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Critical Educators for Social Justice SIG
Fall Newsletter

CESJ Business Meeting

Our 2016 Business Meeting at AERA in Washington, D.C. was titled "Thinking Back and Looking Forward" in conjunction with the 100-year anniversary of AERA. We appreciated everyone who could make it—the event was well-attended by over 75 members. In addition to Co-Chair reports indicating the strong financial status of the SIG and increasing membership (making us the largest SIG!), we heard glowing accounts of the Graduate Student Forum, the new Early Career Forum, the "Stop F--king with Our Children" visioning meeting for Black education scholars, and efforts to lead SIGs in lobbying for more effective support from AERA Governance. In a nutshell: the SIG is in great shape.

In addition to these reports, we honored award winners: Dr. Sakeena Everett (Outstanding Dissertation, Disrupting the Single Story: Cultivating More Complete Stories about Academically High Performing Young Black Men), Dr. Patrick Camangian (Scholar-Activist Award), and Dr. Mary Hermes, Waabishki-miigwan (Community Advocacy Award). Honorable mentions included Drs. Luz Murillo, Katherine Bruna, Erin Dyke, Jaime Del Razo, Joyce Elaine King, Valerie Kinloch, Mariana Pacheco, Mark Warren, and Rachael Wendler. Lastly, we said goodbye to the outgoing CESJ Board members: Drs. Cleveland Hayes, and Keisha Green.

Our invited speakers included SIG Co-Founder Dr. Marta Baltodano about the SIG’s powerful history and the many ways its members have influenced AERA and each other as well as former SIG Co-Chair Dr. Rita Kohli and Dr. Zeus Leonardo about the current status of "social justice" in educational scholarship. Their voices offered powerful insights into challenges we face and inspiration for continuing this difficult but important work. We were especially appreciative to have a history of the SIG better documented and have plans to convert Dr. Baltodano’s talk into resources on our website to help us remember where we came from and guide where we want to go.

Lastly, we heard from graduate student members Ed Curammeng and Alma Itzé Flores about the Graduate Student Forum and their perspective on the future of our group. Their passion and amazing energy they ended our session with point to exciting new directions that our SIG will take to become an even stronger community as a new generation of scholars emerges.
AERA Updates

CESJ Social
We tried something new with an Open Mic night at the African American Civil War Museum in DC’s historic U Street neighborhood. We had a great turnout—especially considering it was off-site. The poetry, music, and delicious free food and drinks proved to be a powerful draw. We had several incredible performers who shared powerful spoken word performances, a cappella singing, and a tribute to a fallen brother: G Reyes, Andrea St. John, Mike Molina, Tabia Lee, and Nigel Greeves. Many thanks to the museum and to Chix catering—all of the staff stuck around longer than they needed to because they were just as drawn into the performances as the rest of us. We weren’t sure if this new approach to the social would work, but everyone who came rose to the occasion and helped to create a truly magical evening. If anyone is interested in helping plan next year’s off-site social, please contact Co-Chairs Katy Swalwell or Bianca Baldridge.

2016 CESJ Award Winners
This year’s CESJ award winners showcases the type of amazing and influential people our SIG attracts. We encourage you take a closer look at the work these individuals are doing.

2016 Scholar-Activist Award:
Winner – Patrick Camangian
Honorable Mention – Luz Murillo

2016 Community Advocacy Award:
Winner - Mary Hermes
Honorable Mentions-
Katherine Bruna
Erin Dyke
Jaime Del Razo
Joyce Elaine King
Valerie Kinloch
Mariana Pacheco
Mark Warren
Rachael Wendler

