37th Annual Bergamo Conference on Curriculum Theorizing and Classroom Practice

Curriculum Theory As It Stands

Full Program

Access to Online Schedule: http://tinyurl.com/gqrgnrkn

October 13th – 15th, 2016

Bergamo Center
Dayton, Ohio

www.jctonline.org
Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2016 Bergamo Conference on Curriculum Theory and Classroom Practice. In keeping with years past, keynotes from prominent and provocative scholars, spotlight sessions on new work and new directions for the field, and targeted programming for graduate students continue to be integral to our program. Our conference theme this year is “Curriculum Theory As It Stands” and our hope is for both reflection and possibility to be a part of our continuing conversations. This year we are excited to highlight explorations in connecting curriculum theorizing with Dis/Ability Studies, Critical Race Theory, new methodologies, and decolonial theory; continuing the effort to provide a diverse range of scholarship and perspectives in relation to curriculum studies. We are also highlighting the potentiality of cross-generational curriculum theorizing with a panel of scholars at diverse points in their career. As many know, the annual Bergamo Conference has played a pivotal role in the history of curriculum studies and, as such, the primary task of the program is to provide a wide array of papers and panels in which we all contribute. Every year we look forward to coming together with you all and sharing around each other’s work around curriculum in its many forms and this year is no different. Welcome to you all.

The Bergamo Leadership Team

At-A-Glance

THURSDAY
8:00-9:00 am Breakfast
9:00 - 12:00 pm Sessions 2
Noon - 1:00 pm Lunch
1:15 - 2:30 pm Sessions 4-10
2:45 - 4:00 pm Sessions 11-16
4:15 - 5:45 pm Spotlight Session
6:00 - 7:00 pm Dinner
7:30 - 9:00 pm KEYNOTE ADDRESS
9:00-11:55 pm Social Hour/Cash Bar

FRIDAY
7:00 - 8:00 am Breakfast
8:00 - 9:15 am Sessions 22-26
8:00 - 2:30 pm Film Festival
9:30 - 10:45 am Sessions 28-32
11:00 am – 12:15 pm Provoking Dialogue
12:15 - 1:00 pm Lunch
1:15 - 2:30 pm Sessions 35-40
2:45 - 4:00 pm Sessions 41-46
4:15 - 5:45 pm Provoking Dialogue
6:00 - 7:00 pm Dinner
6:15 - 7:15 pm Session 49-50
7:30 - 9:00 pm KEYNOTE ADDRESS
9:00 – 11:55 pm Social Hour/Cash Bar

SATURDAY
8:00 - 9:00 am Breakfast
9:15 - 10:30 am Session 54-59
9:15 - 2:30 pm Film Festival
10:45 am - Noon Provoking Dialogue 61
Noon - 1:00 pm Lunch
1:15 - 2:30 pm Session 63-067
2:45 - 4:00 pm Session 68-73
4:15 - 5:45 pm Spotlight Session 74
6:00 - 7:00 pm Dinner
6:15 – 7:15 pm Sessions 76
7:30 - 9:00 pm KEYNOTE ADDRESS
9:00 – 11:55 pm Socializing/Cash Bar
Acknowledgements

Putting together a conference requires quite a few people and listing every contribution would be impossible. As always, I do hope that we can continue the open dialogue on how to continue to push the work of the journal, the Bergamo Conference, and the field of curriculum studies itself so please do seek The Leadership Team (myself included) out to share your input and ideas. Speaking of the leadership team, I would like to thank Gabriel Huddleston, Thea Berry, Jennifer Job, Walter Gershon, Roland Mitchell, Xin Li, Isabel Nuñez, Jim Garrett, Annie Winfield, and Mila Zhu for their dedication and work for both this conference and The Journal of Curriculum Theorizing.

Tom Popkewitz, Petra Hendry, and Bettina Love deserve special thanks for their willingness to deliver the three keynote addresses at this year’s conference and thanks go to Thea Berry and Annie Winfield for their leadership and participation in the Spotlight sessions. In addition, special thanks go to all the scholars involved in the Provoking Dialogue(s) and Spotlight sessions—they once again promise to be thoughtful and engaging.

Thanks to Gabe Huddleston, Managing Editor of the Journal of Curriculum Theorizing, and Mila Zhu, our graduate assistant from Texas Christian University, for all of the work in organizing the program and keeping track of all the logistics required. This conference would truly not be possible without their thoughtful and meticulous work. The staff of the Bergamo Center too has been wonderful to work with and we appreciate their work and responsiveness. Additionally, thanks to Jayna McQueen for helping with the program and other logistics.

Graduate students are a central aspect to the continuing growth and development of this conference. To that end, Isabel Nuñez’s leadership on the Graduate Student Paper Award has proved invaluable. We strive to include sessions that are of particular interest to graduate students and look forward to their continued involvement in the conference. The Graduate Student Advisory Council continues to be a huge part of the continued growth of this conference. If the enthusiasm of this year’s group is any indication, the future of this conference is in good hands. Thanks to Gabe Huddleston and Jim Garrett for co-chairing this year’s council and special thanks to chair Maranda Ward and vice-chair Hannah Dockrill. The council’s responsibilities have included promoting the conference through social media, organizing graduate student roundtables, volunteering at the conference, and planning social events. We would also like to thanks David Stovall, Petra Hendry, and Denise Taliaferro-Baszile for leading the roundtables.

If you are a first-time attendee to Bergamo, we hope you will find a welcoming environment. We are always looking for fresh faces and ways to continue the conversations started here. In that spirit, we continue to find new ways to extend our reach through Facebook (facebook.com/cctcp) and Twitter (@jctonline1979). We encourage you to visit our website at www.jctonline.org. There you can sign up for our mailing list to receive the latest news surrounding JCT and Bergamo. Additionally, we are looking for new reviewers for the journal. You can find out more information about becoming a reviewer at http://journal.jctonline.org.

Thanks, as well, go to the Loyola University Maryland School of Education and Texas Christian University for their financial support of both the Bergamo Conference and the Journal of Curriculum Theorizing. Also, thanks go to the various publishers who participate in the book display.

Most importantly, thanks to all of you for participating in this year’s conference.

Rob Helfenbein
President, Foundation for Curriculum Theory
Editor, Journal of Curriculum Theorizing
Keynote Addresses

Thursday, 7:30-9:00 PM, Roncalli Assembly

The Promise of Practical Knowledge and the Lorelei’s Whispers: Notes from Curriculum & Science Studies about Change that Conserves and Excludes

Thomas Popkewitz
Ph.D., University of Wisconsin-Madison

Dr. Popkewitz’s studies in the US and comparatively are concerned with the systems of reason that govern educational reforms, teacher education, and the politics of research. He has honorary doctorates from Umeå University, Sweden, and five other European universities; and is a Senior International Academician in the Russian Academy of Education. He has received Teachers' College, Columbia University 2005 Distinguished Alumni Award and the American Educational Research Association, Curriculum Studies (Division B) Lifetime Achievement Award (2008).

