

Free Public Lectures Series

KNOWLEDGE, POWER &

# SOCIAL JUSTICE:

Educating Children Placed at-Risk



January 26

**Adolph Reed**

*Free for All: The Case of Free Public Higher Education in the United States*

February 9

**Joe Berry**

*Democratizing Higher Education Against a Two-tiered Faculty*

February 16

**Bob Peterson**

*Teaching for Justice in Unjust Times*

March 9

**Cherie Rankin**

*Teaching the Concept of Social Class*

March 23

**Carlos Torres**

*Social Justice for Teachers: Paulo Freire and the Possible Dream*

March 30

**Sherry Linkon & John Russo**

*Interdisciplinary Approaches in Studying, Teaching and Community Organizing*

April 6

**Kenneth Saltman**

*The Gift of Education: Towards a General Economy of Education*

**WESTERN MICHIGAN UNIVERSITY**

**Fetzer Center, Putney Auditorium**

**7:00-9:00 p.m.**

# SOCIAL JUSTICE PUBLIC LECTURE SERIES

January 26

Adolph Reed

*Free for All: The Case of Free Public Higher Education in the United States*



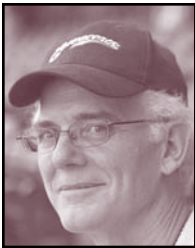
**Prof. Adolph L. Reed Jr.** is a professor of political science at the University of Pennsylvania, where he teaches American and African-American politics, political thought, and urban politics. He is an expert in political development

and a proponent of free public higher education for everyone. Prof. Reed is the author of *Without Justice for All: The New Liberalism and our Retreat from Racial Equality* (2001); *Class Notes: Posing as Politics and Other Thoughts on the American Scene* (2000); *Stirrings in the Jug: Black Politics in the Post Segregation Era* (1999); *W.E.B. DuBois and American Political Thought: Fabianism and the Color Line* (1997); *The Jesse Jackson Phenomenon: The Crisis of Purpose in Afro-American Politics* (1986); and *Race, Politics and Culture: Critical Essays on the Radicalism of the 1960s* (1986).

February 16

Bob Peterson

*Teaching for Justice in Unjust Times*



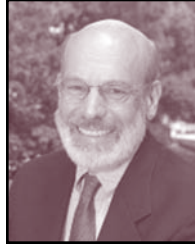
**Dr. Robert Peterson** has taught fifth grade at La Escuela Fratney, a two-way (English-Spanish) bilingual public school in Milwaukee, Wisconsin since 1992. He is the founder and editor of the *Rethinking Schools* journal, the only

national journal edited and published by practicing classroom teachers. He has authored more than eight books and co-edited *Rethinking Columbus: The Next 500 Years* and *Transforming Teacher Unions: Fighting for Better Schools and Social Justice*. Dr. Peterson is also the co-founder of both the National Coalition for Education Activists, a multi-racial grouping of teachers, parents and community members and the Coalition for Responsible Assessment.

February 9

Joe Berry

*Democratizing Higher Education Against a Two-tiered Faculty*



**Prof. Joe Berry** has been with the Labor Education Program for three years, first in the Chicago campus, and since August 2007 in the Urbana-Champaign campus of the University of Illinois. His Ph.D. dissertation became the book

*Reclaiming the Ivory Tower: Organizing Adjuncts to Change Higher Education*. Prof. Berry has taught in public schools, community colleges as well as public and private universities. In the labor movement, he has been a staff representative, elected officer, organizer, steward, consultant and researcher in a variety of unions, especially in the education area (AFT, NEA, AAUP, SEIU, NWU/UAW). Prof. Berry's research interests are educational and campus unionism, contingent work and alternative organizing strategies, union democracy, labor history, and the history of worker education. His most recent publication is *Access to Unemployment Benefits for Contingent Faculty: A manual for applicants and a strategy to gain full rights to benefits*, with Helena Worthen and Beverly Stewart (2008).

March 9

Cherie Rankin

*Teaching the Concept of Social Class*



**Dr. Cherie Rankin** has taught in the English Department at Heartland Community College in Normal-Illinois since 2006. Before that she taught at Illinois State University between 2001-2007 and has written many articles in important academic

journals like *Polyglossia*. Her research interests' areas are in working class studies, cultural studies, social class concepts and feminist theory.

