

Welcome to the 2009 Rouge Forum Conference!

Welcome message goes here in final printed program.

Joe Bishop, Eastern Michigan University

DRAFT

Rouge Forum Conference Program

Thursday 14 May 2009

8:00 p.m. Spoken Word Bombadill's Coffee House, Ypsilanti

Friday 15 May 2009

(75 Minute Paper Sessions)

8:00 a.m. Registration (all day) & Light Breakfast, Porter Student Lounge

8:30 a.m. Welcome Joe Bishop & Dean Vernon C. Polite
(EMU College of Education), Porter 203

9:00 a.m. Steering Committee Report Adam Renner & Joe Bishop, Porter 203

Session 1 9:30-10:45 a.m.

Breakout A, Porter 301 A/D

Paul J. Ramsey,
Eastern Michigan University

Popular Sentiment, Elite Control, and Unsatisfying Compromises: The Nature and Structure of School Reform in the United States, pg.17

Roger Mourad,
Washtenaw Community College

Morality, Inquiry, and the University, pg.16

Cory Maley,
University of Connecticut

Education Through the Cracks: Engaging in Democratic Alternatives to Modern Schooling, pg.14

Breakout B, Porter 301 B/C

Past and Present Higher Education, Neoliberalism & Corporatization

EMU Student Panel

Our Experiences With and Thoughts About LiveText, pg.12

Joe Bishop & Christopher G. Robbins,
Eastern Michigan University

Hubris in Higher Education: Neoliberal Managerialism, Technocratic Rationality, and Branding in the Teacher Education Accountability Movement, pg.10

Adam Renner,
Bellarmino University

Empire in the Academy? The Corporatization of University space (OR The Sodexoization of a University Community),

Session 2 11:00-12:15 p.m.

Breakout A, Porter 301 A/D

Special Education

Collin Bertram,
Eastern Michigan University

Humanizing Students with Special Needs: Redefining the Least Restrictive Environment, pg.10

Michael Peterson, *Whole Schooling Consortium* and *Wayne State University*

From Empire to Inclusive Learning Communities: A Road Less Traveled, pg.17

Breakout B, Porter 301 B/C

Higher Education and Control

Nancye McCrary,
University of Kentucky

Countering the Persistent Authoritarian, Hierarchical, and Discipline-specific Approaches to Teacher Education, pg.15

Charles Muwonge,
Eastern Michigan University

Ecclesiastical Control of Governance in US Catholic Universities and Colleges, pg.16

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Friday 15 May 2009		
Breakout B , Porter 301 B	Higher Education and Control	
Serhiy Kovalchuk, <i>Eastern Michigan University</i>	Introduction of Democratic Schooling and Curriculum in Teacher Education Programs: Truth or Myth? pg. 14	
Session 3 2:00-3:15 p.m.		
12:45-1:45 p.m.	Lunch, Porter 301 & Keynote Address, Porter 203 <i>Keynote Speaker:</i> Rebecca Martusewicz, <i>Eastern Michigan University</i> Rethinking Justice: Eco-Democratic Reforms in Education	
Breakout A , Porter 203	Peak Oil 1 (Film)	
Ethan Lowenstein, <i>Eastern Michigan University</i>	How Cuba Survived Peak Oil: Peak Oil and its Implications for Educators in the U.S., pg.14	
Breakout B , Porter 301	The International Arena	
Denis Smorchkov, Elena Ivankova, <i>Voronezh State University, Russia</i> , & Inna Gorlova, <i>Eastern Michigan University</i>	Perception of Democracy: What do Russian Schools and Society Teach, and What do Mobile Students Learn from Their Personal Experiences about Democracy? pg.19	
Gina Stiens, Sonya Burton, & Adam Renner, <i>Bellarmino University</i>	Education for Liberation or Domination?: Toward a Reciprocal/Generative Global Partnership, pg.19	
Steve Holler, <i>Thomas More College</i>	University and Revolution in Russia and Cuba, pg. 13	
Session 4 3:30-4:45 p.m.		
Breakout A , Porter 203	Peak Oil 2	
Ethan Lowenstein, <i>Eastern Michigan University</i>	How Cuba Survived Peak Oil: Peak Oil and its Implications for Educators in the U.S. (cont'd), pg.14	
Joe Cronin, <i>Antioch University</i>	Energy, Inequality, and Post Peak-Oil Redistribution, pg.12	
Breakout B , Porter 301	Immigration, Native Americans, and Minorities	
Michael Hale, <i>Owens Community College</i>	What's Left in the Immigration Debate? pg.13	
Richard M. Jones & Conrell Conroy, <i>Oglala Lakota College</i>	Native American Education Reconsidered, pg.13	
Maria Gonzalez Allen, <i>Eastern Michigan University</i>	A Revolution in American Public Education, 2010?, pg.10	
Session 5 Public Performance 5:00-5:30 p.m.		
Billy X. Curmano, <i>Art Works USA</i>	Billy X: Live Art at the Forum, Porter 203	
6:30-8:30 p.m.	Supper	See list of locations
8:30-11:30 p.m.	Music & Socializing <i>Tower Inn Cafe</i>	Pat Predd featuring Steve Wellinski

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Saturday 16 May 2009

(1.5 & 3 hour Professional Development Sessions & Workshops)

8:00 a.m. Registration (all day) & Light Breakfast, Porter Student Lounge

8:30 a.m. Welcome Joe Bishop & Don Bennion (Teacher Education Chairperson), Porter 203

Sessions 1 & 2

Breakout 1 & 2 A, Porter 129

Rebecca Martusewicz, *Eastern Michigan University* & Gloria Rivera, *Southeast Michigan Stewardship Coalition*

EcoJustice Workshop: 9:00-12:15 p.m.