His research has been published in approximate 35 books and over 300 articles in journals and book chapters. Two of books (Paradigms and Ideology in Educational Research & A Political Sociology of Educational Reform) won awards for their contribution to educational studies. Recent books include Cosmopolitanism and The Age of Reform: Science, Education And Making Society By Making The Child (2008); and edited books: Globalization and the Study of Education (2009, with F. Rizvi); Rethinking the history of education: An intercontinental perspective on the questions, methods, and knowledge of schools (2013); The "Reason" of Schooling: Historicizing Curriculum Studies, Pedagogy, and Teacher Education (2014); Critical Analyses of Educational Reform in an Era of Transnational Governance (in press, with E. Hultqvist & S. Lindblad); and Political Sociology and Transnational Educational Studies: The Styles of Reason Governing Teaching, Curriculum and Teacher Education (in press, with J. Diaz, & C. Kirchgasler).

He is currently working on a book about social science related to education as a history of the present, examining the historical and political limits of social science as providing practical and useful knowledge for social planning.

Keynote Abstract

Both teacher education research on teacher practices and international assessments of student performance have similar concerns: finding practical and useful knowledge to improve education and correct social wrongs. The agent of change is the teacher. The search for equality through practical knowledge is like the Lorelei siren singing on Rhine to beckoned mariners. The beckoning of finding of successful models of educational change is to fulfill the hope for the future. But as with the Lorelei, the daunting and enticing lore of this research has limits. The research is treated as an anthropologist would a culture, organized around three dimensions related to the study of educational research. One, the search for practical and useful knowledge is a salvation theme about future society/people that govern the present. The salvation themes are about making kinds of people, ancipatory and with the promise of democracy and equality as its salvation theme.

Two, as the medieval alchemists attempt to transform one substance into another, the curriculum is an alchemy or magical translations that transforms. The translation models have little to do with what science and mathematics are but historically about making of people and ordering conduct of “the soul” – the habits of mind and dispositions of those in schools. Practical and useful knowledge is related to enacting the alchemy of the school subjects of mathematics and science education, for example. Three, the principles applied as change in practical research, paradoxically, embodies principles of stability and conservation. It also generates comparative cultural principles about difference that exclude, abjects in effort to include. This exploration of research as a cultural and historical artifact is to explore the politics of knowledge in contemporary strategies to school change and correcting social wrongs.
Keynote Addresses

Friday, 7:30-9:00 PM, Roncalli Assembly

A Rogue Curriculum: Trans-Atlantic, Creole Pedagogies and Historical Imagination

Petra Munro Hendry
Ph.D., Louisiana State University

Petra Munro Hendry is the St. Bernard Chapter of the LSU Alumni Association Endowed Professor at Louisiana State University in Baton Rouge, Louisiana, where she teaches courses in Curriculum Theory, Curriculum History, Narrative Inquiry and Gender Studies. She is the co-director of the Curriculum Theory Project (CTP), an interdisciplinary research initiative which endeavors to understand education practice and reform within a broad social, political and cultural framework. Her scholarship examines the role of narrative in the construction of curriculum history, educational research and teachers' life histories.


Keynote Abstract

The project articulated in this paper takes up the work of Henri Lefebvre and Michel de Certeau to envision curriculum history as a spatialized practice of ethical engagement with alterity. Specifically, I explore three spaces in which ethics produce and are produced by space. The first is the space of a “transatlantic, creole pedagogical circuit” through which I read the “commons” produced in the common school movement, the normative trope of curriculum history in the United States, specifically in relation to reverberations of the Haitian Revolution. The second, is the space of “public rights,” as articulated in the 1868 Louisiana Constitution, produced within what I call a “transatlantic protest tradition,” as distinct from Habermas’ public sphere. The third is the space created in New Orleans streets as walked by Homer Plessy and Paul Trévigne as a “wandering of the semantic.” These multilayered spaces make visible the conscripts of modernity (the nation state, citizenship, education), unleashing curriculum history from the tropes of monumental history. A Rogue curriculum, as a spatial practice, invokes historical imagination in order to embrace historical inquiry as a dynamic engagement of ethical relationships.
Keynote Addresses

Saturday, 7:30-9:00 PM, Roncalli Assembly

Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy

Bettina L. Love
Ph.D., University of Georgia

Dr. Bettina L. Love is an award-winning author and Associate Professor of Educational Theory & Practice at the University of Georgia. Her research focuses on the ways in which urban youth negotiate Hip Hop music and culture to form social, cultural, and political identities to create new and sustaining ways of thinking about urban education and social justice. She also concentrates on transforming urban classrooms through the use of non-traditional educational curricula and classroom structures. In 2016, Dr. Love was named the Nasir Jones Hip hop Fellow at the Hutchins Center for African and African American Research at Harvard University. She is the creator of the Hip Hop civics curriculum: GET FREE.

Dr. Love is one of the field’s most esteemed educational researchers in the area of Hip Hop education for elementary aged students. She is the founder of Real Talk: Hip Hop Education for Social Justice, an after school initiative aimed at teaching elementary students the history and elements of Hip Hop for social justice aligned with core subjects through project-based learning. Dr. Love also has a passion for studying the school experiences of queer youth, along with race and inequality in education.

Dr. Love is a sought-after public speaker on a range of topics including: Hip Hop education, Black girlhood, queer youth, Hip Hop feminism, art-based education to foster youth civic engagement, and issues of diversity. In 2014, she was invited to the White House Research Conference on Girls to discuss her work focused on the lives of Black girls. In addition, she is the inaugural recipient of the Michael F. Adams award (2014) from the University of Georgia. She has also provided commentary for various news outlets including NPR, The Guardian, and the Atlanta Journal Constitution.

Dr. Love is one of the founding board members of The Kindezi School, an innovative school focused on small classrooms and art-based education. Finally, she is the author of Hip Hop’s Li’l Sistas Speak: Negotiating Hip Hop Identities and Politics in the New South. Her work has appeared in numerous books and journals, including the English Journal, Urban Education, The Urban Review, and Journal of LGBT Youth. She is currently editing a special issue of the Journal of Lesbian Studies focused on the identities, gender performances, and pedagogical practices of Black and Brown lesbian educators.

Keynote Abstract

Dr. Love will discuss how Hip Hop Civics Ed, when linked to the framework of intersectionality, creates a space where Black lives matter and analytic sensibilities are nurtured to engage students in the work of fighting for visibility, inclusion, and justice. Her talk will end by calling for educators not only to teach students about racial violence, oppression, and how to make sustainable change in their communities through innovative and radical civic initiatives and movements, but also to expose youth to the possibilities that come with envisioning a world built on Black joy.
Provoking Dialogue(s)

Emphasizing influential scholarly texts within the curriculum field, the Provoking Dialogue(s) sessions offer an opportunity for critical scholarly engagement for authors, editors, dialoguers, and audience members.

Friday, 11–12:15 PM, Darby

**Panel Discussion of David Omotoso Stovall’s (2016) Born Out of Struggle: Critical Race Theory, School Creation, and the Politics of Interruption**

**Presenters**
Fran Huckaby, Roland Mitchell, Erin Atwood, Daniel Morales-Doyle

**Discussant**
David Omotoso Stovall

From the publisher:
Rooted in the initial struggle of community members who staged a successful hunger strike to secure a high school in their Chicago neighborhood, David Omotoso Stovall’s "Born Out of Struggle" focuses on his first-hand participation in the process to help design the school. Offering important lessons about how to remain accountable to communities while designing a curriculum with a social justice agenda, Stovall explores the use of critical race theory to encourage its practitioners to spend less time with abstract theories and engage more with communities that make a concerted effort to change their conditions. Stovall provides concrete examples of how to navigate the constraints of working with centralized bureaucracies in education and apply them to real-world situations.