2016 Outstanding Dissertation Award
Winner- Sakeena Everett
Dissertation Title: Disrupting the Single Story: Cultivating More Complete Stories about Academically High Performing Young Black Men.
Early Career Scholar Forum
Our first annual Early Career Forum (ECF) took place at the AERA Annual Meeting on April 7th. The purpose of the Early Career Forum is to help social justice oriented scholars thrive in institutional settings, build community with like-minded scholars, and gain sustainable strategies for navigating the academy. The ECF brought together six scholar-mentors and 25 early-career tenure track faculty, non-tenure track faculty, and postdoctoral scholars – creating a powerful session centered on CESJ values of promoting communication and collaboration among critical educators and researchers. During the forum, participants engaged with scholar-mentors from CESJ to discuss various topics related to research and scholarship, teaching, community-engaged scholarship, and service. Some of the topics discussed included: negotiating, confronting and challenging whiteness in the academic; balancing wellness, scholar-activism, and the demands of the academy; and finding mentors, community, and solidarity as a faculty member. We look forward to offering the ECF at the annual meeting in San Antonio and hope that you will choose to join us. We also wish to express our deepest gratitude to our participants and to our powerful panelists/scholar-mentors: Drs. Cheryl Matias, Dave Stovall, Erica Meiners, Eve Tuck, Leigh Patel, and Vajra Watson.

Graduate Student Forum
Doctoral students from across the nation came together at Busboys and Poets for a productive day of building and dialogue at the annual CESJ Graduate Student Forum (GSF). Nestled in the heart of Washington D.C., Busboys and Poets served as the perfect backdrop for the emerging scholars to build community, exchange ideas and strategies, and make connections that will surely extend beyond the GSF.

The remainder of the day was spent learning with a distinguished panel of professors whose stories of survival and strength captured the GSF theme that asked, "What Next?: Strategies for Engaged Social Justice Scholarship." We appreciate and thank: Dr. Cindy Cruz, Dr. Ed Brockenbrough, and Dr. Patricia Krueger-Henney. A warm thanks to this year’s GSF Planning Committee for volunteering their time and service to CESJ.
Call for 2017 CESJ Committee Members!

CESJ is seeking volunteers to serve on Early Career Scholars Forum and 2017 selection committees for our 2017 awards. Below you will find descriptions of each committee. If you are interested in serving on one of the selection committees for our awards, please email the executive board at our email address: cesjsig@gmail.com

**Outstanding Dissertation Award**

**Award Description** - This award recognizes doctoral level research that utilizes critical theory and focuses on the struggle for social, environmental, racial and/or economic justice or human rights. This award includes a $300 stipend towards the cost of attending the AERA conference.

**Committee Member Responsibilities** - Helps to write the call for applications, review applications, and select winner(s).

**Community Advocacy Award**

**Award Description** - This award recognizes the collaboration of an AERA member and community partner(s) who have together made distinguished contributions to improve the educational conditions of students, families and/or communities towards social justice. Community partner(s) are broadly defined and could include, but are not limited to community members such as students, teachers, parents, or organizations. Community advocacy can be broadly conceptualized and can include political action, service, grassroots organizing and any other advocacy work that directly benefits community members. The AERA member and their community partner(s) will share this award.

**Committee Member Responsibilities** - Helps to write the call for applications, review applications, and select winner(s).

**Scholar Activist Award**

**Award Description** - This award recognizes a scholar-activist (any rank) who has made significant contribution to the promotion of social, environmental, racial and/or economic justice or human rights through education research that utilizes critical frameworks.

**Committee Member Responsibilities** - Helps to write the call for applications, review applications, and select winner(s).

**Early Career Scholar Forum**

**Forum Description** - This is a pre-conference forum for early career scholars (non-tenured). The forum is open to early-career tenure track faculty, non-tenure track faculty, and postdoctoral scholars. During the forum, participants gather with scholar-mentors from CESJ to discuss various topics related to research and scholarship, teaching, community-engaged scholarship, and service. The purpose of the forum is to provide early career scholars with 1) a sense of community with scholars committed to critical scholarship and social justice; 2) mentorship from a range of scholars (junior and senior level colleagues); 3) practical tools and strategies for navigating academic contexts; 4) a chance to network and build community with other CESJ early career scholars.

**Committee Member Responsibilities** - Help plan and facilitate this pre-conference event focused on supporting scholars at different stages of their career post-graduation. This includes working with the committee to brainstorm themes, select a location, design the agenda, invite panelists, create materials for the event, review applicants, etc.
The CESJ Board

Bianca J. Baldridge- Co-chair
Bianca is an Assistant Professor at the University of Wisconsin, Madison. She has been an educator within community based youth programs for over ten years. She studies the experiences of youth and educators within community-based educational spaces. More broadly, Bianca’s research interests are in social theory, sociology and education, community and school partnerships, after school education, sociology of youth, race and education, urban schooling, critical pedagogies, activism of Black youth, and youth literacy practices in community settings. Her work can be read in the American Educational Research Journal, Race, Ethnicity, and Education, & Contemporary Sociology. Contact Dr. Baldridge at bbaldridge@wisc.edu.

