

Introduction

by

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This volume is long awaited and we appreciate the patience of not only its authors, but of everyone that has been associated with the journal. After much struggle and creative problem solving, we've found a new home at the University of North Carolina in Greensboro. Joe Kincheloe thought very highly of the Department of Educational Leadership and Cultural Foundations where I (lv) work so we are excited to have the journal housed here. We are still part of the Freire Project (www.freireproject.org) you will see a link to the journal's new site from there as well. Please follow this for new submissions. We continue to extend our connections and collaborations in the United States, Canada, and abroad. We truly appreciate your continued support.

This might be the briefest introduction to our issues, but we truly do not want to hold the work up any longer and believe strongly the articles in this issue further our work in the field.

This issue is a compendium of discussions and analyses on teaching and various conduits for critical pedagogy and research. The articles in this issue force us to think about race and indigenous cultures, both nationally and transnationally, how these are constructed, discussed, and researched in the west at the expense of critical understandings of power and privilege. The authors push us to think about our dedication to the field of critical pedagogy, to knowledge production and critical awareness in specific, and the ways media always acts a site for problematizing our learning. Join us in continuing the conversation.

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