Social Justice Center Newsletter

Upcoming Events

February 16, 2010: Dr. Luis Ahumada, School of Psychology, Catholic University of Valparaiso, Chile. Public Lecture, 2pm, Education Annex 308, University of Wyoming.

February 18, 2010: Brown Bag Discussion with Dr. Luis Ahumada, Education Annex 314, University of Wyoming.

April 5, 2010: William Ayers, educator and activist, Public Lecture, 4pm.

April 7-9, 2010: 14th Annual Shepard Symposium on Social Justice, University of Wyoming. The theme of the symposium will be Environmental Social Justice.


Announcements

Spring SJRC Hours: Mon. 12:30-5p, Tues. 12:15-3:45p, Wed. 12:30p-5p, Thurs. 11:30a-5p.
Event Information

William Ayers, Distinguished Professor of Education and Senior University Scholar at the University of Illinois at Chicago (UIC), and founder of both the Small Schools Workshop and the Center for Youth and Society, teaches courses in interpretive and qualitative research, urban school change, and teaching and the modern predicament. The SJRC is pleased to announce that Dr. Ayers will be the Spring Speaker. His public lecture will be held on Monday April 5th at 4p, Education Auditorium, College of Education, University of Wyoming.

**Shepard Symposium on Social Justice**

The 14th annual Shepard Symposium on Social Justice will be held April 7 - 9, 2010. The theme of the symposium will be Environmental Social Justice. The Shepard Symposium on Social Justice, an annual event at the University of Wyoming since 1997, has evolved into a major national conference, seeking to engage participants in discussion and analyses of strategies and actions that can eliminate social inequality.

For symposium information, [http://outreach.uwyo.edu/conferences/justice/history.htm](http://outreach.uwyo.edu/conferences/justice/history.htm)

**The 11th Annual White Privilege Conference**

The 11th Annual White Privilege Conference will be April 7-10, 2010, in La Crosse, Wisconsin. The annual White Privilege Conference (WPC) serves as a yearly opportunity to examine and explore difficult issues related to white privilege, white supremacy and oppression. WPC provides a forum for critical discussions about diversity, multicultural education and leadership, social justice, race/racism, sexual orientation, gender relations, religion and other systems of privilege/oppression. WPC is recognized as a challenging, empowering and educational experience. The workshops, keynotes and institutes not only inform participants, but engage and challenge them, while providing practical tips and strategies for combating inequality. For more information, [www.uccs.edu/wpc or call 719-255-4764](http://www.uccs.edu/wpc).
Scholarship Opportunity
Funding for activist scholarship, open to undergraduates and graduate students!

ATTENTION STUDENT ACTIVISTS!

The Davis-Putter Scholarship Fund has applications available for student activists who are building the progressive movement and will be enrolled in school during the 2010-11 academic year. Our website provides answers to questions about the Fund, the application process, and the students we support. If you know of students working for peace and justice, or if you have a list of activist contacts, please send this announcement along and refer potential applicants to the Fund’s website: [www.davisputer.org](http://www.davisputer.org).

Since 1961 the Davis-Putter Fund has provided need-based grants to students who are involved in building movements for social and economic justice and are able to do academic work at the college level. Grantees are both graduates and undergraduates enrolled in accredited schools for the period covered by their grant. Although citizenship is not a consideration, applicants must be participating in activities in the US and plan to enroll in an accredited program in the US in order to qualify.

The maximum grant is $10,000 and may be considerably smaller depending on the applicant’s circumstances and the funding available. All the funds come from individual donors and there are 25-30 grants awarded each year. Grants are for one year although students may re-apply for subsequent years.

Applications and the supporting documents -- transcripts, a personal statement, two letters of recommendation, a photograph, financial aid reports -- must be postmarked by April 1, 2010. Those selected to receive a grant will be notified in July.

SJRC Visiting Professor, Luis Andres Ahumada, Chile
Public Lecture, Tuesday February 16th, 2p, Education Annex 308, UW

LUIS ANDRES AHUMADA is a Professor at the School of Psychology, Catholic University of Valparaiso, Chile where he teaches social and organizational psychology. He received his PhD in Psychology from the Autonomous University of Madrid. From 1999 - 2001 he was Director of the School of Psychology. During the past year he led a team that designed a Ph.D. program in Psychology. This program is oriented to research about social change and the development of subjectivity in the contexts of work, health, and education.

His research has been directed to study Team’s and Quality Assurance Systems in schools. He has also conducted research on the use of Information and Communications Technologies in educational
contexts. He is currently investigating Organizational Learning and Distributed Leadership in Rural Schools serving high poverty and socially vulnerable communities. He is in the Psychology Committee of Chile’s NSF.
Among his publications are the books, "Theory and change in organizations: An approach from the Organizational Learning Models" (2001) and “Work teams and teamwork: The organization as a network of relationships and conversations” (2005). He has published several articles related to Organizational Psychology and Education. He is a member of the Interamerican Society of Psychology (SIP) and the American Educational Research Association (AERA).

SJRC 2010 Grant Recipients

The SJRC would like to congratulate the recipients of the 2010 SJRC Grant Proposal. We look forward to the research that they will be conducting!