Friday, 4:15–5:45 PM, Darby

**Panel Discussion of João Paraskeva’s Curriculum Epistemicide: Towards An Itinerant Curriculum Theory**

**Presenters**
Aparna Tarc, Jubin Rahatzad, Nina Asher, Mark Helmsing

**Chair**
Gabriel Huddleston

From the publisher:
Around the world, curriculum – hard sciences, social sciences and the humanities – has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices. Drawing from and within a complex range of epistemological perspectives from the Middle East, Africa, Southern Europe, and Latin America, this volume presents a critical analysis of what the author, influenced by the work of Sousa Santos, coins curriculum epistemicides, a form of Western imperialism used to suppress and eliminate the creation of rival, alternative knowledges in developing countries. This exertion of power denies an education that allows for diverse epistemologies, disciplines, theories, concepts, and experiences. The author outlines the struggle for social justice within the field of curriculum, as well as a basis for introducing an Itinerant Curriculum Theory, highlighting the potential of this new approach for future pedagogical and political praxis.
Panel Discussion of Sam Rocha’s Folk Phenomenology: Education, Study, and the Human Person

PRESENTERS
John Leonard, Karyn Sandlos, Rouhollah Aghasaleh, Bradley Rowe

DISCUSSANT
Sam Rocha

From the publisher: Folk is an analog foundation in a digital world. Phenomenology is a big word about a small, impossible task: trying to imagine the real. This book describes this task in relation to its foundation. Most of all, Folk Phenomenology is a defense of the integrity and sufficiency of art—thinking, feeling, living, dying. In short, being in love.
Spotlight Sessions

Thursday, 4:15 – 5:45 PM, Darby

CROSS GENERATIONAL CURRICULUM THEORIZING

PRESENTERS
James Henderson, Alyssa Niccolini, Janet Miller, William Schubert, Reanna Roby, Berlisha Morton, Denise Taliaferro-Baszile, Ugena Whitlock

SESSION ORGANIZER
Theadorea Berry, Robert Helfenbein

In line with the theme of this year’s conference, the participants of this panel will discuss where curriculum theory stands generationally in terms of established and emerging scholars in the field. More specifically, panelists will consider the reconceptualization not only as a historical moment, but a theoretical move with subsequent discussions that have resulted in “post” arguments and frames. Lastly, the panelists hope to center this conversation around the role the Bergamo Conference has played in this continuing evolution of the field and the works of those with(in).

Saturday, 4:15 – 5:45 PM, Darby

Collaborative Auto-ethnography and Ableism

PRESENTERS
Jamie Buffington-Adams, Kelly Vaughan, Sandra Vanderbilt, Annie Winfield, Mercedes Cannon, David Hernandez-Saca

bell hooks writes: “I came to theory because I was hurting” and theory became “a location for healing” (1994, p. 59). As individuals whose identities and experiences have been profoundly impacted by the hegemonic forces of ableism, our theorizing of dis/ability has become a means for seeking the healing of which hooks speaks rather than the healing typically offered to those labeled disabled. We frame our work as a collaborative autoethnography (Chang, H., Ngunjiri, F. W., Hernandez, K. C., 2012) in which our individual positionalities and autobiographies interweave to create a richer and more complex tapestry portraying not only what it means to live with labels but how we might work towards more inclusive theories, practices, and societies. In the spirit of that end, we utilize multiple modalities as is foundational to the notion of Universal Design to address the following questions:

• How do the traditional dis/ability models (i.e., medical-psychological, social, social relational (Thomas, 1999)) afford and constrain your understanding of dis/ability as it relates to your other multidimensional identities?
• How do you theorize your own experience with disability in relation to critical disability studies and/or the broader field of curriculum studies?
• What theoretical insights can the voices of students and people with disabilities provide curriculum studies to inform schooling policies and practices--particularly within special education?
Book Sale

The annual Bergamo Book Sale is back! We will offer a number of titles for sale at discounted prices during the conference. There will also be opportunities to order additional titles at a discounted rate. Books will be put out for perusal on Friday morning. The sale will take place during the following times:

**Friday, October 14th**
- 12:10 - 12:40 PM – **GRADUATE STUDENTS ONLY!**
- 2:30 - 2:45 PM
- 4:00 - 4:15 PM

**Saturday, October 15th**
- 9:00 - 9:30 AM
- 10:45 - 11:00 AM
- 2:30 - 2:45 PM

Much thanks goes to the various publishers for providing copies and their continued support of the conference.

### Why You Should Read…

**Creating a Collection of Video Invitations**

We invite you to contribute to an open access collection of short videos (3-5 minutes) inviting education students to read philosophers, theorists, and thinkers. The video for each thinker will feature a montage of academics and students addressing questions such as:

- Why this thinker?
- What is it like to read this thinker?
- What conceptions does this thinker offer?
- Why should educators care about these ideas?
- Who counters this thinker?
- What challenges do you have for this thinker’s work?

We request a few minutes of your time during the Bergamo conference to film your responses to some or all of the questions about for the thinker(s) you think should be part of this collection. **Please listen for announcements as to interview locations or check with Fran Huckaby for more information.** We will use this collection in our own teaching of foundations courses and hope our colleagues at other institutions will also share the collection with their students. We use Scalar (scalar.usc.edu, pronounced like scholar), an open source platform for authoring and publishing born-digital media rich scholarship, to post the free access collection. Scalar, a model for 21st Century scholarly communication, media-rich digital publishing, and warranting scholarship, is project of the Alliance for Networking Visual Culture and receives support from the Andrew W. Mellon Foundation and the National Endowment for the Humanities.

**Organizers**
Fran Huckaby, Gabriel Huddleston, Mila Zhu

**Researchers**
Katie Hockema, Janekka Colbert, Ying Wang, Jayna McQueen, Yoon Lee, Perri Hockema, Hannah Parker, Cassidy Booe, Wrenn Schoeffler, Jackie Elliot
The Bergamo Graduate Student Council

The Bergamo Graduate Student Council (known as The Council) is made up of doctoral students across the country with a vested interest in curriculum. There are a total of 26 current doctoral students representing over 18 universities. The Council serves as the pipeline for the annual conference in that the students become the face of the meeting--bringing in additional students to join the scholarly association. These students commit their time in many capacities on the following committees: volunteer, social, roundtables, and social media. The Council executive committee and chairs for the 2016 Bergamo Conference include:

Maranda C. Ward (The George Washington University)- Chair  
Hannah Dockrill (Purdue University)- Vice Chair  
Jubin Rahat zad (Purdue University)- Volunteer Committee Chair  
Kirsten Robbins (IUPUI)- Roundtables Committee Chair  
Sandra Vanderbilt (The George Washington University)- Social Media Committee Chair  
Jacquelyn Chappel (University of Hawaii at Manoa)- Social Committee Chair

Social Activities

We want to encourage participants to be happy, healthy, and whole while on their academic journey. This series of activities aims to engage participants’ mind, body, and spirit while helping to channel creative energy by taking advantage of Bergamo’s unique surroundings.

Thursday through Saturday, 9:00 PM to Midnight
**Social Hours with Piano Accompaniment, Fireside Lounge**  
This year, come out and meet friends and colleagues in the fireside lounge with the accompaniment of piano music performed by Mila Zhu, Graduate Assistant of JCT/Bergamo Conference.

