@elmhurst.edu.

and scholar, I allegedly advocate for the needs of children who are historically made subordinate to the wills of power and racism. What *should* I be planning in New Orleans? What relationships *should* I be developing within the city and on the margins of it that might matter before, during, and after AERA? Got ideas?

Division G welcomes all of its members to invite their colleagues and graduate students to join. As you prepare to register for the 2011 Annual Conference and renew your membership, allow this scholarship

community to be your community. Our strength is mighty but our longevity is always represented in number. "It doesn't mean a thing, if you ain't got that swing.." Become a member today!