Developing Eco-Ethical Consciousness and Citizen-Stewards: EcoJustice and Community-Based Education, pg.15

Breakout 1&2 B, Porter 301 B/C

Sonya Burton & Corrie Orthober, *Bellarmino University*

History Workshop: 9:00-12:15 p.m.

Students Interpreting History to Question, Examine and Dispute Power Relationships, pg.21

Breakout 1&2 C, Porter 300 B/C

kiran nigam, *Clonlara School*

Social Justice Workshop: 9:00-12:15 p.m.

Education for Social Justice In and Out of the Classroom, pg.16

Breakout 1 D, Porter 301 A/D

Rich Gibson, *San Diego State University*

Preserving Common Freedoms Workshop: 9:00-10:30 a.m.

The Critique of Tyranny: Investigating the Relationship of the Master and the Slave, pg.12

Breakout 2 D, Porter 300 A/D

Patricia Briscoe, *University of Calgary*

Domination and Inequities: 10:45-12:15 p.m.

How Do We Challenge What We Don't Know? Moving Toward Exposing Unconscious Racism, pg.11

Faith Agostinone Wilson, *George Williams College, Aurora University*

Sources of Opposition to Sexuality and LGBTQ Rights in the Schools, pg.20

12:30-1:45 p.m.

Lunch, Porter 301 & Keynote Address, Porter 203
Keynote Speaker: Staughton Lynd, *Youngstown, OH*
What Is To Be Done?

Session 3 2:00-3:30 p.m.

Breakout A, Porter 301 A/D

Billy X. Curmano, *Art Works USA*

Art Workshop

How to Change Culture through Art: Creativity of People, for the People and the Planet, pg.12

Breakout B, Porter 301 B/C

Ofira Roll, *University of Pittsburgh*

Personal Examples and Strategies

Dialogue up for Grabs, pg.18

Carol Williams, *Lakehead University*

Success for All: Beyond Traditional Perspectives of Education, pg.20

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Saturday 16 May 2009		
Session 3	2:00-3:30 p.m. (Cont'd)	
Breakout C , Porter 215	Neoliberalism and Corporate Textbooks	
Lance Mason, <i>Eastern Michigan University</i>	Modern Roots of Popular Neoliberal Rationality, pg.15	
Christopher Leahey, <i>North Syracuse Junior High School</i>	Whitewashing War: Historical Myth, Corporate Textbooks, and Possibilities for Authentic Inquiry, pg.14	
Breakout D , Porter 300 B/C	Free Schooling	
kiran nigam & Anthony Meza-Wilson, <i>Clonlara School</i>	Education as the Practice of Freedom: Life Inside a Free School, pg.16	
Breakout E , Porter 300 A/D	Empowering Students	
Adam Renner, <i>Bellarmino University</i> , Doug Selwyn, <i>Plattsburgh State</i> & Nancye McCrary, <i>University of Kentucky</i>	Doing Democracy: Empowering Students to Remake their World, pg.17	
Session 4	3:45-5:15 p.m.	
Breakout A , Porter 301 B/C	Student Field Trips	
William R. Boyer, <i>Oak Park High, MI</i> & Scott Craig, <i>Birmingham Seaborn High, MI</i>	Student Field Trips between Wealth and Want: A Class Exchange (with two participating students from their respective high schools), pg.11	
Breakout B , Porter 301 A/D	Student Centered Research	
Doug Selwyn, <i>Plattsburgh State</i>	Digging Deeper: Building Classrooms Around Student-Centered Research, pg.18	
Breakout C , Porter 300 B/C	Democratic Schools	
Isaac Graves, <i>Alternative Education Resource Organization (AERO)</i>	The Power of Self-Determination in Learning, pg.12	
Mary Wigton & Bette Diem, <i>Ann Arbor Open School</i>	Ann Arbor Open School, pg.19	
Breakout D , Porter 300 A/D	Social Change	
E. Wayne Ross, <i>University of British Columbia</i>	Reform or Revolution: Reform, Revolution and Movements for Social Change, pg.18	
Session 5/Keynote Address		5:30-6:30 p.m.
Greg Queen, <i>Fitzgerald High School</i> Porter 203	Standards Based Education, Class Struggle and Academic Freedom	
6:30-8:30 p.m.	Supper	See list of locations
9:30-12:30 p.m.	Music & Socializing <i>Tower Inn Cafe</i>	<ul style="list-style-type: none"> • Adam Renner • Tainted Machine

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Sunday 17 May 2009

Software for Social Democracy (All Sessions in Porter 215)

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|------------|---|--|
| 9:00 a.m. | Joe Bishop,
<i>Eastern Michigan University</i> | Using Free and Open Source Software (F/OSS) to Support Public Democracy, pg.10 |
| 10:00 a.m. | Plenary Session | Conference Wrap-up
(Reflection, Next Steps) |
| 11:00 a.m. | Steering Committee & Interested
Others | Meeting |

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Friday Keynote Speaker & Public Performance

