

# RADICAL TEACHER

A SOCIALIST, FEMINIST, AND ANTI-RACIST JOURNAL ON THE THEORY AND PRACTICE OF TEACHING

## News for Educational Workers

By Leonard Vogt

**News for Educational Workers** has been a featured column of *Radical Teacher* almost since the journal's conception. With this and the two previous issues of the journal, however, news items of interest to progressive and radical educators will be posted on the new *Radical Teacher* blog at [www.radicalteacher.net](http://www.radicalteacher.net)

Other less time-bound items, such as books, film, journals, articles, and resources will continue to be featured in this newer, abbreviated News for Educational Workers column which will continue to be published with each of our forthcoming online issues.

## Films by Bullfrog

**DENIAL** follows the story of Dave Hallquist, CEO of a Vermont electric utility, seen through the lens of his filmmaker son Derek, to whom he has granted intimate access for nearly 15 years. As a self-described "closet environmentalist" Hallquist is dedicated to addressing the way electricity use in America contributes to climate change. But as Hallquist struggles to build the kind of transparent company whose honest approach can get stakeholders to accept the realities of how we generate and deliver electricity, he realizes he must apply that same transparency to his personal life and reveals to his son a lifelong secret. Dave Hallquist, who presents as a chainsaw-wielding, hardhat-wearing CEO in a male-dominated industry is a woman inside.

**DEATH BY DESIGN** debunks the notion that electronics is a 'clean' industry by revealing the human and environmental cost of electronic gadgets that are designed to die. From the intensely secretive electronics factories in

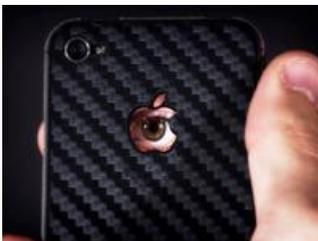


DEATH BY DESIGN

China, to the high tech innovation labs of Silicon Valley, **DEATH BY DESIGN** tells a story of environmental degradation, of health tragedies, and of the fast-approaching tipping point between consumerism and sustainability.

**FROM STANDING ROCK** documents the massive peaceful resistance led by the Standing Rock Sioux Tribe to the Dakota Access Pipeline through their land and underneath the Missouri River.

**CELLING YOUR SOUL** reveals the effects of "digital socialization" by taking viewers on a personal journey with a group of high school and college students who through a digital cleanse discover the power of authentic human connectivity, and that there is "No App" or piece of technology that can ever replace the benefits of human connection. This film provides empowering strategies for more fulfilling, balanced, and authentic human interaction within the digital landscape.



CELLING YOUR SOUL

**TRIBAL JUSTICE** is about an effective criminal justice reform movement in America today: the efforts of tribal courts to create alternative justice systems based on their traditions. Abby Abinanti, Chief Judge of the Yurok Tribe on the northwest coast of California, and Claudette White, Chief Judge of the Quechan Tribe in the southeastern desert, are creating innovative systems that focus on restoring rather than punishing offenders in order to keep tribal members out of prison, prevent children from being taken from their

communities, and stop the school-to-prison pipeline that plagues their young people.

**ONE BIG HOME** follows one carpenter's journey to understand the trend toward giant houses. When he feels complicit in wrecking the place he calls home, Thomas Bena takes off his tool belt and picks up a camera. Bumping up against angry homeowners and builders who look the other way, he works with his community and attempts to pass a new bylaw to limit house size.

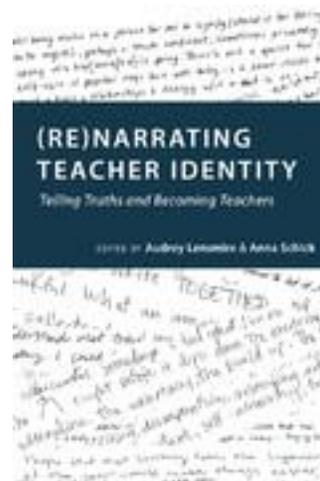
**CHESHIRE, OHIO: AN AMERICAN COAL STORY IN 3 ACTS** is a new documentary that follows a community devastated by coal, starting with American Electric Power's buyout and bulldozing of this Ohio River town after exposing them to years of harmful emissions.

**FOOD FOR CHANGE: THE STORY OF COOPERATION IN AMERICA** looks at the current resurgence of food cooperatives in America and their unique historic place in the economic and political landscape.

