

Editors' Introduction

As globalization, privatization, and, at times, democratization, articulate new connections across the globe, the growing inequality between who benefits and who bears the burdens of these changes has created new opportunities and challenges for education. These global shifts require us to question who or what we hold responsible for education's failures, who we teach, what we teach, and how we see those we teach.

In each of the four articles featured in Volume 3, Issue 1 of the *Berkeley Review of Education*, the authors adeptly examine these questions in turn within a unique social, political, economic, and cultural context. We open with Kevin Kumashiro's adapted lecture, "Reflections on 'Bad Teachers,'" which challenges us to examine who benefits from the current frame that largely blames teachers for America's persisting educational inequalities. The following two empirical articles explore these questions in Chile and China. In "Educational Opportunity and Contentious Politics: The 2011 Chilean Student Movement," Daniel Salinas and Pablo Fraser examine the impact of privatization and democratization on one of the most massive social movements in Latin America in decades—a movement demanding equitable access to high-quality education, thereby examining who we teach and how. In "Promoting Democratic Citizenship Among Rural Women: A Chinese NGO's Two Models," Xu Zhao and Helen Haste insightfully compare two competing frames of democratic citizenship and human rights education for rural Chinese women, spotlighting distinct approaches to what we teach and how. We close with an essay that bridges international and domestic contexts. In "Connecting Transnationalism to the Classroom and to Theories of Immigrant Student Adaptation," Patricia Sánchez and G. Sue Kasun compellingly argue that in a globalizing world, many students have transnational identities and experience. If recognized, this transnational experience would not only enrich the educational opportunities of transnational students, but the classroom as a whole. In this way, Sánchez and Kasun encourage us to rethink how we see those we teach.

In the first article, Kevin Kumashiro raises a call to action for all stakeholders invested in education reform. This essay, "Reflections on 'Bad Teachers,'" was adapted from a lecture delivered to graduate and undergraduate students, faculty members, and practitioners at U.C. Berkeley's Graduate School of Education. Kumashiro forcefully moves forward today's education reform debates by reframing the problem. He builds his case by exploring the problem of blaming teachers. When policymaking begins with the frame of blaming teachers, he argues, social, historical, global, and political contexts are largely ignored. The author outlines steps forward for stakeholders to challenge the current ethos surrounding today's problems in education.

In "Educational Opportunity and Contentious Politics: The 2011 Chilean Student Movement," Daniel Salinas and Pablo Fraser examine the recent wave of student-led protests in Chile, which mobilized thousands of people and received international coverage. The authors begin with a historical overview of Chile's unique educational policies. Using social movement theory and drawing on a rich set of data, including police records, newspaper articles, and public documents, Salinas and Fraser examine how student leaders effectively reframed educational equity and opportunity in terms of collective action rather than market individualism. By analyzing the Latin American

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context, the authors extend social movement theory to include the Global South. Salinas and Fraser also touch on the unique role education plays as a grievance and a resource for the social movement in Chile. Education, they conclude, is not only a site where inequities are reproduced; it is also a resource for change.

In “Promoting Democratic Citizenship Among Rural Women,” Xu Zhao and Helen Haste provide a framework for understanding what hinders or facilitates democratic citizenship within the rural Chinese context. The authors explore two different models of citizenship education. The first model emphasized teaching rural Chinese women about human rights protections and the individual rights guaranteed under the Chinese Constitution, and the other focused on developing basic social skills like counting and reading and creating social support systems to encourage rural women to participate in community affairs. Zhao and Haste situate the two diverging models and their implications within the theoretical literature on human rights education and China’s historical and political context. We believe that the authors further scholarship in human rights education by examining gender within conceptions of citizenship.

Finally, in “Connecting Transnationalism to the Classroom and to Theories of Immigrant Student Adaptation,” Patricia Sánchez and G. Sue Kasun begin by contextualizing immigration within the political and economic context of globalization. They argue that while immigrant adaptation research in sociology and anthropology has traditionally viewed migrant students as immigrants attempting unilinear assimilation, a transnational perspective allows educators to fully recognize the relationships, learning, and social supports that flow across borders for migrant students. Sánchez and Kasun thoughtfully link theory and practice by locating the pressing issue of how best to educate migrant students within its economic and political antecedents, providing a new frame for understanding the issue, and describing the implications of reframing students as transnational beings on teaching and learning.

Together, these four pieces help us to understand characteristics of change, reform, and action in very different contexts. In each context, education is the site of both reproduction and change, and, through schooling, people in each country seek to define citizenship and its relation to education. Furthermore, each piece helps us to explore the nature of frames, by calling for a fundamental reframing of current debates in education, as in the lecture by Kumashiro and the essay by Sánchez and Kasun, or by exploring how frames are used, as in the articles by Salinas and Fraser and by Zhao and Haste.

We hope these pieces will lead to debate and further conversation about the kind of education we want and need in the face of a rapidly globalizing and privatizing world. We invite pieces that continue and extend the conversations started by the authors in this issue as well as scholarship that initiates new conversations on issues related to equity and diversity. We encourage senior and emerging scholars, practitioners, and policymakers to submit articles that address these issues 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, particularly work that analyzes, evaluates, and problematizes power and dominant structures, and helps us to imagine something new. As an interdisciplinary journal, we seek to promote scholarship that reconceptualizes and

transcends academic identities, labels, and categories. We encourage work from all disciplines, as well as interdisciplinary work that builds towards new understandings of educational processes and practices. We seek submissions that speak to a broad audience. As an open access journal, we aim to democratize knowledge and encourage work that originates from and speaks to a wide range of scholars, practitioners, activists, and educators.

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The Editors

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