Rethinking Justice: Eco-Democratic Reforms in Education

Friday Luncheon, Porter 203, 12:15-1:45 p.m., 15 May 2009

Rebecca Martusewicz, Ed.D. has been a teacher educator at Eastern Michigan University for 21 years, teaching courses that integrate ecojustice content into traditional “diversity” or social foundations courses. She is the Director of the Southeast Michigan Stewardship Coalition, working with 6 regional schools in partnership with 15 community organizations to develop community-based learning projects based on the theory and practice of EcoJustice. She is editor and co-founder of *The EcoJustice Review: Educating for the Commons*, an internationally juried online journal, and *Educational Studies: Journal of the American Educational Studies Association*. She is author of three books including most recently *Seeking Passage: PostStructuralism, Pedagogy, Ethics* (Teachers College Press, 2001). Her most recent project is a textbook, *Teaching for Diversity, Democracy and Sustainability: An EcoJustice Approach* co-authored with Jeff Edmundson and Johnny Lupinacci (forthcoming from Routledge).

Billy X: Live Art at the Forum

Friday Afternoon Public Performance, Porter 203, 5:00-6:30 p.m., 15 May 2009

Billy X. Curmano, M.A. is an award winning artist/adventurer and former McKnight Foundation Interdisciplinary Art Fellow. He was trained as a painter and sculptor (If, of course, painters and sculptors can be trained). His more traditional objects have been exhibited both here and abroad since a first solo show at the University of Wisconsin Milwaukee in 1970. Notably, some of his paintings represented the USA in the “III Vienna Graphikbiennale” (Austria). His works have also found their way to the Museum of Modern Art in New York and other prestigious collections. Billy X. came to music through the back door using soundscapes in “live art” and is probably best known for edgy performances. His more eccentric pieces include a 3-day live burial, 2,000 plus mile Mississippi River Swim, 40-day Death Valley Desert Fast and a sojourn to the Arctic Circle on public transport. He’s won awards for performance and film as well as a solo CD. Billy X. has toured every way imaginable including 6,200 miles and 15 cities in 45 days on a Greyhound Bus and intrigued audiences from the Dalai Lama's World Festival of Sacred Music in Los Angeles to New York City's famed Franklin Furnace. He's been a "Pick of the Week" in the L.A. Weekly and on the City Pages "A List." Journalists have dubbed him the court jester of Southern Minnesota. He has been fortunate to study briefly with John Cage, Rachel Rosenthal, Babtundi Olatunji and Joseph Shabalala.

Saturday Keynote Speakers

What is To Be Done?

Saturday Luncheon, Porter 203, 12:30-1:45 p.m., 16 May 2009

Staughton Lynd, Ph.D. has experienced an array of diverse situations that have introduced him to some of the most radical and active people in this country. A socialist and pacifist who believes strongly in local organizing, he has remained steadfast in his activism and beliefs which were the direct cause of his expulsion from his non-combatant position in the military during the McCarthy purges of the 1950s. He was the director of Freedom Schools in the Mississippi Summer Project and chairperson of the 1965 march on Washington against the Vietnam War. As an Assistant Professor at Yale, he became an early vocal opponent to the war in Vietnam. These activities included speaking engagements, protest marches, and an infamous visit to Hanoi, which ultimately cost him his position at Yale. Moving to Chicago, he and his wife Alice spent several years engaged in community organizing. He studied law at the University of Chicago law school and relocated once again, to Youngstown, Ohio, in the heart of the Rust Belt, where he was essential in the late 1970s struggle to keep the steel mills open. Despite the eventual failure of these efforts, the Lynds have continued organizing. He has been extremely active as an attorney, taking on a wide variety of cases, including those of African American workers, retirees, and prisoners, and becoming involved in international issues, such as Nicaragua and the West Bank. He is the son of renowned sociologists Robert and Helen Lynd who authored the famous Middletown study of Muncie, Indiana in 1929, and after nearly a half century of activism, Staughton Lynd still stands as a beacon of light for non-violent radicalism and community organizing.

Standards Based Education, Class Struggle and Academic Freedom

Saturday Afternoon Address, Porter 203, 5:00-6:30 p.m., 16 May 2009

Greg Queen, M.A. has been teaching social studies at the secondary level for more than 15 years. Most recently, he has been teaching US History to students at Fitzgerald High School in Warren, Michigan. He has helped in efforts against Michigan's high stakes tests. He was an active member in the production of the Rouge Forum newspaper and plays a central role in the Rouge Forum Conference organizing. He has made presentations at local, state and national conferences on high-stakes testing and the role of schools in a capitalist society. His interests include using critical pedagogy as an organizing principle in American History curriculum and maintaining that approach despite various challenges. He received the 2008 National Council for the Social Studies (NCSS) Defense of Academic Freedom Award.

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A Revolution in American Public Education – 2010?

Maria Gonzalez Allen, *Eastern Michigan University*

As the minority achievement gap continues to be a glaring representation of American educational shortcomings, we have an opportunity to change the course of public education—a chance to switch from leaving no child untested, to providing education from the cradle to career. What should this look like? Democratic, constructivist classrooms with high expectations for all students, and the support students need to reach them. A worksheet-free environment in which engaging, hands-on activities, ethnocentric instruction, and deep learning happens. First, we need to liberate ourselves from “the tests.”