All are available from Bullfrog Films at <http://www.bullfrogfilms.com/>

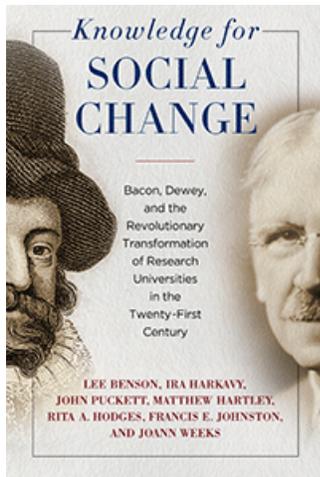
## Books

The authors of *(Re)narrating Teacher Identity: Telling Truths and Becoming Teachers* crack open what it means to become and be a teacher in the twenty-first century United States. They believed teaching preyed on their insecurities and hurt their mental health. In an effort to dig deeper into the challenge of teaching, four new teachers engaged in a summer writer's workshop. Drawing from the work of Barbara Kamler (2001), the teachers used artifacts such as school graffiti and text messages to "reposition" and (re)narrate their identities as teachers. Ultimately, they realized they were no longer simply stressed-out teachers, but agents and collaborators with the power and ability to redefine or change their narratives

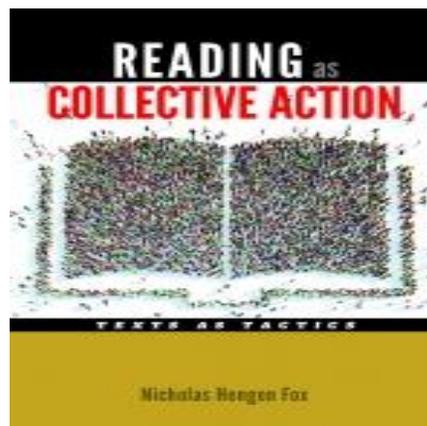


Employing history, social theory, and a detailed contemporary case study, *Knowledge for Social Change: Bacon, Dewey, and the Revolutionary Transformation of Research Universities in the Twenty-First Century* argues for fundamentally reshaping research universities to

function as democratic, civic, and community-engaged institutions dedicated to advancing learning and knowledge for social change. The authors focus on significant contributions to learning made by Francis Bacon, Benjamin Franklin, Seth Low, Jane Addams, William Rainey Harper, and John Dewey—as well as their own work at Penn’s Netter Center for Community Partnerships—to help create and sustain democratically engaged colleges and universities for the public good.



*Reading as Collective Action* by Nicholas Hengen Fox focuses on another of literature’s powers: the power to reshape our world in very public, very active ways. In this book, you will encounter readers who criticized the Bush administration’s war on terror by republishing poems by writers ranging from Shakespeare to Amiri Baraka everywhere from lampposts to the *New York Times*. You will read about people in Michigan and Tennessee, who leveraged a community reading program on John Steinbeck’s *The Grapes of Wrath* to organize support for those in need during the Great Recession and to engage with their neighbors about immigration. You will meet a pair of students who took to public transit to talk with strangers about working-class literature and a trio who created a literary website that reclaimed the working-class history of the Pacific Northwest. This book challenges dominant academic modes of reading. For adherents of the “civic turn,” it suggests how we can create more politically effective forms of service learning and community engagement grounded in a commitment to tactical, grassroots actions. Whether you’re a social worker or a student, a zine-maker, a librarian, a professor, or just a passionate reader with a desire to better your community, this book shows that when we read texts as tactics, “that book changed my life” can become “that book changed our lives.”



## Journals

The editors of this special issue of *American Literature* ask both how scholarly engagement with literature has produced a distinct set of pedagogical practices and how pedagogical practices raise new questions about the relevance and role of American literature, during the pressing educational and political exigencies of our time. This volume presents an opportunity to integrate discipline- and field-specific knowledges more fully into a critical discussion of pedagogy. By leveraging the location of teaching as developing out of specific scholarly concerns, this special issue on “Critical Pedagogies for a Changing World” illustrates the intersection of theory and pedagogical practice while highlighting the diverse disciplinary, institutional, and political contributions of American literature to higher education and community-based teaching and learning.



The cover story for *Rethinking Schools* (Winter 2017-18 Vol. 32, No 2) is entitled "Rethinking Islamophobia." A Muslim educator shows why teaching about Islam must address the historical connections between Islamophobia and anti-Black and anti-immigrant racism.



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