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Editors' Note

In the midst of a trying political climate when our brothers and sisters from Central America migrate north in caravans, we witness the mass violence and injustice they face not only within Mexico, but also, more acutely, at the U.S.-Mexico borders. Support has arisen from across the U.S. and Mexico—collaborations to send supplies, lawyers, medics and nurses to support the migration—many of which were UCLA alumni, now immigration lawyers, nurses, and social justice advocates and scholars. Given such this vast contemporary need to address the violence and human rights violations within and across countries, much work needs to be done to unsettle the ways in which we understand, perceive, and work towards justice and diversity through different mediums such as scholarship production and outcomes to support migrating families.

We begin this issue by honoring the powerful cover art of Sarah Parker, a single mother/special education teacher in Northern New Mexico. Her print, titled “Si Se Puede”, “Yes We Can” is a double printed Linoleum Block depicting a woman launching herself from the earth with both an open heart and open eyes. The energy from her body shoots rays to share her light. As she rises above typical terrestrial constraints to a higher place, her fist is raised to both guide and protect. This image echoes the mothers from Central America migrating towards the U.S. in effort to pursue a better life for themselves and their children. Parker uses art as a means to begin community conversations and to confront the world with beauty during trying times. “Si Se Puede” was created for her 15-year-old daughter after she seemed pushed down by her daily life and the world news. Parker wanted to create an image of the power that she sees in her daughter and in other individuals, as a reminder that we can rise above everything with the simplest strength centered in our hearts and resulting in our open eyes and raised fists. It is a reminder that we have power in our lives and communities.

Opening this winter issue is scholar activist Dr. David Barillas Chón, with his piece titled “Ref/lecciones: Lessons for my *hijo* and other Children of Indigenous Immigrants.” Chón journeys with his readers through an *autohistoria* or “autohistory”, weaving a letter for his son, while positioning the migrating relationship of research using a “Dialectic Spiral” method. Chón centers this article around the importance of conducting educational research about Indigenous migrants in U.S. education. As he posits, this work serves to unsettle historical and current colonial violence and healing both at the individual and collective level.

Following Dr. Barillas Chón, is a critical call to action for educational research on Central American scholars by Dr. Heidi Coronado and Audrey Paredes. Their co-authored article, “Invisible to Visible: Documenting the Voices and Resilience of Central American Students in U.S. Schools,” focuses on first generation, 1.5 generation, and 2nd generation experiences of Central American students within U.S. educational system. Central American students have been historically clustered with other Latinx communities in schools; however, their experiences are unique and therefore require a critical look, as their migration stories, patterns, and educational trajectories differ from other communities. Moreover, since Central Americans in the U.S. have been severely understudied, Coronado and Paredes demonstrate how a focus on their unique experiences could better serve these communities within educational pipelines and transform their educational trajectories in U.S. schools.

Davin Helkenberg continues this issue by focusing a critical lens on redefining Young Adult literature in her piece, “Paul Kwiatkowski’s *And Every Day Was Overcast* and Redefining Young Adult Literature”. By presenting a textual analysis of *And Every Day Was Overcast*, Helkenberg pushes readers to consider a redefinition of Young Adult literature that truly captures the lived experiences of teenagers. She encourages a focus on the imperfect, intersectional, and counter-hegemonic experiences of teens, and argues that these aspects need to be centered in order to have more authentic stories for young adults to turn to. Through this complication, her article is a call to action and asks readers, literary gatekeepers, authors and librarians to transform and change the boundaries of what is considered Young Adult literature.

Succeeding these three articles, are two in-depth and analytical book reviews. First, Laura Boldvai Pethes reviews *The Power of Networks: Six Principles that Connect Our Lives* by Christopher G. Brinton and Mung Chiang. This book provides insight into social networks, how they work, and why it is necessary to learn about them by providing six key principles. Aside from providing the theoretical foundation of how social networks work and connect with Internet usage, Brinton and Chiang also provide a variety of examples that aid readers through the understanding of these concepts. Boldvai Pethes’ review provides an analysis of these principles, includes a critique on how this book can further push our understanding of networks, and encourages other researchers to expand their knowledge on networks through this book.

Second, scholar-activist Cindy Escobedo reviews the critical connection between spatial studies and Critical Race Theory (CRT) in the anthology, *Critical Race Spatial Analysis: Mapping to Understand and Address Educational Inequity*, edited by Deb Morrison, Subini Ancy Annamma, and Darrell D. Jackson. This anthology bridges CRT in education and spatial studies by providing a definition of Critical Race Spatial Analysis (CRSA) and developing theoretical and methodological guiding frameworks for CRSA. Escobedo’s review illustrates different case studies from the anthology that demonstrate how CRSA is a methodological tool kit for both researchers and geographers. Escobedo emphasizes the importance of reading this anthology in order to engage in a discussion between race, racism, and educational geographies to challenge geographies of racialized oppression.

This issue echoes many aspects of the *InterActions* mission by centering social justice, critiquing inequities, and pushing for a wide array of voices in education and information studies. The authors within this issue not only provide critical perspectives that center intersectionality and lived-realities but also share, review and create work that challenges and introduces new methodological and theoretical perspectives within these fields. Readers are presented with strong pieces that center the lived-experiences of youth, Central American scholars, migrating families, and other scholar activists that need to be further elevated in order to continue our mission towards social justice and equity.