Humanizing Students with Special Needs: Redefining the Least Restrictive Environment

Collin Bertram, *Eastern Michigan University*

This presentation demonstrates that special education in the U.S. is oppressive to students with special needs. By discussing the history behind the placement of special needs, the current trends of placing special needs students in regular classrooms, and the nature of regular classrooms and schools today, this presentation demonstrates that the best place for students with special needs to be educated will be away from the public schools. Education, if it does not liberate, is not really education. One way to create or foster real education, specifically for this group of students, will be to define the Least Restrictive Environment.

Using Free and Open Source Software (F/OSS) to Support Public Democracy

Joe Bishop, *Eastern Michigan University*

Explores the potential for Free and Open Source Software (F/OSS) to support public democracy. Following a brief presentation on proprietary software and F/OSS, it will be argued that public institutions reliant on public funding should, as much as possible, support and utilize F/OSS rather than commercial and proprietary software. Information about alternatives to current commercial software is shared. A computer running the Ubuntu Operating System is used to demonstrate a cost free, easy to use OS and a variety of programs to participants who will have the opportunity to try some of the programs.

Hubris in Higher Education: Neoliberal Managerialism, Technocratic Rationality, and Branding in the Teacher Education Accountability Movement

Joe Bishop & Christopher G. Robbins, *Eastern Michigan University*

Given the continued upward redistribution of resources during a time of global economic crisis, it is important to consider the immediate and longer-standing impacts of market fundamentalism on higher education, especially colleges of education. Market fundamentalism, coupled with a crisis of legitimacy, has intensified "accountability"

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processes with a particular vigor in teacher preparation programs. In this context, we examine standardization in education, the use of LiveText as one insidious means of implementing accountability, and the manner by which accrediting agencies for schools of education, such as NCATE, exert control over the preparation of teachers.

How Do We Challenge What We Don't Know? Moving Toward Exposing Unconscious Racism

Patricia Briscoe, *University of Calgary*

Are Whites unconsciously continuing traditional White social dominance that produces gaps of inequality? Is this 'position' in society understood? Does our systemic organization promote dominance and oppress difference? Through a review of the fundamental framework of social dominance and the players involved, I will present some of the thoughts and research on White social dominance. Participants will leave with a heightened awareness to promote and challenge some of those unconscious, subtle racist beliefs and actions that are hindering inclusive education. A heightened awareness becomes the first step in making "real" change -because we can't change what we don't know.

Student Field Trips between Wealth and Want: A Class Exchange

William R. Boyer, *Oak Park High*, Scott Craig, *Birmingham Seaholm High* & two participating students from their respective high school

Since 2000, two Oakland County, Michigan high schools, only seven miles apart and yet the opposite in extremes of wealth and privilege, enthusiastically engage in two Student Exchange Days each school year. Oak Park High's 97% African American population and Birmingham Seaholm's approximate reverse demographic of white students provides a fascinating introduction to how their contrasting disparities have intensified under the fallacies of No Child Left Behind. The presentation includes an audience-active duplication of their introductory approach to engaging visiting students, an outline of Seaholm's unique Flex Program, brief vignettes, photos and sample student commentaries before taking questions from attendees.

Students Interpreting History to Question, Examine and Dispute Power Relationships

Sonya Burton & Corrie Orthober, *Bellarmino University*

Participants in this History Workshop will engage in the study of the Civil Rights Era and will be taught how to encourage students to examine, question, and dispute power relationships. Activities within the History Workshop guide students to develop personal and informed historical perspectives. Built to incorporate Freirean ideas, this workshop helps students to first deconstruct and then reconstruct meaning from the word and the world with a critical eye toward historical, social, and political contexts. These tasks are cognitively complex and move students to consider issues of injustice so they may create a dialogue of possibility and social change.

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Energy, Inequality, and Post Peak-Oil Redistribution

Joe Cronin, *Antioch University*

I will map the growing global inequalities made possible by the rise of the petroleum industry. I suggest that without cheap oil, the world economy would not have grown by leaps and bounds in the past 60 years, nor would the world's population have grown exponentially during the same period. Because of the powerful links between energy and global food production, a truly global consumer economy, based on readily available cheap labor and readily available cheap oil, would not have developed; nor would the tremendous disparities in income between "industrialized" economies and "developing" economies have resulted. Discussion will follow.

How to Change Culture through Art: Creativity of the People, for the People and the Planet

Billy X. Curmano, *Art Works USA*

Art can simply exist for its own sake or have intent. Art has the power to touch people, affecting their attitudes and ultimately their behavior. Intermedia art is a hybrid form that crosses boundaries between mass communications, media, visual art, theatre, music, dance and what-have-you to use whatever best conveys the message. This workshop is a how to on intermedia art with a consciousness for community, social justice, the environment and our fellow species - with exercises and discussions to: 1. Get creative and directed. 2. Identify the most appropriate media and venues. 3. Create allies, funding and community.

Our Experiences With and Thoughts About LiveText

EMU Student Panel

In this session, a panel of university students who are required to submit and post samples of their coursework to LiveText will discuss their experiences with and comment on LiveText.

The Critique of Tyranny: Investigating the Relationship of the Master and the Slave

Rich Gibson, *San Diego State University*

The historical relationship of the Master and the Slave illustrates the struggle for freedom. This workshop addresses questions vital today within the crises of capitalist democracy. The issue: What ends the relationship of the Master and the Slaves? Questions to answer: What does each want? What must each do? How do Masters Rule and Slaves resist? What does each want the other to know? What does each want the other to believe?