Leticia Alvarez Gutiérrez - Fiscal Co-Chair
Leticia is an Associate Professor in the Department of Education, Culture, and Society at the University of Utah. Her experiences as a first generation Purépecha Xicana who entered US schools as a monolingual Spanish speaker, and grew up in a working-poor household along the San Diego-Tijuana border informs her work as a scholar and educator. As a feminist community-based research and activist scholar, her scholarship focuses on Latinx education and immigration with three primary areas of interconnected inquiry: 1. How Latinx immigrant students and families adapt to the US and navigate its educational system; 2. Family-school engagement; 3. Youth Participatory Action Research (YPAR) 4) Teacher education.

Sosanya Jones- Communication Co-Chair
Sosanya is an assistant professor of qualitative methods and higher education in the Department of Educational Administration and Higher Education at Southern Illinois University-Carbondale. She earned her Ed.D. in Higher and Postsecondary Education from Teachers College, Columbia University. Sosanya has more than 14 years of experience in higher education administration and leadership, teaching, and research. Her current research interests include domestic and international policies and practices related to equity and access, the politics of campus diversity, and auxiliary programs designed to support racially underrepresented student populations.

Sandra L Osorio- Program Co-Chair
Sandra is an assistant professor at Illinois State University. She teaches courses in early childhood and bilingual/English as a second language endorsement. She is a former bilingual educator who worked with children from diverse, racial, ethnic and linguistic backgrounds for 8 years. She has recently published work, “Que es deportar? Teaching from students’ lives” in the Fall 2015 issue of Rethinking Schools and Border stories: using critical race and Latino critical theories to understand the experiences of Latino/a children in Race, Ethnicity and Education Journal. Dr. Osorio’s research continues to look at how children as well as pre-service teachers develop critical consciousness.
Laura Quaynor - Fiscal Co-Chair
Laura is an Assistant Professor in the ESL/Bilingual Education program at Lewis University in Illinois. A former ESL and French Immersion teacher, she is passionate about supporting bilingual future teachers, and preparing all educators to work with multilingual and multicultural students, families, and communities. Her research focuses on citizenship and language education in contexts of migration and conflict, particularly in West Africa and the United States. Recent publications appear in Teachers’ College Record, Research in Comparative and International Education, and the Journal of Peace Education. Find her on Twitter at @LauraQuaynor or via email at quaynola@lewisu.edu.

Shantá R. Robinson - Program Co-Chair
Shantá began her professional career as a high school history teacher in Charlotte, NC. She earned her PhD in Educational Studies at the University of Michigan where she specialized in the sociology of education, qualitative methodologies, and issues of race, class, and access in secondary schooling. Her most recent work focuses on the educational experiences and aspirations of homeless adolescents. In Fall 2015, Shantá joined the School of Social Service Administration department at the University of Chicago as a postdoctoral scholar, transitioning to assistant professor in 2017. Her work can be read in International Studies in Sociology of Education, The High School Journal, and Review of Research in Education.

Katy Swalwell - Co-Chair
Katy is an assistant professor at Iowa State University. A former high school social studies teacher, she currently teaches courses on curriculum theory, social justice, and elementary social studies education. A graduate of the University of Wisconsin-Madison, her research interests include social justice education, social class and labor history in the social studies curriculum, teacher activism, and the impact of de-unionization on teachers. She is the author of several articles and book chapters as well as Educating Activist Allies: Social Justice Pedagogy with the Suburban and Urban Elite (Routledge, 2013), which was one of CHOICE Magazine's "Outstanding Academic Titles" for 2013. Contact Dr. Swalwell at swalwell@iastate.edu.

