

# Intersections: Critical Issues in Education

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## Table of Contents

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# INTERSECTIONS

## CRITICAL ISSUES IN EDUCATION

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### IN THIS ISSUE

#### EDITOR'S INTRODUCTION

- A Memorial Tribute to Ruth Trinidad Galván** ..... 71  
Tryphenia Peele-Eady, *University of New Mexico*

#### ARTICLES

- Disrupting Dis/abilization: A Critical Exploration of Research Methods to Combat White Supremacy and Ableism in Education** ..... 73  
Sara H. Petit-McClure, *Syracuse University*  
Chelsea Stinson, *Syracuse University*

- Utilizing a Critical Literacy Framework to Discuss Issues of Power and Privilege with Elementary Students** ..... 91  
Barbara Pollard, *University of Windsor*

- "Where Are You From?": Using Critical Race Theory to Analyze Graphic Novel Counter-Stories of the Racial Microaggressions Experienced by Two Angry Asian Girls** ..... 112  
Talitha Angelica (Angel) Acaylar Trazo, *University of California, Los Angeles*  
Woohee Kim, *University of Oxford*

#### STUDIO

- Poem: Wake up Wide** ..... 134  
Momina A. Khan, *University of Saskatchewan*

- Critical Intersections through Poetry in a TESOL and World Language Graduate Education Program** ..... 138  
Melisa Cahnmann-Taylor, Sharon M. Nuruddin, Kuo Zhang, Yixuan Wang, Amanda Brady Deaton, Xinyi Meng, Ashley Brown-Lemley, and Ming Sun, *University of Georgia*

- An Interview with David Stovall** ..... [Online Access](#)  
Amanda Parker, *University of New Mexico*  
Inez Dominguez, *University of New Mexico*  
Natalie Saing, *University of New Mexico*

#### BOOK REVIEW

- Culturally Responsive Pedagogy: Working towards Decolonization, Indigeneity and Interculturalism** ..... 155  
Theresa A. Papp, *University of Saskatchewan*

Above: "So Happy to See You" (2019) by Angelina Medina. Clay, 6 in. x 6 in. x 3 in.

# INTERSECTIONS

## CRITICAL ISSUES IN EDUCATION

Fall 2019 • Volume 3, No. 2



**Cover Artist:**  
**Angelina Frances Medina, Ph.D.**

Angelina Frances Medina is a member of the Acoma, Zia, and Zuni Tribes of New Mexico. She has been a secretary, a teacher, a principal, a lecturer, a demonstrator, a published author, a poet, a storyteller, an aerobics instructor, a healing facilitator, and an artist. In 2016, she earned a Ph.D. in Language, Literacy, and Sociocultural Studies at the University of New Mexico.

Angelina seeks to convey history, culture, and spiritual ways of being through her art. She is presently making a “come-back” to art because, as she states, art places her in the “Center of the Universe of harmony and peace. My clay sculptures are lovingly shaped by my hands to express my personal healing and spiritual fulfillment as they are my connections to all that is the Creator.”

Sponsored by the University of New Mexico’s Department of Language, Literacy, and Sociocultural Studies, *Intersections: Critical Issues in Education* is an online, peer-reviewed, open access academic journal. We seek to deepen understanding of how race, class, gender, sexuality, exceptionalities, power, well-being, and other subjectivities play out in educational settings as a means of advancing social justice for all people. *Intersections* serves as a forum for diverse voices and perspectives reflecting a variety of disciplines, focusing on work that interrogates, disrupts and challenges oppression. We welcome a range of materials, including academic papers, personal perspectives, and other innovative forms of scholarship that may speak to an audience beyond academia.

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