

The Rouge Forum Presents

THE ROUGE CONFERENCE

June 22-24, 2017

resist.


Saint Louis University
Il Montasero
3050 Olive St.
St. Louis, MO 63103
(Free Parking)

Register online at <https://rougeforumconference.wordpress.com/>

resist.

Program Schedule

Thursday, June 22

7:00-8:30 pm	<p>Documentary Screening: You've Been Trumped Filmmaker Anthony Baxter crafts a riveting portrait of local people unafraid to stand up when Donald Trump decided to destroy a precious stretch of Scottish countryside in order to build the world's biggest golf course. The documentary captures the resistance and resilience of citizens working together, despite the powerful political and economic interests opposing them.</p>  <p>The poster for the film 'You've Been Trumped' features a central portrait of Donald Trump with a green tint. Surrounding the portrait are several critical acclaim quotes from various publications, including 'MAGNIFICENT' from EWENT, 'A CRACKING PIECE OF FILMMAKING' from THE NEW YORK TIMES, 'AN AMAZING FILM' from THE GUARDIAN, 'A SHATTERING CHRONICLE OF GREED, HUBRIS & STUPIDITY' from THE FINANCIAL TIMES, 'A RIVETING SUCCESS' from THE TIMES, 'A SUPERB FILM' from THE NEW YORK TIMES, 'ABSORBING... AN IMPORTANT FILM THAT WILL INSPIRE' from THE SCOTSMAN, and 'A FAILURE' from WALL STREET JOURNAL. At the bottom, it says 'a film by anthony baxter' and 'you've been trumped' in large white letters. Below the title are several 'WINNER' logos from various film festivals.</p>
8:30-11:00 pm	<p>Informal Gathering/Film Discussion Urban Chestnut Brewing Company 3229 Washington Avenue</p>

Friday, June 23

8:30-9:00 am	Conference Registration/Coffee
9:00-9:30	<p>Welcome and Introductory Remarks Lauren Arend, Conference Organizer</p> <p>Opening Poem: Bisa Adero, St. Louis Youth Poet Laureate</p>

Question

9:40-11:10	<p>Teaching for Freedom in Critical Sociology: Voices from the Margins Evan Smith, Grand Center Arts Academy</p> <p>Voices from the Margins is a course offered at Grand Center Arts Academy that deals with questions of social and economic justice with units on Patriarchy and Feminism; White Supremacy and Critical Race Theory; and Capitalism. Students also complete independent research projects. The instructor will offer an overview of the course, and five students will explain how the course was transformative for them. Liberation content requires liberation pedagogy. What does that pedagogy look like? Sound like?</p> <p>To Remember is to Rebel Joshua Goldberg, Northern Arizona University</p> <p>I will examine the influence the technological and industrial revolution has had upon institutions and our ability as a culture to remember. This act of remembering is necessary as it informs any critical movement on ways of acquiring and maintaining credibility in the face of an often deaf society- a crucial task during the rise of a political climate that appears to be doing everything to create what Milan Kundera refers to as a “desert of organized forgetting.”</p> <p>All That Is Pretense Dissolves into Delusions--or---are we screwed? Rich Gibson, San Diego State University</p> <p>What can the Rouge Forum do to systematically influence the education system and communities to build a social movement that does more than resist--but upends a reality that is going largely unrecognized?</p>
------------	--

11:15-12:45 pm	LUNCH BREAK (Lunch on own)
----------------	----------------------------

Deconstruct

1:00-2:30	<p>Ghosts of the Class War: The Desolation of White America Cory Wright-Maley, St. Mary’s University</p> <p>In this presentation I seek to instigate discussion on the intersecting roles of racial provocation and class warfare in America. It is my contention that racial division in the United States serves the plutocratic aims of a few who benefit from a working class that remains divided and seething across racial lines. The desolation and co-optation of the white (non)working class has served only to reify this dynamic; it begs for a re-envisioning of the process of racial solidarity in the face of the desolation of the working class.</p>
-----------	--

	<p>"I know so many people afflicted with this!": Challenging preservice teachers to take on justice pedagogy in Central Pennsylvania Sarah Shear, Penn State University-Altoona</p> <p>Deficit thinking. Cognitive dissonance. "I know so many people afflicted with this!" was just one of the louder reactions to a discussion about systemic and systematic racism linked to Central Pennsylvania's common display of the "Confederate Flag" on cars, houses, hats, and tattoos. What did it mean to this student that they know people "afflicted" with racism? Indeed, teaching and researching from the literal middle of Pennsylvania's "red center" poses many problems and possibilities. This talk takes up three years of challenging elementary education majors to learn, embody, and practice justice pedagogy for early grade social studies. Drawing from course discussions, readings, end of course evaluations, and personal reflections, this talk questions what can be made possible for the future of elementary social studies teacher education in the era of Trump and the implications such teaching has for a non-tenured faculty member.</p> <p>How Do I Respond?: (Re)conceptualizing Genocide Education Toward Response(ability) Becky Christ, University of Missouri</p> <p>When faced with horror and pain in front of and around you—in the present, in the past, and in the future—how do you respond? Channeling poststructural and posthumanist theoretical ideas (i.e., entanglements, becoming, etc.), genocide education becomes less about facts, dates, and numbers (though those are still all important) and more about what it means to live in this world—our entangled entanglements, our response(ability) to ourselves and others (humans and nonhumans alike).</p>
2:30-2:45	BREAK
Challenge	
2:45-4:15	<p>Really, What Needs to Happen for Economics Education to Become a Site for Resistance? Todd Dinkelman, University of Georgia</p> <p>This presentation seeks to open conversation on moving economics education from the fringes to the center of a critical education project. The interest here is not so much a critique of secondary economics education as is, but more a focus on the practical, on “really, what needs to happen” to move this important school subject towards resistance.</p> <p>Capitalism, the Industrial Revolution and Imperialism Greg Queen, Fitzgerald Public Schools</p> <p>The workshop will be a modified experience of my classroom lessons on the topic of Capitalism, the Industrial Revolution, and Imperialism. The primary goal of the World History unit is to demonstrate the dynamics of capitalism, capitalist methods used to extract surplus value, and capitalism's relation to imperialism.</p>