Carolina Valdez - Communications Co-Chair
Caro taught elementary school in Los Angeles while completing her Ph.D. in Urban Schooling at the University of California, Los Angeles. Her research interests include critical ethnic studies pedagogy in the elementary classroom and teacher organizing. She organized in Los Angeles in several grassroots organizations, and helped found the People's Education Movement (People's Ed) in 2012, an organization for critical educators of color. Now an Assistant Professor at California State University, Monterey Bay, Carolina prepares elementary educators for social justice teaching and continues to support the development of People's Ed chapters across the nation.
Opinion Editorial
People’s Education Movement
Statement Against Colonial Violence

The last year has been traumatic for many of us. We have felt sorrow and anger witnessing numerous attacks on communities across the country and globally. We look at these attacks not just as isolated events of violence, but as events that are part of a larger history of colonial violence. We, the People’s Education Movement, grieve, remember, hope and fight alongside Queer, Black, and educator communities around the world.

In Orlando, the event at the Pulse nightclub was an egregious attack on a space that had been cultivated for Queer People of Color. This painful experience of grieving for lost loved ones has served as a reminder of the longstanding effects of heteropatriarchy, homophobia, and heteronormativity, where communities have been targeted because of their identities. The mainstream media has invisibilized Queer narratives and has instead focused on the shooter’s alleged identities to promote Islamophobia, enacting classic divide and conquer strategies that pit oppressed communities against one another.

In Oaxaca, teachers have taken a stand against capitalist reform that seeks to privatize the education system and dispossess teachers from their work. Courageously, educators have taken to the streets in defense of public education only to be met with government-sanctioned violence. Teachers have been imprisoned, tortured, disappeared, and killed, all in the name of bettering education through neoliberal policies and reform. We recognize this violence as retaliation against peoples who rebel against structures designed to dehumanize them.

Across the country, we witnessed more extrajudicial killings at the hands of police. Black bodies are policed, locked up, and killed under the guise of “safety.” We stand with the families of Alton Sterling, Sandra Bland, Freddie Gray, and the countless other lives stolen by the police. We stand against the police and media that label young black bodies as so-called “thugs.” We stand with all those fighting for self-determination and dignity by defending themselves and their community against all forms of colonial violence to create a more just society.

The People’s Education Movement condemns all acts of violence and hate rooted in the colonial veins of dispossession, patriarchy, heteronormativity, capitalism, and neoliberalism. We demand that the Mexican government put an end to the repression of teachers and free all political prisoners. We demand that the US government and media not make what happened in Orlando solely about gun violence and that they stop reproducing narratives that promote Islamophobia, homophobia, transphobia, and racism. We demand this country end its war on Black communities. We demand that our institutions create healing spaces to help facilitate the process of building hope, justice, and equity.

Looking at ourselves and reflecting on our own process, we invite folks to heal in ways that not only help us cope but that help us build solidarity and hope amongst and across our communities. Love, community, and healing must be at the center of our work in seeking justice and creating better worlds. These events are not only stark reminders of the hegemonic powers and ideologies that are entrenched in our society but also remind us of the urgency to continue the precious labor of love, hope-building, and reimagining within ourselves, with one another, and in our communities.

The People’s Education Movement
Los Angeles
As scholars, educators, and activists, we think of our work as community and student-centered. In the process, we often forget the importance of self-care – whether from the daily grind of advocating for others, fighting against institutional injustices, or balancing our social justice hustle with our personal and professional lives. While there is literature that documents the toll that secondary traumatic stress, compassion fatigue, and burnout takes on mental health professionals, it appears that more conversations are emerging to center self-care as integral to activism. Because we navigate institutions built to cause fatigue, isolation, and burnout – especially because we approach our work with a humanizing, anti-oppression lens – we have to be intentional in healing, grounding, and re-centering ourselves so that we can sustain our commitment to serving our communities.

Fortunately, various indigenous, women of color feminist scholars, and educator activists have understood and written about this need for both self and collective care. Below are resources to nurture the body, mind, and spirit as part of your self-care regime. Self-care as part of a critical praxis must be tied to collective care, so we’ve also included resources that discuss accountability and love for community. We end with first-response resources to support immediate self-care in the face of violence in our communities and work settings. Whether these resources inspire you to set personal goals, integrate bodymindspirit into your syllabus, professional development, or activism, we hope this list can provoke the necessary conversations, practices, and structures for individual and collective care.