Friday, 5:00PM  
**Evening Jog (Meet in the Fireside Lounge)**  
Bring your running shoes and join the Graduate Student Council, Social Committee for an evening jog!

Friday & Saturday, 6:15-7:15PM  
**Meditative Space (Hoelle Room)**
Pre-Conference Session: The Arts of Getting By

Thursday, 9:00AM - Noon
Pre-Conference Session

Presenters
Karyn Sandlos, Art Education, School of the Art Institute of Chicago (SAIC)
Kevin Burke, University of Georgia
Sara Matthews, Wilfrid Laurier University

Session Organizer
Jim Garrett, University of Georgia

Momentum is building around educational discourses of resilience and grit. Troubling as these terms are as currently operationalized, they still acknowledge that there is something else occurring in classrooms beyond the simple acquisition and exchange of information. In light of this focus on subjective reality, and given the pressures of standardization and accountability that shape the experiences available to us in schools, we are interested in how students, teachers and researchers make all kinds of lives for ourselves in education. This workshop will explore the passionate relations we craft with objects, including objects that vex and sustain our adventures in teaching and research. Participants will have time and space to consider and work through the curricular question, How do we navigate our conditions in education through the arts of getting by?

Bergamo Film Festival: Footage from the 1976 Curriculum Theory Conference in Milwaukee

We are pleased to present restored film from the 1976 Curriculum Theory Conference. This footage will be shown throughout the conference with a discussion during dinner on the last night. It includes the following keynotes and discussions:

Ralph W. Tyler (Discussants: William E. Doll, Jr., Rolland Calloway, George Grey, chaired by Alex Molnar)
James B. Macdonald (Discussants: Nancy (Wyner) King, Richard Hawthorne, John Zahorik, chaired by Alex Molnar)
Elliot W. Eisner (Discussants: William F. Pinar, Louis J. Rubin, Norm Barnier, chaired by Alex Molnar)
Michael W. Apple (Discussants: Wayne Urban, Thomas Walton (Department of Philosophy, University of Wisconsin, Alex Molnar (chair))

With much thanks and appreciation to Alex Molnar, currently Research Professor at the University of Colorado Boulder, who not only arranged for the videotaping of the 1976 curriculum theory conference but, perhaps more importantly, kept this antiquated video material for years and years, ultimately donating the items to the Museum of Education where it has been refreshed for this conference. Additionally, thanks to Craig Kridel, curator of the Museum of Education at the University of South Carolina for his help in bringing these films to the participants of the conference.
SESSION 4 CURRICULUM THEORY WITH(IN) THE CLASSROOM  
1:15-2:30 PM, BARRETT

CURRICULUM OF CONNECTEDNESS: CREATING A CARING COMMUNITY IN THE CLASSROOM
Revital Zilonka, University North Carolina Greensboro

WHO’S IN CHARGE HERE? AUTHORITY AND THE ADOLESCENT IN A HIGH SCHOOL STUDENT COUNCIL
Jennifer Bethune, York University

SESSION 5 ISSUES OF THE SELF AND CURRICULUM  
1:15-2:30 PM, BORDEAUX

A PEDAGOGY OF TRUST: THE CURRICULUM OF SELF RULE IN A FULLY DEMOCRATIC SCHOOL
Melissa Riley Bradford, DePaul University

SOCIAL STUDIES IN/AS RELATION
Jim Garrett, University of Georgia

LEARNING TO “SLOW THE MOMENT DOWN”: EMOTIONAL INTEGRATION AND STUDENTS’ USES OF THE CLASSROOM ENVIRONMENT
Karyn Sandlos, Art Education, School of the Art Institute of Chicago (SAIC)

SESSION 6 CURRICULUM THEORY AND THE DISCIPLINES  
1:15-2:30 PM, CHAMINADE

UNITED STATES OF FANTASY: MODES OF LEARNING THE NATION IN U.S. SOCIAL STUDIES CURRICULUM
Mark Helmsing, University of Wyoming

THE BENEFITS OF AN ENGAGED CONSTRUCTIVIST PEDAGOGY IN THE SCIENCES
Marni Elizabeth Fisher, Chapman University; Sabina Giakoumis, University of California, Irvine; Meredith A. Dorner, Irvine Valley College

UNIVERSAL DESIGN FOR LEARNING IN ALGEBRA 1 TEXTBOOKS: A QUEER CURRICULUM THEORY READING
James Sheldon, University of Arizona

SESSION 7  
1:15-2:30 PM, DARBY

PANEL
"EXCESSIVE MOMENTS": TEACHER PREPARATION AND THE TRANSGENDER TEACHER CANDIDATE
Participants:
At the margins, a different set of tools: Supporting gender queer educators and their students
Sam Friedman, Antioch University Seattle
Queering disclosure and taboo in a teacher education program
Rachel Oppenheim, Antioch University Seattle
“Progressive”/Repressive Educational Discourses and Queer (Non)Containment
Jeana M. Hrepich, Antioch University Seattle

Session Organizer:
Jeana M. Hrepich, Antioch University Seattle

Discussant:
Janet L. Miller, Teachers College, Columbia University

SESSION 8  
1:15-4:00 PM, FIRESIDE LOUNGE

(DAY 1) ON-GOING "FILM FESTIVAL": KEYNOTE ADDRESSES AND SUBSEQUENT DISCUSSIONS FROM THE 1976 CURRICULUM THEORY CONFERENCE IN MILWAUKEE: A PRECURSOR TO BERGAMO CONFERENCES

Session Organizers:
Robert J Helfenbein, Loyola University Maryland
Gabriel Huddleston, Texas Christian University

SESSION 9  
1:15-2:30 PM, HOELLE

PANEL
ARTIFACTS OF OUR LIVES: INTERSECTING CURRICULUM THEORY AND CULTURAL STUDIES

Participants:
For Or Against Patriarchy: Watching If You Are The One
Ying Wang, Texas Christian University

Watching The Simpsons Through a Critical Lens
Jayna McQueen, Texas Christian University

Critical Theories of the Outdoors & Man vs. Wild
Cameron Potter, Texas Christian University
Discussant:
Gabriel Huddleston, Texas Christian University

**SESSION 10 CRITICAL PERSPECTIVES**

1:15-2:30 PM, RONCALLI ASSEMBLY

Teaching as the Unconditional Welcoming of the Other:
Curriculum as the Coming of Educational Impossibilities
Chau Vu, Louisiana State University

Technology as the Savior Discourse
Molly Alyson Riddle, Indiana University Bloomington

Curriere of the Acorn: Recognizing the Gift of the Oak,
Mindfulness, and Ecology of Curriculum
Rebecca Mary Wells, Armstrong State University

**SESSION 11 CURRICULUM AND ISSUES OF THE (INTER)NATIONAL**

2:45-4:00 PM, BARRETT

Obstacles to Internationalizing American High School Curriculum: Teacher Perspectives on World Literature
Jacquelyn J Chappel, University of Hawaii at Manoa

Reclaiming Public Schools as the Site of Public Imagination: Transnational Tales of Hope and Resistance
Encarna Rodriguez, Saint Joseph’s University

**SESSION 12**

2:45-4:00 PM, BORDEAUX

Panel

Queer Battle Fatigue: The Everyday Exhaustion of Extraordinary Oppression
Participants:
Suicide Notes Written in Homeroom: From Queer Battle Fatigue to the School-to-Coffin Pipeline
Boni Wozolek, Medina City Schools