	<p>Who is My Neighbor? Joseph Nichols, Saint Louis University</p> <p>This presentation will focus on how neoliberalism individualizes citizenship as a self-serving, economic act. The St. Louis region will provide context for how neoliberalism turns citizenship into a consumptive activity that damages the civic mission schools could play for their communities.</p>
4:30-7:00	DINNER BREAK (Dinner on own)
7:00-8:15	<p>Adam Renner Education for Social Justice Keynote Address</p> <div data-bbox="651 569 1170 863" data-label="Image"> </div> <p style="text-align: center;">Sarah Kendzior</p> <p>Sarah Kendzior is an independent journalist and scholar best known for her critical take on the prestige economy, reporting on St. Louis, coverage of the 2016 election, and her academic research on authoritarian states in Central Asia.</p> <p>She is currently an op-ed columnist for the Globe and Mail, where she focuses on US politics. She is also the US correspondent for the Dutch news outlet De Correspondent. Sarah’s writing has been featured in numerous outlets such as Al Jazeera English, POLITICO, The Chronicle of Higher Education, The Atlantic, The New York Times, and The Chicago Tribune. Her contributions focus on exploitation, in particular in higher education, the diminishing opportunities of America’s youth, and gentrification.</p> <p>In 2013, Foreign Policy named Sarah on of “the 100 people you should be following on Twitter to make sense of global events”. In addition to working as a journalist, she is also a researcher and consultant. Sarah has a PhD in anthropology from Washington University in Saint Louis an MA in Central Eurasian Studies from Indiana University. Most of her scholarship focuses on authoritarian states of the former Soviet Union and how the internet affects political mobilization, self-expression, and trust.</p> <p>Sarah is the author of <i>The View From Flyover Country</i>, a best-selling collection of essays that tackle issues such as labor exploitation, racism, gentrification, media bias and other aspects of the post-employment economy. You can follow Sarah on Twitter @sarahkendzior</p>
8:15-9:00	Reception

Saturday, June 24

8:30-9:00 am	Registration/Coffee
Exist	
9:15-10:45	<p>Reconsidering “Inclusion”: Preparing All Teachers for All Students Jen Newton, Saint Louis University</p> <p>The term <i>inclusion</i> is generally used to refer to teaching children with differing abilities in the same educational space as their typically developing peers. This presentation problematizes this norm, arguing that to <i>act to include</i> inherently implies exclusion as the norm. The rhetoric of inclusion covers the existing structures and practices of schools that are currently and pervasively <i>excluding</i>. This presentation will challenge normative practices of exclusion and offer a critical perspective on what teaching for inclusion means.</p> <p>Sanctuary for Students of Color in a Predominantly White School April Fulstone, Clayton Public Schools</p> <p>This presentation will discuss the need for sanctuary spaces in predominantly white schools for students of color, especially focusing on Black students who participate in the Voluntary Transfer System (desegregation program). It will include information about a lunch group initiated this school year for Black 7th grade students at Wydown Middle School in Clayton with a student panel.</p> <p>Academic Mobbing in Teacher Education Lauren Arend, University of Missouri Brad Porfilio, California State University-East Bay Alex Cuenca, Indiana University</p> <p>This presentation will explore the concept of academic mobbing, a phenomenon characterized by an organizational culture in which belonging is explicitly tied to targeted Othering of certain individuals. We argue that the presence of academic mobbing is uniquely troubling in teacher education. We will share narratives of academic mobbing in colleges of education, identify institutional structures that lead to mobbing, and cite specific behaviors characteristic of mobbing.</p>
10:45-11:00	BREAK
Protest	
11:00-12:15 pm	<p>The Architecture of Protest: A Panel Discussion Stefan Bradley, Loyola-Marymount University Tony Castro, University of Missouri</p> <p>University faculty along with local activists will discuss protest on campuses and in the community. The discussion will focus on the ways in which context affects both organization for and actualization of protest. Panelists will explore both the act of protest and the perception of protest at public universities, private universities, and the common spaces of a neighborhood.</p>

12:15-12:30

Closing Thoughts and Actions

Lauren Arend, Conference Organizer

Closing Song: Shaquana Williams, Grand Center Arts Academy