### Resources

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<th>Caring for Body</th>
<th>Caring for Mind</th>
<th>Caring for Spirit</th>
<th>Caring for Community</th>
<th>First Response</th>
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| · *The Body Is not An Apology*: With an intersectional lens, this website is dedicated to radical and global self-love through the dissemination of articles, workshops, and community building.  
· *When the Body Says No*: The Cost of Hidden Stress, by Gabor Mate: Through medical research and clinical case studies, Mate explores the body-mind link in relation to disease and stress, and emphasizes emotional competence as key to the healing process. | · *Integrating Mindfulness into Anti-Oppresion Pedagogy*, by Beth Berila: This book discusses pedagogy that integrates anti-oppression work with mindfulness education in a higher education context, offering practical tips on how to deepen learning to unlearn oppression in a compassionate, holistic way. | · “Inspirational and Self-Care” Section of Lemonade Syllabus, by Candice Benbow: Besides providing a comprehensive list of literary, social, and historical pieces related to Beyoncé’s visual album, this specific section provides sacred practices, affirmations, and personal testimonies to inspire self-care particularly for black women, women of color, and people of color.  
· *Learning to (Re)Member the Things We’ve Learned to Forget*: Endarkened Feminisms, Spirituality, and the Sacred Nature of (Re)search and Teaching, by Cynthia Dillard: From a black feminist perspective, Dillard explores the powerful healing force of culture and remembrance as an integral component of scholarship and pedagogy, sharing research and personal narratives across the globe and in particular, Ghana, West Africa.  
· *Sisters of the Yam: Black Women and Self-Recovery*, by bell hooks: Covering a wide variety of themes, from work, beauty, addiction, trauma, and eroticism, hooks examines the road to self-recovery through an anti-capitalist/imperialist/patriarchal/white supremacist lens, particularly for Black women and women of color. | · *The Revolution Starts at Home: Confronting Intimate Violence within Activist Communities*, by Ching-In Chen, Jai Dulani, and Leah Lakshmi Piepzna-Samarasinha (Editors): A comprehensive primer that incorporates essays and practical guidance on how to hold activist communities accountable to an anti-violence praxis in the home, at work, and in community, to cultivate survivor safety and healthy relationships.  
· *Self-Care for People of Color After Psychological Trauma*, from JustJasmineblog.com: As a response to race-based trauma, this post addresses the emotional and psychological need to care for self through intentional refuge, support, and energy discharge.  
· *After Police Shootings: Acknowledging Our Feelings, Moving to Action*, by Laura McClure: Specifically for secondary educators, this activity responds to police violence in Louisiana, Minnesota, and Texas and supports youth in reflecting on emerging emotions and developing an action plan.  
· *Self-Care List: How to Take Care of Your Self While Learning About Oppression (With Unaware People)*, by Fabian Romero: A comprehensive list on setting healthy boundaries and coping strategies while doing anti-oppression work. |
In "Nobody," scholar and journalist Marc Lamont Hill presents a powerful and thought-provoking analysis of race and class by examining a growing crisis in America: the existence of a group of citizens who are made vulnerable, exploitable and disposable through the machinery of unregulated capitalism, public policy, and social practice. These are the people considered Nobody in contemporary America. Through on-the-ground reporting and careful research, Hill shows how this Nobody class has emerged over time and how forces in America have worked to preserve and exploit it in ways that are both humiliating and harmful.

Putting forth his theory of Reality Pedagogy, Emdin provides practical tools to unleash the brilliance and eagerness of youth and educators alike—both of whom have been typecast and stymied by outdated modes of thinking about urban education. With this fresh and engaging new pedagogical vision, Emdin demonstrates the importance of creating a family structure and building communities within the classroom, using culturally relevant strategies like hip-hop music and call-and-response, and connecting the experiences of urban youth to indigenous populations globally. Merging real stories with theory, research, and practice, Emdin demonstrates how by implementing the “Seven C’s” of reality pedagogy in their own classrooms, urban youth of color benefit from truly transformative education.

For an African American scholar, who may be the lone minority in a department, navigating the tenure minefield can be a particularly harrowing process. Kerry Ann Rockquemore and Tracey Laszloffy go beyond standard professional resources to serve up practical advice for black faculty intent on playing and winning the tenure game. Addressing head-on how power and the thorny politics of race converge in the academy, The Black Academic’s Guide is full of invaluable tips and hard-earned wisdom. It is an essential handbook that will help black faculty survive and thrive in academia without losing their voices, or their integrity.