The Power of Self-Determination in Learning

Isaac Graves, *Alternative Education Resource Organization (AERO)*

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Imagine a school with no grades, no required tests, and no compulsory classes. Would students be motivated? Would they learn the core subjects and be able to go to college? Freedom-based, democratic education is over a century old and is just one of many exciting and intriguing approaches to education in the world today. What can teachers and schools from all learning environments learn from this approach? How does grading and labeling affect a students' self-worth and internal drive to learn? Join the speaker, a graduate of and teacher at a democratic school, in discussing/answering these questions and more!

What is Left in the Immigrant Rights Debate?

Michael Hale, *Owens Community College*

The analysis of the immigrant debate from most of the left-wing press focuses too much on the anti-immigrant right without examining the corporate-driven immigration reform legislation that the neo-con Republicans, neo-liberal Democrats, and sections of organized labor support. The left must do more to develop a critique of both the anti-immigrant right and the "pro-immigrant" liberals. We also need to discuss how to use this debate in the classroom.

University and Revolution in Russia and Cuba

Steve Holler, *Thomas More College*

Late 19th century Russian masses misunderstood/mistrusted students. Professors were mostly cowardly and students were reduced to secret meetings and clandestine presses. The Cuban university of Castro's student years was different and established total democratization of the universities, with professors and students running their government, and connected with the masses, especially the poor. In the United States, where most students long ago "sold themselves for material security" and "have become so apathetic in their shameful, self-imposed servitude, that they no longer know how to want to be free" (Russian philosopher Alexander Herzen) we need a new active philosophy of higher education.

Native American Education Reconsidered

Richard M. Jones & Conrell Conroy, *Oglala Lakota College*

Indian education is about transformation, and colonization. Most are familiar with the broken treaties and stolen land but few understand the impact of boarding schools on Native education. A brief history of Indian education will be discussed and the on-going attempts by the Bureau of Indian Affairs to "...kill the Indian and save the child." The entire education process failed to kill the Indian but neither did it save the child. The many complex issues from poor teachers and administrators to western civilization's curriculum, will be discussed. The audience is invited to share its perspectives on the above issues.

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Introduction of Democratic Schooling and Curriculum in Teacher Education Programs: Truth or Myth?

Serhiy Kovalchuk, *Eastern Michigan University*

Advocates of teaching for diversity and democracy widely discuss the ideology of social control and its imposition on teacher education programs in neoliberal society. Teacher preparation programs, by imposing neoliberal policies and standards, have become tools of social control, rearing technician educators to implement curriculum packages. Teaching democracy in democratic schools and classrooms confronts the status quo and powerful interest groups interested in reproducing social and economic inequalities. This research study analyzes what democratic schooling and curriculum mean to instructors in teacher education programs and whether these concepts are explicitly introduced to prospective educators as agents of social change.

Whitewashing War: Historical Myth, Corporate Textbooks, and Possibilities for Authentic Inquiry

Christopher Leahey, *North Syracuse Junior High School*

This presentation focuses on the contradictions and ethical dilemmas created by multinational media conglomerates that actively influence federal policy, the history curriculum, and classroom instruction. By taking a close look at textbook treatments of the Vietnam War, this presentation explores the convoluted relationship that exists between cultural myth of war, the corporatization of schools, and the political economy of textbook narratives. Attendees will walk away with a greater understanding of corporate/government influence on the social studies curriculum, the hegemonic nature of textbook narratives, and possibilities for authentic historical inquiry.

How Cuba Survived Peak Oil: Peak Oil and its Implications for Educators in the U.S.

Ethan Lowenstein, *Eastern Michigan University*

In the next several years the world will reach its peak in oil production as the demand for oil continues to climb. Not having access to cheap oil and the incredible energy it produces will require dramatic changes in the way that we live, eat, work, travel, and educate. Looking at Cuba, and how it has survived its own oil crisis in the post-Soviet era, can preview the challenges and promises ahead. In this session, we will view the acclaimed documentary *The Power of Community: How Cuba Survived Peak Oil*, and discuss its implications for education in the U.S.

Education Through the Cracks: Engaging in Democratic Alternatives to Modern Schooling

Cory Maley, *University of Connecticut*

The author contends that ideological opposition and critique of the flaws of the current educational system is an unproductive use of academic energy. Instead it is necessary to

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provide a clear set of alternatives including a strong rationale for democratic models of education, research that provides demonstrable evidence of their rigor and integrity, and effective advocacy for such democratic alternatives. At the same time, the author believes, it is essential to begin creating cooperative community-based education networks that utilize the wealth of knowledge and experience within the community to help extract education from the centralized model of schooling in America.

Developing Eco-Ethical Consciousness and Citizen-Stewards: EcoJustice and Community-Based Education

Rebecca Martusewicz, *Eastern Michigan University*
Gloria Rivera, *Southeast Michigan Stewardship Coalition*

In this interactive workshop, participants will be introduced to the overall framework as well as specific professional development approaches used by one of these hubs, the Southeastern Michigan Stewardship Coalition (sponsored by The Great Lakes Stewardship Initiative) organized by Eastern Michigan University and involving 5 schools and 12 local community partners. We will engage participants in the specific principles of EcoJustice Education, especially as they are translated into K-12 classroom practices; introduce specific activities related to creating community-based projects; and showcase current projects being implemented in two local schools, and one New Hampshire high school.

