

# UCLA

## InterActions: UCLA Journal of Education and Information Studies

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Letter from the InterActions Editors

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### Authors

Camacho, Sayil  
Flores, Alma Itzé  
Wood, Stacy

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As we enter our 11<sup>th</sup> year of publication, we remain committed to critically engaging with activists, scholars, educators and policymakers on the topic of Immigration and Documentation. This special issue was conceptualized after *InterActions* hosted the [Immigration and Documentation Symposium](#), and as a means to continue the conversation and learn from those impacted by related policies and systems. The symposium provided community members the opportunity to narrate the ways in which the topic intersects their lived experiences, as well as challenged us to reflect the ways in which we engage with the issue. The authors that have participated in the special issue have sought to bring forth this perspective and help us interrogate assumptions and institutional practices related to the matters of immigration and documentation. We proudly present the *Special Issue on Immigration and Documentation: Exploring the Impact of Information and Institutional Communities, Families, and Individuals* and recognize the ways in which the authors call for additional consideration, support, and identity-affirmational understanding of the immigrant experience.

This issue takes interdisciplinarity seriously, bridging conversations across domains and concepts that too often stay isolate. Each piece interrogates the terms and definitions taken for granted in discussions of immigration and documentation through highlighting contingency, historicity and asymmetries of power central to the very act of defining. These acts of defining are central and their material consequences radiate from the very moment of differentiation. By focusing on specific milieux, the authors of this issue directly ground theoretical perspectives in social and political life, highlighting the ways in which the words “immigration and documentation” directly affect access to resources, modes of communication, safety, status, cultural heritage and social connection. The pieces in this issue represent multiple perspectives, critical languages and methodologies, ranging from the consideration of immigration as a text in and of itself, to a focus on praxis within communities. By juxtaposing radically different epistemologies, the issue recognizes the necessity for broadly based collaborative intellectual work for complex phenomena.

We welcome guest editors and Ph.D. candidates Patricia Garcia and Marco Murillo. Patricia is in archival studies in the Department of Information Studies and Marco is in the division of urban schooling in the Department of Education. Patricia and Marco have a wide range of expertise in the areas of immigration and documentation. Patricia’s research explores the documentation and classification practices used by multiple federal agencies throughout the H-2A visa application process. She is also actively involved in archival projects that preserve and document the lives of underrepresented communities. Marco’s research focuses on the pivotal role that adults play in facilitating the school experiences of undocumented students as they transition into postsecondary education. He has also worked as a mentor for the Chicano Latino Youth Leadership Project for the

past five summers and has experience working with the Congressional Hispanic Caucus Institute and the National Council of La Raza. Patricia and Marco's research, professional, and community experiences helped shaped the interdisciplinary framework of the issue, helping us bridge the gap that often exists between theory and practice in academia. As immigrant communities continue to fight for their dignity and recognition in this country, it is important that as scholars and practitioners we examine this divide and work towards a transformative and humanizing praxis. We hope that this issue inspires readers to support and participate in the national movement for immigration reform.

### **Acknowledgements**

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