Carie Green & Burnett Whiteplume
Graduate Students, Curriculum & Instruction

The Integration of Bolivian Indigenous Ways of Knowing in Bolivian Education

The proposed study, to investigate the integration of indigenous knowledge in educational institutes in Bolivia, will be conducted during a paramount time of political educational struggle. Observations and interviews with Bolivian educators will be the primary sources of data collected during this study. Data collection will be structured using some of the Indigenous decolonizing methodologies described by Smith (1999). Interviews will be conducted in the fashion of testimonies, storytelling, and other traditional ways of sharing meaning. Observations will be structured with the purpose of indigenizing, or separating from the colonized worldview and centering in on the landscapes, images, languages, themes, metaphors, and stories of the indigenous world. These methods will be employed in an effort to celebrate cultural practices of Bolivian indigenous people and establish a network exchanging information between Wyoming and Bolivian indigenous cultures (Smith, 1999).
Tara Busch
Graduate Student, International Studies

A Comparative Analysis of the Influencing Factors for Effectiveness in Transplanted and Grassroots Women’s Civil Society Organizations in Almaty, Kazakhstan

Since the fall of the Soviet Union, the United States has provided nearly $1.5 billion dollars to support the development of democracy, education, economy, and healthcare in Central Asia (USAID Central Asian Republics, n.d.). Kazakhstan alone has received over $500 million in development assistance (USAID Kazakhstan, 2009). The lack of visible change within the region has prompted many arguments that civil society cannot be transplanted into a region by a dominant social group via development programs, but instead must be implemented by grassroots organizations, with a bottom-up organizational structure.

This failure of the top-down development programs to achieve the intended outcomes to develop the civil society sector and the arguments that civil society cannot be transplanted has prompted my research objective to explore the question, can civil society be transplanted by outside sources or does it need to be grown and developed internally, from the bottom up? I intend to implement organizational and social theory to explore this question through a comparative analysis of two NGOs that operate within Almaty, Kazakhstan and focus on women’s issues.

Anne Spear
Graduate Student, Master’s International Peace Corps Program

A Case Study of the Mothers’ Association (Association Mères Educatrices, AME) in Tangaye, Burkina Faso

The purpose of this research project is to explore the role of the Mother Association (Association Mères Educatrices, AME) of the Tangaye ‘A’ primary school in the rural village of Tangaye, Burkina Faso. AMEs exists in each primary school throughout the country to increase mother involvement in the schools. It is often reported through informal sources that in the rural areas, the AMEs are inactive and unorganized. However, there is no formal research or documentation on these reports or the reasons for why the groups are dormant. The study will look at if the AMEs are increasing women’s empowerment and rights as parents or if the implementation and organization perpetuate gender inequality. I will be evaluating the mothers’ attitudes and participation in their children’s education, and how the school’s relationship with the AME has developed and is functioning.
Christine Rogers
Graduate Student, Educational Studies
*It Takes a Village: A Narrative Exploration of Decolonization through Indigenous Community-Centered Learning*

This dissertation is an effort to accurately and ethically hear and share the stories of Native community members regarding community-centered learning and effective teaching. While extensive research exists regarding Native education, much of the literature focuses on student retention or the modification of teaching approaches within the context of traditional classrooms. Only a few studies have considered the importance of community-centered learning for Native children. Since this work will contribute to the collective understanding of community-centered teaching and research in Native communities through narrative inquiry and collaborative interpretation, it holds substantive, theoretical, and methodological implications for educators and scholars. For the purposes of this project, the term “community-centered learning” embodies this holistic pedagogical understanding since it emphasizes a purposeful centering of community values and interests.

Amy Sherwood
Graduate Student, International Studies and Environment and Natural Resources
*The Road to Sustainable Community Adaptation: Investigating Household Responses to Climate Crises in Laikipia District, Kenya*

My proposed research will examine critical links between household responses to climate change related crises, such as drought, and long term sustainable community adaptation to climate change in Laikipia District, Kenya. Central to this research is the hypothesis that traditional development and relief programs overlook important local value systems, knowledge, priorities, and social and political structures. Additionally, current programs that seek to address drought and other effects of climate change often serve as a cure to an emergency after it has progressed to a crisis stage; whereas long-term adaptation strategies would address vulnerability and serve as preventative measures to crises. Such preventative measures are economically more viable than continued relief such as food aid and will avert much human suffering and loss of life.
Dr. Tracey Patton & Sally Schedlock, MA
This Ain’t My First Rodeo: A Visual Analysis of 100 years of Women and Ethnic Minority Women in Rodeo

This Ain’t My First Rodeo is a book in progress that examines over one hundred years of rodeo and its tumultuous relationship with cowgirls and ethnic minorities. The authors seek to understand cowgirls’ and ethnic minorities’ current role in rodeo by tracing their roles throughout rodeo history. As the history of rodeo was established five very distinct cowgirl categories emerged: Equality, Neo-Victorian, Pin-Up, Sex Kitten, and Back to Equality. From our research thus far regarding the aforementioned categories, three research questions emerged: 1) how has the role of women evolved in rodeo today? 2) what is the role of ethnic minorities in rodeo today? 3) why are women and ethnic minorities in the roles they are today? Included into each of the five categories are four images to illustrate the cowgirl images for that specific time period. Our project examines the intricate relationship between not only the white cowgirl and the rodeo queen and her role with rodeo, but also further explores the complex roles of American Indian rodeo queens and ethnic minority competitors as they compete with white competitors.