Modern Roots of Popular Neoliberal Rationality

Lance Mason, *Eastern Michigan University*

This paper traces the routes through which neoliberal rationality, concepts such as support for unrestricted trade between nations, along with individualism over collectivism, came to preeminence in American culture. It examines the period of the middle 1970s to the early 1980s when these notions came to preeminence in popular consciousness, becoming assumptions that are now “taken-for-granted” by much of society. The role of special interests and foundations, think-tanks, prominent individuals and the media are traced and made explicit with the intention of lighting the way for competing ideas to emerge.

Countering the Persistent Authoritarian, Hierarchical, and Discipline-specific Approaches to Teacher Education

Nancye McCrary, *University of Kentucky*

In an effort to counter persistent authoritarian, hierarchical, and discipline-specific approaches in teacher education, one elementary teacher preparation program designed and implemented a teaching and learning studio model. Implemented in 2008, the University of Kentucky Teaching and Learning Studio (UKTLS) is designed to respond to the need to prepare pre-service teachers to employ student-centered approaches, integrate pedagogical content, promote dialogic learning, and engender critical thinking. This presentation centers on the pedagogical rationale and conceptual framework for moving teacher education students to think critically and prepare them to resist authori-

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tarian mandates that are either educationally unsound or politically unjust.

Morality, Inquiry, and the University

Roger Mourad, *Washtenaw Community College*

Public universities and colleges often purport to exist for the common good. Although significant disparities based on class, race, and ethnicity exist, higher education enrollments have reached all-time highs across demographic groups. Yet human suffering from poverty and other social conditions also increased. This presentation critically examines this dissonance, exploring the relation between inquiry and morality through an analysis of the work of contemporary philosophers and historians. It concludes by calling for a revolution in the nature of how inquiry is conceived, organized, and pursued in universities, so intellectuals are encouraged to collaborate across disciplines to work for social change.

Ecclesiastical Control of Governance in US Catholic Universities and Colleges

Charles Muwonge, *Eastern Michigan University*

This study examines church control and governance in Roman Catholic Institutions (RCIs) of higher learning, situating them on a continuum (sacred/core to secular/marginal). Governance in RCIs at the core is theocratic, perpetuating a fundamental and dogmatic curriculum. Governance in institutions at the margins is more democratic. Institutions at the margins are renouncing their affiliation to the church stating that fundamental church policies are disastrous to the ethos of the American university. These institutions have diversified away from a liberal arts core curriculum in favor of practical subjects and programs more favorable to them in terms of enrollment and federal funding.

Education for Social Justice In and Out of the Classroom

kiran nigam, *Clonlara School*

How do we inspire people to action, without leaving them feeling defensive or guilty? How do we challenge people's assumptions, actions and beliefs in a way that promotes positive change? How do we build welcoming and accessible communities? Using a popular education format, we utilize games, discussions and Theater of the Oppressed techniques to examine the effects of power, privilege, & oppression on individual, community, and societal levels. Participants leave with tools, activities, and techniques for use in classrooms, with community/youth groups, or as staff development exercises. Ideal for teachers, trainers, parents, and youth high school aged and above.

Education as the Practice of Freedom. Life Inside a Free School

kiran nigam & Anthony Meza-Wilson, *Clonlara School*

Imagine a school without compulsory classes, where youth are encouraged to follow their passions and empowered to be involved in all the decision making that governs

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their lives from 9am to 3pm. Imagine all-school meetings, where students come together to resolve conflicts, make group decisions, construct their school schedule, organize field trips, and decide upon the classes for the upcoming semester. Imagine an age-integrated environment, free of grades, where students are able to build peer groups based upon shared interests and are free to move about the space to meet their needs and fulfill their curiosities. This is our school.

From Empire to Inclusive Learning Communities: A Road Less Traveled

Michael Peterson, *Whole Schooling Consortium* and *Wayne State University*

This presentation will introduce a process by which schooling and learning may be organized to create an inclusive community of learners where significant learning towards community rather than empire may occur. The eight principles of Whole Schooling provides a framework for building an egalitarian, inclusive, democratic learning process that helps young people experience in their daily school lives the potential of a society where all matter. These eight principles include: (1) creating learning spaces for all; (2) democracy; (3) including all; (4) building community; (5) supporting learning; (6) partnering with families and the community; (7) multilevel instruction; (8) authentic assessment.

Popular Sentiment, Elite Control, and Unsatisfying Compromises: The Nature and Structure of School Reform in the United States

Paul J. Ramsey, *Eastern Michigan University*

This paper explores the nature of educational change by highlighting three periods of reform in the U.S.: the common school era, the Progressive period, and the postwar decades. Educational reform is often preceded by some perceived social crisis, and to address that “problem,” the tension between popular democracy and expert control has to be overcome, at least partially, through negotiation. The negotiation process often involves a compromised position in which new initiatives are simply layered on top of the existing structure, creating a reform agenda that is often not fully satisfying to any of the advocacy groups.

Doing Democracy: Empowering Students to Remake their World

Adam Renner, *Bellarmine University*

Doug Selwyn, *Plattsburgh State*

Nancye McCrary, *University of Kentucky*

Given rapidly increasing economic, environmental, political, and socio-cultural changes in what might be called a New Global Era, we examine the possibilities and challenges of democracy-in-action through education. We focus on empowering students to embrace justice and realize democracy-in-action by discussing civic-minded pedagogies and modeling student-centered techniques. Our primary aim is to engender discourse on teaching and learning social justice through student-centered pedagogical approaches that empower students through dialogic interaction and stimulate critical reflection.

