



Reclaiming the Promise of Public Education: *Conversation Series*

AFT: One Hundred Years of Social Justice Teacher Unionism

January 11, 2017 | Noon to 2 p.m.

Patricia Carter

Patricia Carter is a clinical associate professor in the Department of Educational Policy Studies at Georgia State University. Her research and teaching focus on American and comparative educational policy history; gender and 20th century education; and film as a teaching tool. She has published two books *Globalizing Education for Work: Comparative Perspectives on Gender and the New Economy*, Lawrence Erlbaum Associates, and *Everybody's Paid but the Teacher: The Teaching Profession and the Women's Movement*, Teacher's College Press/Columbia University. Recent articles include: "Henrietta Rodman and the Fight to Further Women's Economic Autonomy," "Leading Women: Educational Lives and International Networks," "Gender Mainstreaming: Implications for Inclusion and Exclusion in Employability and Vocational Education and Training," "VET & Culture: Inclusion and Exclusion in a Globalized World," and "Disciplining the Working Classes: Neoliberal Designs in Vocational Education," *Pedagogies: An International Journal*.

Leo Casey

Leo Casey is the Executive Director of the Albert Shanker Institute which focuses on issues of public education, unionism and the defense of democracy. Before assuming his current position, he served as Vice President from Academic High Schools for the United Federation of Teachers (UFT), New York City's 200,000 person strong teacher union. He is the son of two New York City public school teachers. Casey attended Antioch College, the University of Dar Es Salaam in Tanzania and the University of Toronto in Canada, where he earned a Ph.D. in Political Philosophy. After a stint in political organizing, Casey began his teaching career in 1984 at Clara Barton High School Brooklyn where he taught classes in Civics, American History, African-American Studies, Ethical Issues in Medicine and Political Science for fifteen years. For ten years, his classes – entirely students of color, largely immigrant and largely female – won the New York City championship of the national We The People civics competition, winning the New York State championship four times and placing fourth in the nation twice. Casey's union activism at Clara Barton began in 1987, when he led an effort to

Sponsored by the Albert Shanker Institute and the American Federation of Teachers, this conversation series is designed to engender lively and informative discussions on important educational issues. We deliberately invite speakers with diverse perspectives, including views other than those of the Albert Shanker Institute and the AFT. What is important is that these participants are committed to genuine engagement with each other.

have the school building closed to clean up asbestos contamination caused by Department of long history of union involvement, including work as a United Farm Worker's organizer and Education's renovations. He served as UFT Chapter Leader at Clara Barton for ten years. He has a participation in the first unionization drive of graduate teaching assistants in Canada. In 1999, Casey became a full-time UFT Special Representative for High Schools and was elected Vice President from Academic High Schools in 2007. As Vice President he taught a class in Global Studies at Bard High School Early College in Manhattan. Casey has served as Vice President of the Graduate Student Union at the University of Toronto. He was editor-in-chief of *the Antioch Record*, and National Field Director of Democratic Socialists of America. He served as the New York State Teacher Reviewer for the National Standards for Civics and Government Project. Casey has won several awards for his teaching, and including national Social Studies Teacher of the Year for the American Teacher Awards. Casey led the design team for the UFT's Secondary Charter School, and led the UFT's work with charter schools, including organizing, while he was UFT Vice President. He has worked with teacher unions and teachers in Russia, Tanzania and China on the development of civics education.