Media Arts Education in the Post-Racial Classroom: An Interview with Janaya Greene About the Short Film, Veracity
Karyn Sandlos, Art Education, School of the Art Institute of Chicago (SAIC)

Doing the Work or Passing in Reverse: Allies and Queer Battle Fatigue Walter
Walter S Gershon, Kent State University

On Cruel Optimism and the Struggles of LGBT Organizing
Roland Sintos Coloma, Miami University

**SESSION 13 ISSUES OF INQUIRY AND CURRICULUM THEORY**

2:45-4:00 PM, CHAMINADE

Daisaku Ikeda’s Human Education in Practice: A Duothnography
Melissa Riley Bradford, DePaul University; Nazomi Inukai, DePaul University

Education Research in the Making: Technological and Genealogical Work
Brandon Kyle Singleton, University of Georgia

Singing the Data: Utilizing Poetry in Multiple Forms of Research
Marni Elizabeth Fisher, Chapman University; Lisa Boskovich, Chapman University; Holly Pearson, Chapman University

**SESSION 14 CRITICAL RACE PERSPECTIVES**

2:45-4:00 PM, DARBY

Utterances and Formations: Southern Womanism Sings a New Song of Curriculum Theorizing
Berlisha R. Morton, Colgate University

The Ties that Bind: Curriculum Theory and Critical Race Theory
Theodorea Regina Berry, University of Texas at San Antonio; Daniella Ann Cook, University of South Carolina

Black Women’s Erasure in Campus Sexual Violence Prevention Policy
Sara Carrigan Wooten, Louisiana State University

(Re) Cognizing Voices of the Theorized: (Re) Presenting Theory and Truth in Curriculum and Instruction
Ashley Love, University of Georgia

**SESSION 15 CURRICULUM THEORY AS POLITICAL**

2:45-4:00 PM, HOELLE

Parrhesia as Pedagogy
Fran Huckaby, Texas Christian University
Erik Shaver, Indiana University--Indianapolis

Legitimizing or Delegitimizing Campaign Rhetoric in School Curricula?
Michael Takafor Ndemanu, Ball State University
SESSION 16

2:45-4:00 PM, RONCALLI ASSEMBLY

PANEL

Graduate Student Roundtable: Centering Community Responsibility in Troubling Times

David Omotoso Stovall, University of Illinois at Chicago

SESSION 17

4:15—5:45 PM, DARBY

SPOTLIGHT SESSION

Cross Generational Curriculum Theorizing

Participants:
James G Henderson, Kent State University
Alyssa D Niccolini, Teachers College, Columbia University
Janet L. Miller, Teachers College, Columbia University
Reanna S. Roby, University of Texas at San Antonio
Berlisha R. Morton, Colgate University
Denise Taliaferro-Baszile, Miami University
William H. Schubert, University of Illinois-Chicago
R. Ugena Whitlock, Kennesaw State University

SESSION 19

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

The Promise of Practical Knowledge and the Lorelei’s Whispers: Notes from Curriculum & Science Studies about Change that Conserves and Excludes

Tom Popkewitz, University of Wisconsin-Madison
### Session 22 Curricular Histories
8:00-9:15 AM, Barrett

**Abstinence-Only-Until-Marriage: A Foucauldian Genealogy**
Cindy Hokie Blair, The University of Georgia

**Key Paths of My Learning Autobiography: Determining the Nature of the Epistemologies within Peace Education**
Rita Forte, University of Ottawa

### Session 23
8:00-9:15 AM, Bordeaux

**Panel**

**What Up Bruh?: A Panel Discussion of Three African American Men in a Doctoral Program**
Participants:
- Vincent Burke, Indiana University Purdue University of Indianapolis
- Sherman Woodard, Indiana University Purdue University of Indianapolis

### Session 24 New Phenomenologies
8:00-9:15 AM, Chaminade

**Bearing Witness to Teachers’ Lived Experiences: Understanding the Need for Phenomenology in Education Research**
Elizabeth M Benton, Montgomery College; Catharine Ferguson, The George Washington University

**The Solidarity of the Shaken, Imagining the Real, and the Hope of Conversation in Curriculum**
John Timothy Leonard, St. Xavier University Chicago

**Whiteness as an Affectively Bad Habit for White Teacher-Activists**
Jenna Kamrass Morvay, Teachers College, Columbia University

### Session 25
8:00-9:15 AM, Darby

**Panel**

### Session 26 Philosophical Curriculum Considerations
8:00-9:15 AM, Hoelle

**Philosophy for Vocational Curriculum**
Heidi Paju, Tallinn University

**Reconceptualizing Teacher Education as Curriculum-in-Relation**
Keri L Rodgers, Ball State University

**The Learning of the Oppressed: Reclaiming Agency in Receptive Subject-Positions**
James Sheldon, University of Arizona

### Session 27
8:00-2:30 M, Roncalli Assembly

**On-Going "Film Festival": Keynote Addresses and Subsequent Discussions from the 1976 Curriculum Theory Conference in Milwaukee: A Precursor to Bergamo Conferences (Day 2)**

### Session 28 Gender, Curriculum Theory and Feminist Theory
9:30-10:45 AM, Barrett

**Bailancho Saad: Women’s Voice, Violence and Curricula of Agency and Resistance in India**
Boni Wozolek, Medina City Schools

**’Boying’ and ‘Girling’: How the School Curriculum Reifies Gender Norms**
Kirsten Robbins, Indiana University School of Education - Indiana University—Purdue Indianapolis

**Model Minoritized Ideology, the Gendered Music Industry, and Female Musicians in the Higher Education**
Mila Zhu, Texas Christian University
SESSION 29 URBAN CONTEXTS AND CURRICULUM
THEORIZING  
9:30-10:45 AM, BORDEAUX

LEVELS OF CARING: WHITE STUDENT TEACHERS IMMERSING THEMSELVES IN URBAN SCHOOL NEIGHBORHOODS
Veronica Marie Fife-Demski, Ball State University

THE NEGOTIATIONS OF URBAN YOUTH AND PEER EDUCATOR IDENTITIES
Maranda Ward, The George Washington University

WORDS MATTER: HOW STUDENTS ARE POSITIONED IN THE HIDDEN CURRICULUM OF MATHEMATICS
Catherine Dontie Bhathena, Indiana University School of Education, Indianapolis

SESSION 30
9:30-10:45 AM, CHAMINADE

PANEL
BLACK MINDS MATTER - EXPLICIT TEACHER PREPARATION AND COMMUNITY ACTION TO TRANSFORM IMPLICIT BIAS
Session Organizer:
Marsha Lynn Heck, Indiana University South Bend

SESSION 31
9:30-10:45 AM, DARBY

PANEL
LEARNING FROM TRAUMATIC HISTORIES: CURATION CONTROVERSIES
Participants:
Curating The Forensic Gaze: Recalibrating The Sense of Materiality in Londres-38
Mario Di Paolantonio, York University, Toronto, Ontario, Canada
Curating narrative truth in Sven Augustijn’s Spectres
Aparna Misra Tare, York University
Curating Unfinished Conversations: Reanimating the Extra-curricular Past-Present in Gallery Space
Warren E Crichlow, York University