Rouge Forum Conference Program

Empire in the Academy? The Corporatization of University Space (OR The Sodexoization of a University Community)

Adam Renner, *Bellarmino University*

A review of literature regarding the corporatizing influence on schools/universities opens the presentation. Personal experiences bring the literature to life: subbing in Knoxville schools, Channel 1 in my classroom as teacher, and Sodexo at my current university. The Sodexo empire is examined, outlining their connection to private prisons in the US and abroad. Their trans-national nature is also detailed as an element of neoliberal globalization. On a hopeful note, the presentation also illustrates students' resistance to the Sodexo empire: a protest in 2004 when Sodexo began with our university, the struggle for fair trade coffee, the subversion of the Sodexo contract during the Rouge Forum 2008 conference, etc.

Dialogue up for Grabs

Ofira Roll, *University of Pittsburgh*

What do I mean by dialogic classroom, and why would I work to create it? What are the challenges of the educator in a dialogic classroom? How does the dialogic classroom address one of the purposes of schooling, to educate for democracy? This session will be an exploratory dialogue relate to the role of schooling in a democratic society. We will discuss the possibility of having dialogic classrooms in non-democratic schools vs. in democratic schools and how each of us can begin this work and succeed in 'real life'. Personal experiences from Israel and the US will be shared.

Reform or Revolution: Reform, Revolution and Movements for Social Change

E. Wayne Ross, *University of British Columbia*

We must beware of reformist responses to social and educational problems that lead us to reproduce capitalism and the conditions of our own oppression. The moral basis for choosing revolution (over reform) relies on critical analysis of the consequences of our capitalist present, which will certainly lead most people to the rational choice that our current circumstances call for a revolutionary response. The way the world is does not logically determine what decisions we must make. We must decide what ought to be the case and then connect reason to power as we remake our world.

Digging Deeper: Building Classrooms Around Student-Centered Research

Doug Selwyn, *Plattsburgh State*

Most secondary classroom research resembles a game of fetch. For students to function as learners, responsible citizens, and critical listeners/readers/thinkers, we have to teach research skills and offer the opportunity to practice those skills in a context that holds meaning for students. This session explores how to introduce student centered inquiry research that connects to required curriculum and to students, providing examples of

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what best supports a research-centered classroom, what teachers who actually teach and practice this approach in their classrooms do, types of projects that come out of this experience, and ideas about how best to do this work.

Perception of Democracy: What do Russian Schools and Society Teach, and What do Mobile Students Learn from Their Personal Experiences about Democracy?

Denis Smorchkov & Elena Ivankova, *Voronezh State University, Russia*

Inna Gorlova, *Eastern Michigan University*

Promoting democracy in Russia is often accompanied by a lack of understanding of democratic principles. International exchange programs provide an opportunity for students to learn about democracy through personal experience. The study aimed to compare perceptions of democracy between students with international experience and non-mobile students. The study was conducted at Voronezh State University (Russia). It was found that non-mobile students associate democracy with the absolute freedom of individuals, with wealth, and with the dissimulation of Russian politics. Students with international exchange program experience associated democracy with the governmental system, political and social rights, priority of individual achievements and career.

Education for Liberation Or Domination?: Toward a Reciprocal/Generative Global Partnership

Gina Stiens, Sonya Burton & Adam Renner, *Bellarmino University*

We examine an eleven year partnership between teachers, students, and social workers from the Global North (US) with similar professionals and children in the Global South (Jamaica). We explore the history of our particular involvement with our partners, as well as the socio-political history and theory used to inform this work together. Connecting history and theory to practical work in schools and children's homes in Jamaica, we discuss our use and evolution of Freire's concepts of critical literacy in our reciprocally generative process. In this context, we contrast what education for liberation might look like compared to education for empire.

Ann Arbor Open School

Mary Wigton & Bette Diem, *Ann Arbor Open School*

Ann Arbor Open is a public K-8 magnet school. This unique program strives to hold onto its progressive/humanistic roots while navigating state and federal requirements. In this presentation, we will describe the school and community and explore the ideals and challenges of Ann Arbor Open. Through an interactive session, we will consider the question of whether it is still possible to provide a radical alternative in a public school setting. We will also examine the role of Ann Arbor Open as a model for American education in the future.

Rouge Forum Conference Program

Success for All: Beyond Traditional Perspectives of Education

Carol Williams, *Lakehead University*

Currently, we are trapped within and suffocating from an educational system defined by adult-directed curricula, test scores and controlling school environments. Children, however, do not necessarily fit into this little package of schooling and, as a result, we are failing our youth. If we are truly to support success for all, we must consider education from other perspectives, in particular, student and community voices, alternative education and personal, critical reflection. Such an exploration prompts us to step outside of the traditional schooling box, challenge the status quo and move the system beyond the limiting confines of our own biographies.