Richard Kahlenberg

Richard D. Kahlenberg is a senior fellow at The Century Foundation, where he writes about a variety of education issues. He has been called "the intellectual father of the economic integration movement" in K-12 schooling. He is also an authority on teachers' unions, private school vouchers, charter schools, turnaround school efforts, and inequality in higher education. He is the author of five books, including: *Tough Liberal: Albert Shanker and the Battles Over Schools, Unions, Race, and Democracy*; *Why Organizing Should Be A Civil Right*; and *Rebuilding a Middle-Class Democracy by Enhancing Worker Voice* (with Moshe Marvit). Kahlenberg is also the editor of eight Century Foundation books including *The Futuer of School Integration: Socioeconomic Diversity as an Education Reform Strategy*. Kahlenberg's articles have been published in *The New York Times*, *The Washington Post*, *The Wall Street Journal*, *The*, and elsewhere. He has appeared on ABC, CBS, CNN, FOX, C-SPAN, MSNBC, and NPR. He writes a weekly blog for the *Chronicle of Higher Education*. Previously, Kahlenberg was a Fellow at the Center for National Policy, a visiting associate professor of constitutional law at George Washington University, and a legislative assistant to Senator Charles S. Robb (D-VA). He is also a nonresident senior fellow at Education Sector and serves on the advisory board of the Pell Institute and the Research Advisory Panel of the National Coalition for School Diversity.

Daniel Perlstein

Daniel Perlstein is a historian committed to scholarship that promotes the creation of more equitable and humane schools. His research focuses on the relationship of democratic aspirations to social inequalities in American schools and life. His book *Justice, Justice: School Politics and the Eclipse of Liberalism* explores the place of race and class conflicts in the politics of urban education. He has also written on such topics as teacher unionism, gender and school violence, and the African American freedom struggle. Current projects include studies of positive school discipline, imperialism and progressive education, and the educational ideas of the Harlem Renaissance. He was elected to the Delegate Assembly of the United Federation of Teachers when he taught at New York City's Clara Barton High School.

Kate Rousmaniere

Kate Rousmaniere is a professor in the Department of Educational Leadership, Miami University, Oxford Ohio. Her research centers on the history and politics of American educators and methodological questions in the social history of education. Her publications include *The Principal's Office: A Social History of the American School Principal*, *Citizen Teacher: The Life and Leadership of Margaret Haley*, and *City Teachers: Teaching and School Reform in Historical Perspective*. Rousmaniere is past president of the International Standing Conference for the History of Education, and of the American History of Education Society. Her current research includes the history of disabilities in education, the development of curriculum and identity of Miami tribal (Myaamia) native students at Miami University, and the history of university-town relations, the last project being an extension of her work as Mayor of the City of Oxford, Ohio.

Clarence Taylor

Clarence Taylor was born and raised in Brooklyn, New York. He attended the public schools of East New York and Canarsie in Brooklyn and received his undergraduate degree from Brooklyn College and his MA from New York University. Shortly after graduation from NYU, Taylor began teaching in the New York City public school system as a special education teacher. For seven years, he worked at Junior High School 278 in Marine Park, Brooklyn, with students who were classified as emotionally disturbed, one of the most challenging student populations in the system. In 1984 Taylor left JHS 278 and became a social studies teacher at James Madison High School in Brooklyn. While teaching at James Madison, Clarence pursued his doctorate in history at Graduate School of the City University of New York. In 1991, Taylor received his PhD in American history and began teaching at Le Moyne College in Syracuse, New York. In 1996, Taylor became a member of the history department and the African-New World Studies Program at Florida International University. Taylor's research interests are the modern civil rights and black power movements, African-American religion, and the modern history of New York City. He is the author of several books including: *Reds at the Blackboard: Communism, Civil Rights and the New York City Teachers Union*; *The Black Churches of Brooklyn from the 19th Century to the Civil Rights Era*; *Knocking At Our Own Door: Milton A. Galamison and the Struggle to Integrate New York City Schools*; and *Black Religious Intellectuals: The Fight for Equality from Jim Crow to the 21st Century*. He is also co-editor of *Civil Rights Since 1787: A Reader in the Black Struggle* and editor of *Civil Rights in New York City: From World War II to the Giuliani Era*.

Next Conversation: Promoting Children's Well-Being | Wednesday, March 8, 2017 | noon to 2:00 p.m.
American Federation of Teachers | 555 New Jersey Ave. N.W. | Washington, DC 20001
Registration: shankerinstitute.org/event/promoting-childrens-well-being