SESSION 32
9:30-10:45 AM, HOELLE

PANEL

SESSION 33 11:00-12:15, DARBY

PROVOKING DIALOGUE SESSION
David Omotoso Stovall’s (2016) Born Out of Struggle: Critical Race Theory, School Creation, and the Politics of Interruption
Participants:
Fran Huckaby, Texas Christian University
Roland W. Mitchell, Louisiana State University
Erin Atwood, Texas Christian University
Daniel Morales-Doyle, University of Illinois at Chicago
Discussant:
David Omotoso Stovall, University of Illinois at Chicago

SESSION 35 CURRICULUM THEORY AND CRITICAL LITERACIES 1:15-2:30 PM, BARRETT

POLICING READING AND THE DISCIPLINING OF LITERACY
Scott A Jarvie, Michigan State University; Cori McKenzie, Michigan State University

BIBLICAL READING AND CRITICAL READING: HOW DO THEY INFORM EACH OTHER IN INTERPRETING THE TEXT?
**SESSION 36 INTERSECTIONS BETWEEN CURRICULUM STUDIES AND TEACHER EDUCATION**  
1:15-2:30 PM, BORDEAUX

**CRACKING THE CODE: UNDERSTANDING THE CURRICULUM OF RESPECTABILITY POLITICS IN TEACHER EDUCATION**

Theodorea Regina Berry, University of Texas at San Antonio; Crystal Kalinec-Craig, The University of Texas at San Antonio

**PROMOTING AN ASSET-BASED TEACHER EDUCATION CURRICULUM USING CORE REFLECTION**

Thomas Browning, Indiana University

**SESSION 37 CURRICULUM AND DIFFICULT KNOWLEDGE**  
1:15-2:30 PM, CHAMINADE

**LOOKING FOR A DEPTH EXPERIENCE: DIFFICULT KNOWLEDGE AND THE REDRESS PROJECT**

Brooke Evelyn Alyea, York University

**TEACHING DIFFICULT KNOWLEDGE: ETHICAL CONSIDERATIONS OF MANDATED CURRICULUM**

Fiona Purton, Ontario Institute for Studies in Education, University of Toronto

**THE PEDAGOGY OF PORN: WHY WON’T CURRICULUM STUDIES TOUCH IT?**

Hannah Dockrill, Purdue University; Jabin Rahatzad, Purdue University

**SESSION 38**  
1:15-2:30 PM, DARBY

**PANEL**

**CLOSING A CHAPTER: CURRICULUM WINDOWS TO TOMORROW ~ 1950s-2000s**

Participants:
Colleen Bunn, Miami University  
Peggy Larrick, Miami University  
Matt Moyer, Miami University  
Mary Montavon, Miami University  
Don Murray, Miami University  
Robyn Jordan, Miami University  
John Chambers, Miami University  
Daniel Coleman, Miami University  
Kim Miller, Miami University

**SESSION 39**  
1:15-2:30 PM, FIRESIDE LOUNGE

**GRADUATE STUDENT ROUNDTABLE**

**NEW MATERIALISM AND CURRICULUM THEORY**

Petra Munro Hendry, Louisiana State University

**SESSION 40 CRITICAL GEOGRAPHY AND CURRICULUM THEORY**  
1:15-2:30 PM, HOELLE

**TELL ME I MATTER: CURRERE AS A CURRICULAR JOURNEY**

Jayna McQueen, Texas Christian University

**GENDER, ASSEMBLAGE, AND THE LIVED EXPERIENCE OF SCHOOLS**

Kirsten Robbins, Indiana University School of Education; Robert J Helfenbein, Loyola University Maryland

**GOTTSCHALK’S ENGAGEMENT WITH THE UNGOVERNABLE**

Reagan P. Mitchell, Louisiana State University

**SESSION 41 MEMORY, TIME, AND CURRICULUM THEORY**  
2:45-4:00 PM, BARRETT

**MEMORY, IDENTITY AND LEARNING**

Karl William Martin, Kent State University

**STUMBLING ON TIME: AN ETHICO-ONTO-EPISTEMOLOGICAL APPROACH TO TEACHING HISTORY**

Ashli Walker, University of Georgia

**SESSION 42 CURRICULUM PLANNING AND IMPLEMENTATION**  
2:45-4:00 PM, BORDEAUX

**DESIGNING BETTER: UTILIZING CHAT AND DESIGN-BASED RESEARCH FOR DEVELOPMENT OF EMERGENT BILINGUAL LANGUAGE CURRICULUM**

Renata Love Jones, Boston College; Meredith Moore, Boston College; Charles Patrick Proctor, Boston College; Rebecca Silverman, University of Maryland

**PROFESSIONAL LEARNING COMMUNITIES AND TEACHER PROFESSIONAL DEVELOPMENT**

Leigh R Chiarelott, University of Toledo; Wendy Lanette Stanley, University of Toledo
THE ROLE OF “SELF-LEARNING” IN FOREIGN LANGUAGE CURRICULUM PLANNING
Xiaofen Qiao, Cushing Academy

SESSION 43
2:45-4:00 PM, CHAMINADE

EDUCATIONAL REFORMS AS THE MAKING UP AND GOVERNING OF DIFFERENCE
Participants:
Adapted for "Immature Minds" and "Underperforming Groups": Historicizing Science Achievement as Productive of Racialized Distinctions
Kathryn L. Kirchgasler, University of Wisconsin-Madison
Saving "the Illiterate": Historicizing Literacy as a Developmental Imperative
Christopher Mark Kirchgasler, University of Wisconsin-Madison
Mental Hygiene and Regulation of Problem Children, or Fabrication and Regulation of Difference
Yasin Tunc, University of Georgia

SESSION 44
2:45-4:00 PM, DARBY

FEELING DISNEY: AFFECTIVE PEDAGOGIES IN WALT DISNEY’S WORLD
Participants:
Caged Pedagogies: Disney’s Animal Kingdom, Affect, and Colonial Experience
Jason Lukasik, Augsburg College; Jennifer April Sandlin, Arizona State University
I Dream of a Disney World: Exploring Curriculum and Pedagogy in Brazil’s Middle-Class Playground
Sandro R. Barros, Michigan State University
“I Put a Spell on You”: Weakness and the Pedagogical Art of Seduction in Disney’s Diva Villains
Mark Helmsing, University of Wyoming
Practical Pigs and Other Instrumental Animals: Public Pedagogies of Laborious Pleasure in Disney Productions
Jake Burdick, Purdue University
“It’s Called a Hustle, Sweetheart”: #BlackLivesMatter, the Police State, and the Politics of Colonizing Anger in Zootopia
Jennifer April Sandlin, Arizona State University; Nathan Snaza, University of Richmond

SESSION 45 CURRICULUM STUDIES AND POST QUALITATIVE RESEARCH
2:45-4:00 PM, HOELLE

CONCEPT AS METHOD IN POST-QUALITATIVE RESEARCH
Shaofei Han, Louisiana State University

METHOD AS METHOD: THE METHOD ACTING PARADOX AS A CURRICULUM QUESTION
Sam Rocha, University of British Columbia; Gabriel Huddleston, Texas Christian University

LATINA ADOLESCENT BECOMINGS: CURRICULUM, POST-QUALITATIVE RESEARCH, AND POST/ANTI-COLONIAL FEMINIST ENTANGLEMENTS
Alycia Elfreich, Indiana University