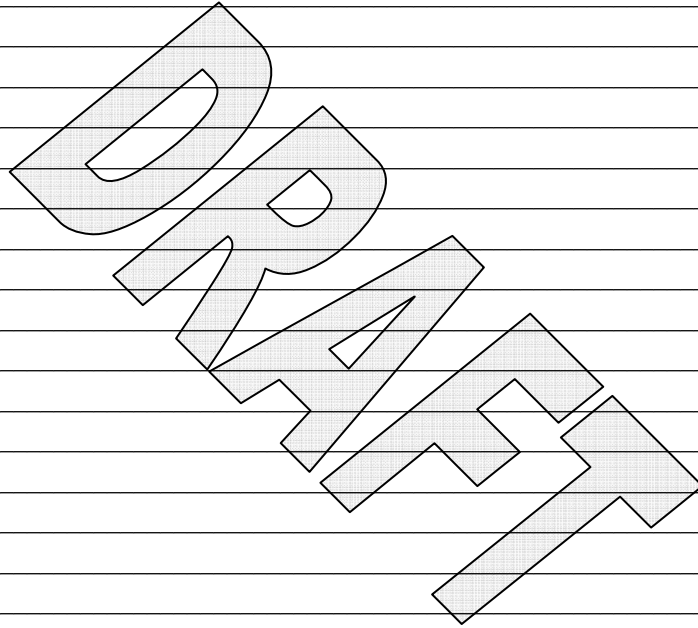
Sources of Opposition to Sexuality and LGBTQ Rights in the Schools

Faith Agostinone Wilson, *George Williams College, Aurora University*

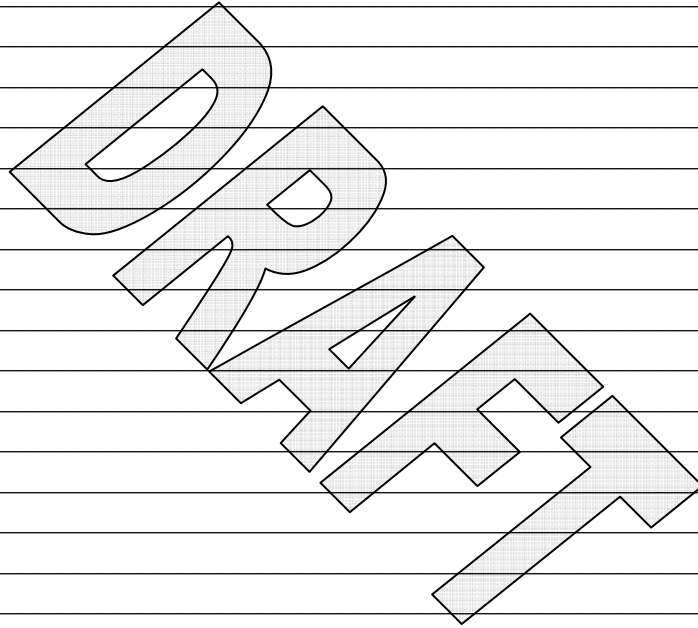
Ultimately, opposition to LGBTQ issues within the classroom is related to preserving the nuclear family, the main vehicle for nurturing capitalism. Homophobia is closely linked to the preservation of social order/hierarchy, with “religious freedom” permitting discrimination to occur within the classroom unchallenged. Religion is granted protected status within the United States via the First Amendment, which has recently become nothing more than a life support system for the religion industry. A radical analysis will include features of backlash, an overview of homophobia and common arguments presented by anti-LGBTQ coalitions, along with pseudo-science's role in promoting these agendas.

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Notes



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Acknowledgements

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We would especially like to acknowledge the funding contributions from College of Education **Dean Vernon C. Polite** and Teacher Education Department Chairperson **Dr. Don Bennion**, who also provided logistical support.

Despite their already intense workload, departmental staff **Michele Rich**, **Karen Metz**, and **Judy Weaver** have been essential to putting this conference together.

SOFD graduate student **Serhiy Kovalchuk** spent countless hours preparing and laying out this program brochure.

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Our special thanks is due **Marketing Coordinator Erica Perreault**.

Finally, we thank you, the **conference participants** for helping our over-worked custodial staff by cleaning up and returning room furniture to its original position.

Conference Steering Committee

J. Joe Bishop, 2009 Conference Coordinator

Rich Gibson

Greg Queen

Adam Renner

E. Wayne Ross

**The *Rouge Forum* is interested in
teaching and learning for a democratic society.
You are invited to join us.**

The *Rouge Forum* is a group of educators, students, and parents seeking a democratic society. We are concerned about questions like these: How can we teach against racism, national chauvinism and sexism in an increasingly authoritarian and undemocratic society? How can we gain enough real power to keep our ideals and still teach--or learn? Whose interests shall school serve in a society that is ever more unequal? We are both research and action oriented. We want to learn about equality, democracy and social justice as we simultaneously struggle to bring into practice our present understanding of what that is. We seek to build a caring inclusive community which understands that an injury to one is an injury to all. At the same time, our caring community is going to need to deal decisively with an opposition that is sometimes ruthless.

We hope to demonstrate that the power necessary to win greater democracy will likely rise out of an organization that unites people in new ways--across union boundaries, across community lines, across the fences of race and sex/gender. We believe that good humor and friendships are a vital part of building this kind of organization, as important as theoretical clarity. Friendships allow us to understand that action always reveals errors--the key way we learn.

We had modest success in defeating the standardized test, the MEAP, in Michigan. We work in faculty organizations and unions to deal with the racism and sexism in academia. We try to press forward questions of class size, curricular freedom, anti-racist pedagogy, real inclusion, and a just tax system. As part of the *Whole Schooling Consortium*, we have sponsored forums in the U.S., uniting hundreds of people for democracy and equality.

There are no dues to join the *Rouge Forum*.

Just email rougeforum@pipeline.com

<http://www.rougeforum.org/>