



Critical Questions in Education: Volume 9, Issue 1

The Academy for Educational Studies

January 18, 2018

Colleagues and Friends of the Academy:

Welcome to Volume 9, Issue 1 of *CQIE*! This issue marks the ninth year of the journal's existence. If you would have asked us nine years ago where'd we be today, we certainly would have had our doubts about its success. Thanks to everyone who has supported this endeavor over the years. Not only does this issue mark our ninth anniversary, it comes with some exciting additional Academy publishing news: we have just signed an agreement with Chris Myers of the newly founded Myers Education Press for a new book series, the *Academy Book Series in Education*! As we iron out the details, please keep a look out for our official announcement about the series. The first book (already in "the can") will be out sometime in April.

Before getting to this issue, just a reminder that our conferences and symposiums are still rolling along as well: we will be in Portland the first week of March and Kansas City in the fall. Again, for all things Academy, please visit our web site: academyforeducationalstudies.org.

We have in Volume 9, Issue 1, an interesting set of manuscripts as well as two book reviews. In the first article, Nancy Ares, Dawn Evans, and Alice Harnischfeger present a study with a twist on systemic reform: they examine student perceptions of such reforms. Their findings are interestingly ironic to say the least. Following Ares, Evans, and Harnischfeger, Noah Borrero, Asra Ziauddin, and Alexandra Ahn report their findings on how new teachers are "experiencing" the potential power of culturally relevant pedagogy. This qualitative project focuses on the voices of 13 practicing and pre-service teachers working to incorporate culturally relevant teaching frameworks into their day-to-day teaching. Following this article, Eric Dwyer continues the focus on culture in his comparative analysis of the Rwandan Genocide and the recent reaction to immigration into Arizona. The comparisons of pre-genocidal Rwanda and the legal moves by the Arizona legislature are chilling to say the least. Our final regular manuscript, penned by Kelly Guyotte, reflects on the work of Maxine Greene, one of the more important educational philosophers of the 20th and early 21st century. Finally, we have two book reviews for your reading pleasure. Kim Case's edited collection, *Intersectional Pedagogy: Complicating Identity and Social Justice*, is reviewed by Amber Moore and Kip Kline's book, *Baudrillard, Youth, and American Film: Fatal Theory and Education* is reviewed by Gabriel Keehn.

Happy reading...and thinking.

PAX,

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