SESSION 46
2:45-4:00 PM, RONCALLI ASSEMBLY

VISUAL ENCOUNTERS AS PEDAGOGICAL SPACES FOR ETHICAL SUMMONING
Participants:
Performing Testimony: James Luna and a “Pedagogy of Implication”
Louise Azzarello, York University
Encountering Otherness in Indigenous Documentary Film: A Pedagogy of Implication and the Pedagogical Implications of Production
ryan koelwyn, York University

SESSION 47
4:15-5:45 PM, DARBY

PROVOKING DIALOGUE SESSION
JOÃO PARASKEVA’S CURRICULUM EPISTEMICIDE: TOWARDS AN ITINERANT CURRICULUM THEORY
Participants:
Aparna Mishra Tarc, York University
Jubin Rahatzad, Purdue University
Nina Asher, University of Minnesota-Twin Cities
Mark Helmsing, University of Wyoming
Gabriel Huddleston, Texas Christian University
SESSION 49

6:15-7:15PM, BARRETT

THE FOUNDATION OF CURRICULUM THEORIZING BOARD MEETING

Participants:
Gabriel Huddleston, Texas Christian University
Theodorea Regina Berry, University of Texas at San Antonio
Jacqueline Bach, Louisiana State University
Jennifer Job, Oklahoma State University
Annie Winfield, Roger Williams University
Walter S Gershon, Kent State University
Roland W. Mitchell, Louisiana State University
Isabel Nunez, Indiana University-Purdue University Fort Wayne
Xin Li, California State University in Long Beach

SESSION 50

6:15-7:15PM, HOELLE

PANEL

MEDITATIVE SPACE

Session Organizer:
Anthony Franchina, Bergamo Center for Lifelong Learning

SESSION 49 7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

A Rogue Curriculum:
Trans-Atlantic, Creole Pedagogies and Historical Imagination

Petra Munro Hendry, Louisiana State University
SESSION 54
9:15-10:30 AM, BARRETT

PANEL
DE-TERRITORIALIZING THE FIELD: CURRICULUM HISTORY AS A SPATIAL PRACTICE

Participants:
Memory as History: Making Space for non-linear time
Annie Winfield, Roger Williams University
De-territorializing the Field: Curriculum History as a Spatial Practice
Petra Munro Hendry, Louisiana State University

SESSION 55 COLLABORATIVE CURRICULUM THEORIZING
9:15-10:30 AM, BORDEAUX

COLLABORATION/CONNECTION FOR AN AFFECTIVE SPACE OF WRITING AND CURRICULUM
EunKyoung Chung, Teachers College, Columbia University; Erica Eva Colmenares, Teachers College

CREATING SPACES OF AGENCY TO IMAGINE WHERE WE MIGHT STAND AND WHAT WE MIGHT STAND FOR
Chessa Adsit-Morris, University of California, Santa Cruz

DIGGING FOR HOPE: A DUOETHNOGRAPHIC EXCAVATION OF TEACHER
Susan R. Adams, College of Education, Butler University; Jamie Buffington-Adams, Indiana University East

SESSION 56 DELEUZIAN PERSPECTIVES
9:15-10:30 AM, CHAMINADE

KNOWLEDGE TO (NON)ACTION FOR NON-VIOLENCE: A CONVERSATION BETWEEN DELEUZIAN THOUGHT AND EASTERN EPISTEMOLOGY
Charlie Tocci, Loyola University Chicago; Seungho Moon, Loyola University Chicago

CULTIVATING A RHIZOMATIC CURRICULUM
Dana Cole, University of Illinois at Chicago

MOVING BEYOND NEOCLASSICISM: FINDING MACHIANIC SUBJECTIVITY IN A DELEUZOGUATTARIAN READ OF K-12 ECONOMICS CURRICULUM
Erin Crews Adams, Kennesaw State University

SESSION 57 SENSUAL MATTERS
9:15-10:30 AM, DARBY

#TheVisualMatters
Licho López López, University of Melbourne

RESONANCE, REVERB, AND SCALE: SOUND PHILOSOPHY AND ITS EDUCATIONAL IMPLICATIONS
Walter S Gershon, Kent State University

PHILOSOPHICAL ORIENTATIONS TO CURRICULUM AND THE ART OF TEACHING: THEN AND NOW
Chelsea Beth Chandler, Concordia University Chicago

SESSION 58
9:15-10:30 AM, FIRESIDE LOUNGE

PANEL
GRADUATE STUDENT ROUNDTABLE: CURRICULUM THEORIZING AS MOVEMENT BUILDING
Session Organizer:
Denise Taliaferro-Baszile, Miami University

SESSION 59 CONSIDERATIONS OF PRAGMATISM AND CURRICULUM THEORY
9:15-10:30 AM, HOELLE

PRACTICING PRAGMATISM
Susan Jean Mayer, independent scholar

“PRAGMATISM, POST-MODERNISM, AND COMPLEXITY THEORY”: CURRICULUM CONSTRUCTION IN THE AGE OF GLOBAL EDUCATION
Jane Blanken-Webb, University of Eastern Finland

SESSION 60
9:15-2:30 PM, RONCALLI ASSEMBLY

ON-GOING "FILM FESTIVAL": KEYNOTE ADDRESSES AND SUBSEQUENT DISCUSSIONS FROM THE 1976 CURRICULUM THEORY CONFERENCE IN MILWAUKEE: A PRECURSOR TO BERGAMO CONFERENCES (DAY 3)
SESSION 61
10:45-12:00 AM, DARBY

PROVOKING DIALOGUE SESSION

SAM ROCHA’S FOLK PHENOMENOLOGY

Participants:
John Timothy Leonard, St. Xavier University Chicago
Karyn Sandlos, Art Education, School of the Art Institute of Chicago
Rouhollah Aghasaleh, Georgia State University
Bradley Rowe, Monmouth College

Discussant:
Sam Rocha, University of British Columbia

SESSION 63 CURRICULUM THEORIZING IN HIGHER EDUCATION
1:15-2:30 PM, BARRETT

WHEN WELL-ROUNDED ISN’T: CREATING A MORE HOLISTIC POST-SECONDARY ENGINEERING CURRICULUM
Nicholas A Clegorne, Kennesaw State University

SURVIVING THE BATTLE AND WORKING TOWARD ACTION: RACIAL BATTLE FATIGUE, POINTS OF ENGAGEMENT AND HIGHER EDUCATION
Kenneth Varner, Louisiana State University; Roland W. Mitchell, Louisiana State University

CURRICULAR ASSEMBLAGES: MAPPING, TIPPING, AND REMAKING
Paul William Eaton, Sam Houston State University; Petra Munro Hendry, Louisiana State University

SESSION 64 CURRICULUM THEORY, FREIRE AND EMBODIED OPPRESSION
1:15-2:30 PM, BORDEAUX

POST-HUMAN IN(TER)VENTIONS IN U.S.-BASED READINGS OF PAULO FREIRE: NOTES FOR A NEW DIALOGUE
Sandro R. Barros, Michigan State University

RANCIERE, FREIRE AND CURRERE: A LOOK INTO SUBJECTIVITY
Charles Griggs, Indiana University Southeast

DANGER OF THE OPPRESSED: POLICING THE AT-RISK BODIES
Rouhollah Aghasaleh, Georgia State University

SESSION 65 POST-COLONIAL, DE-COLONIAL, AND SETTLER COLONIALISM
1:15-2:30 PM, CHAMINADE

RESEARCH, THEORY, AND SOCIAL JUSTICE IN GLOBAL TIMES
Nina Asher, University of Minnesota-Twin Cities

