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Editors' Introduction

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## Editors' Introduction

Education is a complex and nuanced endeavor that involves an infinite number of decisions spanning the placement of desks in one's classroom to the content of textbooks, the design of city and state-level policy, and the underlying use of education for social control or liberation. While these different levels of educational activity are common topics in educational research, the four articles and two essays in this issue, Volume 4, Issue 2, of the *Berkeley Review of Education* challenge us to take a slightly different look at the familiar. For example, in making the physical classroom space the focus of the analysis, Houman Harouni offers a novel way to understand classrooms and the ways in which the physical becomes political and the classroom a pedagogical tool. We find that while each author presents a new and refreshing perspective, they collectively remind us that education continues to be a contested arena where actions, big and small, influence the hidden curriculum of schooling to either exacerbate or challenge established inequities.

In our first article, "Lived-in Room: Classroom Space as Teacher," Houman Harouni illuminates the ways in which the classroom environment is not solely a physical place but also a constructed space. Too often classrooms are static, sterile environments situated within institutional settings that bound teacher autonomy and student expression. While the classroom can be (and often is) an instrument of state control that can marginalize and silence teacher and student voice alike, it can also be a space of resistance and liberation. Through portraiture, Harouni invites us to witness the ways in which one teacher challenges the traditional confines of a classroom to create a space that acknowledges and values the multiplicity of voices, histories, and lives that inhabit it. In so doing, Harouni renders the invisible visible. In his analysis, Harouni reminds us that teachers, classrooms, and students interact in surprising and dynamic ways. Teachers and students can, when given the opportunity, extend beyond the physical limits placed before them.

In our second piece, Mary Rice presents an essay titled, "Theorizing Food Sharing Practices in a Junior High Classroom," in which she reflects on her past experience as a high school teacher by analyzing the food sharing practices in her classroom and the meaning students derived from these interactions. Utilizing narrative inquiry methods, the author reflects on her own journal entries written while she taught in a rural school in the western United States. While primarily an auto-ethnographic endeavor, Rice consults three student narratives and draws from the literature on food to explore how food operates within a school context. The author finds that while schools and teachers may impart particular ideologies when crafting policies and curricula in regards to food, students demonstrate a semiotic understanding in which food practices shed light on how "power is distributed, shared, and traded in the classroom." Further, the author moves the reader beyond traditional conceptions of how food functions in school—as nutrition, reward, or curricular content—and contemplates the ways food-sharing practices build community among students, and between students and teachers, and the implications this holds for teaching and learning.

In "History Through First-Year Secondary School Spanish Textbooks: A Content Analysis," Sam Holley-Kline examines historical representations in four popular entry-

level Spanish language textbooks through a qualitative content analysis. Most critiques of historical representations in textbooks attend to social science text; by focusing on the historical content within Spanish language textbooks, Holley-Kline reveals how students in Spanish language courses are exposed to reductionist orientations that simplify the nations and histories of the the Spanish-speaking world. Furthermore, the author notes that vague references to unknown and decontextualized historical events leads to a distancing and exoticization of the past that occurs alongside the reductionistic coverage. Holley-Kline convincingly argues that these orientations to the historical past are problematic for language education and education writ large given the authoritative role textbooks play in our society and their importance in transmitting cultural information.

In "Black Radicals Make for Bad Citizens: Undoing the Myth of the School to Prison Pipeline," Damien M. Sojoyner critically analyzes the politics undergirding the dominant discourses that critique the school-to-prison-pipeline by examining city-wide policing practices and schools in Los Angeles from the 1940s to the 1970s. Employing archival, conceptual, and theoretical methods, the author argues that opponents to the school-to-prison pipeline have misframed the relationship between schools and prisons. The author contends that the relationship between schools and prisons extend beyond the current period and that schools have a history of preparing their charges for the possibility of incarceration. By tracing the history of racialized policing across secondary and post-secondary institutions in Los Angeles across three decades, Sojoyner finds that schools themselves are sites of "enclosure" for Black youth. The author challenges readers to consider the ways in which public schools have long been integral sites for the containment of radical Black student resistance.

In our fifth piece, "Creating High Leverage Policies: A New Framework to Support Policy Development," Cassey D. Cobb, Morgaen L. Donaldson, and Anysia P. Mayer examine state-level education policy design and implementation and its relationship with equity. The authors challenge neutral analyses of policy design and implementation by contending that for policies to be considered "high leverage", they should result in equitable outcomes for traditionally marginalized students. Cobb, Donaldson, and Mayer offer policymakers a research-based model for education policy design that takes into consideration the leverage points upon which the policy will act and the implementation contingencies that arise as policies are interpreted and enacted in local contexts. In offering this new model, Cobb, Donaldson, and Mayer apply the framework within the context of Rhode Island and the development and implementation of state policies to reform high schools. With the explicit focus on the connections between the policy intentions and its impact on equitable outcomes within the education system, the authors provide readers with a way to evaluate and understand policy beyond just concerns of fidelity and implementation to include the ways policies can contribute towards equity.

Contributing to a robust and growing literature on the institutional, economic, and social structures that buttress the social construction of whiteness, Cheryl E. Matias and Ricky Lee Allen push our understanding of whiteness by examining the role of white emotionality in the construction of whiteness and power in our final essay, "Loving Whiteness to Death: Sadomasochism, Emotionality, and the Possibility of Humanizing Love." Matias and Allen argue that white emotionality is premised on sadomasochism by interrogating normative constructions of love. Disrupting these constructions creates a

space for the authors to re-imagine an enactment of love—a critical humanizing pedagogy of love—that offers a vision for a more humane white emotionality that supports whiteness in learning to “love whiteness to death.” This pedagogy, which can be realized anywhere from the classroom to interpersonal relationships, is grounded in emotional strength (i.e., vulnerability), a venue not oft considered in discussions of challenging whiteness or other structures of power. In examining love, Matias and Allen strip away its sentimentality to reveal the revolutionary promise of love within education and beyond.

The Berkeley Review of Education invites pieces that continue and extend the conversations started by the authors in this issue as well as work that starts new conversations on issues related to equity and diversity. We encourage senior and emerging scholars, practitioners, and policymakers to submit articles that address issues of educational diversity and equity from various intra/interdisciplinary perspectives. The editorial board especially welcomes submissions that provide new and diverse perspectives on pressing issues impacting schools, educational systems, and other learning environments. We also welcome a broad range of “critical” scholarship. We define as “critical” work that aims to analyze, evaluate, and examine power and dominant structures while helping us to imagine something new.

We thank the many people who have assisted in getting this issue to press: the authors, current and former board members, volunteers, reviewers, advisers, and the students and faculty members at the Graduate School of Education. We especially thank Dean Judith Warren Little and our faculty adviser, P. David Pearson, for their ongoing support and guidance as we broaden the scope and readership of the journal. We thank the U.C. Berkeley Graduate School of Education, Graduate Assembly, and Associated Students of the University of California for their generous financial support.

*The Editors*