# ERIES CALENDAR FOR SPRING 2009

March 23

Carlos Torres

*Social Justice for Teachers: Paulo Freire and the Possible Dream*



**Dr. Carlos Torres** is an expert in political sociology and Professor of Social Sciences and Comparative Education at the Graduate School of Education in the University of California-Los Angeles. He is currently the Director of the Paulo

Freire Institute in São Paulo, Brazil, Buenos Aires, Argentina, and Los Angeles, USA. Dr. Torres' major areas of research include political economy, social change and politics. He has also conducted systematic investigations on public policy, educational reform, and comparative education. His current policy research focuses on the impact of globalization. Dr. Torres' theoretical and empirical research has resulted in the development of a political sociology of education presented in his book with Raymond Morrow, *Social Theory and Education*. He is also among the principal biographers of Brazilian philosopher and critical social theorist, Paulo Freire. Included among Dr. Torres more recent books are: with Carlos Mora Ninci and Guillermo Ruiz (co-Editors) *La sociología política de la educación en perspectiva internacional y comparada. Las contribuciones de Carlos Alberto Torres* (2008); and with Pedro Noguera (Editors) *Social Justice for Teachers. Paulo Freire and Education as a Possible Dream* (2008).

April 6

Kenneth Saltman

*The Gift of Education: Towards a General Economy of Education*



**Prof. Kenneth J. Saltman** is Associate Professor in the department of Educational Policy Studies and Research at DePaul University. He is the author of many articles and books on educational theory

and policy as well as essays on the philosophy of sports and the body. A noted critic of public school corporatization he is the author most recently of *Capitalizing on Disaster: Taking and Breaking Public Schools* (Paradigm, 2007) which was awarded the American Educational Studies Association Critics Choice book award and *The Edison Schools* (Routledge, 2005). He is a Fullbright Scholar and founding editor of the educational policy book review website Book Smarts [www.book-smarts.net](http://www.book-smarts.net)

March 30

Sherry Linkon and John Russo

*Interdisciplinary Approaches in Studying, Teaching and Community Organizing*



**Prof. Sherry Linkon** is a professor of English and American studies at Youngstown State University in Ohio and the co-director at the Center for Working Class studies in the same university. Together with John Russo she is the

co-author of both *New Working-Class Studies* (2005) and *Steeltown U.S.A.: Work and Memory in Youngstown* (2003); editor of the anthologies *Teaching Working Class* (1999), voted one of the ten "best academic books of the 1990s" by readers of *Lingua Franca Magazine* and *In Her Own Voice: Nineteenth-Century American Women Essayists* (1997). With Bill Mullen she co-edited *Radical Revisions: Rereading 1930s Culture* (1996).



**Prof. John Russo** is the coordinator of the Labor Studies program and co-director of the Center for Working Class Studies at Youngstown State University in Ohio. He has written many academic articles in major journal and with Sherry Linkon co-

authored *New Working-Class Studies* (2005) and *Steeltown U.S.A.: Work and Memory in Youngstown* (2003).

## **EDUCATION FOR SOCIAL JUSTICE LECTURE SERIES 2009**

Education and schooling in any society is a political and cultural phenomena. It is an introduction to a particular way of life. Schools and communities make choices concerning the form and content of the schooling process based upon values and perception. These choices involve the selection of content, teaching strategies, and modes of evaluation. They also include what classroom social relationships are acceptable and how the school will be organized and structured. The decisions educators make with regard to the form and content of the schooling process are informed either implicitly or explicitly by their values. The same is true of other educational venues such as churches, families, media, and the community. Choices about how to best induct people, particularly young people, into a specific part of society and culture are also based upon values. This lecture series will explore the relationship between one of those values, social justice and education.

### **GEAR UP**

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federally funded program through the US Department of Education. At Western Michigan University, the GEAR UP Learning Centers is a collaborative partnership involving universities, school districts, communities, businesses, cultural centers, and social service agencies. It involves an integrated effort to carefully transform the middle school and high school experience and develop smaller learning communities that create a closely-knit, family atmosphere. The project supports the development of culturally responsive teaching linked with a rigorous curriculum aligned with state and federal standards and benchmarks. The GEAR UP Learning Centers are a unique and comprehensive program of school restructuring, teacher professional development, support for students and their families, and student community engagement designed to transform the educational delivery system and increase student achievement for children of poverty.

The *Education for Social Justice* lecture series is free and open to the public. Pre-registration is not required unless you wish to apply for academic credit.

The Office of Lifelong Learning and Education (OLLE) is pleased to offer an academic credit option of 1 credit hour for those wishing to participate in all of the lectures. Please contact OLLE at 269-387-4174 for information on obtaining academic credit. Current WMU students can register for this course on-line at GoWMU (undergraduate ED 3980, CRN 16377 or graduate EDLD 6980, CRN 16376). Your application for academic credit must be received prior to January 30, 2009 to earn Spring credit.