A PEDAGOGY OF PALESTINE: DISTURBING TURTLE ISLAND SETTLER IDENTITY
Lucy El-Sherif, Ontario Institute for Studies in Education, University of Toronto

SCHOOLS AS SACRED LANDSCAPES: INDIGENOUS PEDAGOGY AS NATION BUILDING
Jeremy Garcia, University of Arizona

TRAUMATIC SPACES AND THE CURRICULAR PLACES OF SETTLER COLONIALISM
Neil Ramjewan, University of Toronto

SESSION 66
1:15-2:30 PM, DARBY

PANEL
WOMANISH WAYS: MONOLOGUES AT THE INTERSECTIONS OF RACE, GENDER AND CURRICULUM STUDIES

Participants:
Theodorea Regina Berry, University of Texas at San Antonio
Fran Huckaby, Texas Christian University
Denise Tahaferro-Basile, Miami University
Nichole Guillory, Kennesaw State University

SESSION 67 SCHOOL REFORM AND CURRICULUM THEORY
1:15-2:30 PM, HOELLE

FUTURE CORPORATE ‘REFORM’ RESISTANCE THROUGH TEACHER REFLECTIONS AT ONE CHARTER SCHOOL
Gareth Mitchell, Louisiana State University

THE CONFORMITY OF CHARTER MANAGEMENT ORGANIZATIONS AND THE LINGUISTIC LIMITS OF SCHOOL REFORM
Seth McCall, Teachers College Columbia University

THE RISE OF COMPETENCY DISCOURSE IN BOTH GLOBAL AND LOCAL: SOUTH KOREA’S CURRICULUM REFORM AND MAKING OF THE COMPETENT CITIZEN
Ji-Hye Kim, University of Wisconsin-Madison

SESSION 68
2:45-4:00 PM, BARRETT

PANEL
PLACING STORIES: BIMBLING, DIGITAL APPLICATIONS AND GEOGRAPHIES OF PLACE

Participant:
SESSION 69

2:45-4:00 PM, BORDEAUX

PANEL

MATERIAL METAPHORS OF RACE? A COLLABORATIVE DISSENSUS

Participants:
Theodorea Regina Berry, University of Texas at San Antonio
Walter S Gershon, Kent State University
Boni Wozolek, Medina City Schools
Denise Taliaferro-Baszile, Miami University
Reagan P. Mitchell, Louisiana State University
Roland W. Mitchell, Louisiana State University
Fran Huckaby, Texas Christian University

Session Organizer:
Gabriel Huddleston, Texas Christian University

SESSION 70 QUESTIONS OF KNOWLEDGE

2:45-4:00 PM, CHAMINADE

FROM GOOD VS. EVIL TO RATIONAL VS. EMOTIONAL: A DISCUSSION OF BINARIES OF KNOWLEDGE AND THOUGHT
Rebecca Shamash, University of Minnesota

INTERTWINING COMPLEX LISTENING AND INTENTIONAL RESPONSIVE QUESTIONING: A THREE-BODY PROBLEM AND "VITAL SIMULTANEITY"
Eloise Rhodora Aniag Kuehnert, University of North Texas; Sarah Smitherman Pratt, University of North Texas; Colleen M Eddy, University of North Texas

INTO TRANSCENDENCE: OMEGA AND OUR CURRICULAR IMPERATIVE
Brad Petitfils, Loyola University New Orleans

SESSION 71

2:45-4:00 PM, DARBY

PANEL

"ERACESURE:” WHERE ARE THE CRITICAL CONVERSATIONS IN K-12 CLASSROOMS?

Participants:

Summer Davis, Indiana University Purdue University of Indianapolis
John Turner, Indiana University Purdue University of Indianapolis
Kelly Hannon, Indiana University Purdue University of Indianapolis

Session Organizer:
Erin Sanborn, Indiana University Purdue University of Indianapolis

SESSION 72 SPIRITUALITY AND CURRICULUM THEORY

2:45-4:00 PM, HOELLE

SELF-CULTIVATION WITHOUT “SELF”: SPIRITUALITY AS CROSS-CULTURAL CURRICULUM DISCOURSE
Seungho Moon, Loyola University Chicago

SPIRITUALITY IN CURRICULUM THEORIZING
Anthony Franchina, Bergamo Center for Lifelong Learning

GRACIOUS SUBMISSION AND THE POLITICS OF FITTING INTO PLACE: CLAWING UP THE TOWER
Julia Persky, Texas A&M University; Jennifer Martin, The University of Mount Union

SESSION 73 THE INTERNATIONALIZATION OF CURRICULUM THEORY

2:45-4:00 PM, RONCALLI ASSEMBLY

HOME AS CURRICULAR METHOD: DECOLONIZING THE SIAMESE COLONIAL DISCOURSE IN THAI-CENTRIC EDUCATION
Omsin Jatuporn, Naresuan University/Indiana University-Bloomington

THE “PROBLEM” OF CONVIVENCIA AND THE PRODUCTION OF THE DIFFERENCE IN SPANISH EDUCATIONAL POLICY
M. Belen Hernandez Llorens, University of Wisconsin-Madison

ELEPHANT IN THE ROOM--- A CASE STUDY ON THREE CHINESE INTERNATIONAL STUDENTS’ CULTURE SHOCK EXPERIENCE
Ying Wang, Texas Christian University
**SESSION 74**
4:15-5:15 PM, DARBY

**SPOTLIGHT SESSION**

**Collaborative Auto-ethnography and Ableism**

Participants:
- Kelly Vaughan, Purdue University Calumet
- Sandra Kristyn Vanderbilt, George Washington University
- Mercedes Adell Cannon, Indiana University – Purdue University Indianapolis
- David Hernandez-Saca, University of Northern Iowa

Session Organizer:
Jamie Buffington-Adams, Indiana University East

Discussant:
Annie Winfield, Roger Williams University

**SESSION 75**
6:00-7:00 PM, DINING ROOM

**PANEL**

**Dinner: The 40th Anniversary of the 1976 Milwaukee Curriculum Theory Conference: Key and Contemporary Themes from the Keynote Addresses and Discussions**

Participants:
- William H. Schubert, University of Illinois-Chicago
- Janet L. Miller, Teachers College, Columbia University
- John Timothy Leonard, St. Xavier University Chicago
- Pamela J. Konkol, Concordia University Chicago - Center for Policy and Social Justice

Session Organizers:
Robert J Helfenbein, Loyola University Maryland
Gabriel Huddleston, Texas Christian University

**SESSION 76**
6:15-7:00 PM, HOELLE

**PANEL**

**Meditative Space 2**

Session Organizer:
Anthony Franchina, Bergamo Center for Lifelong Learning

**SESSION 77**
7:30-9:00 PM, RONCALLI ASSEMBLY

**KEYNOTE**

**Imagining Mattering: Hip Hop Civics Ed, Intersectionality, & Black Joy**

Bettina Love, University of Georgia
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AREAS OF STUDY

**Master's Programs**
- M.Ed. in Curriculum and Instruction with specializations in Curriculum Studies, Language and Literacy, Mathematics Education or Science Education
- M.Ed. in Counseling
- M.Ed. in Educational Leadership
- M.Ed. in Special Education

**Doctoral Programs**
- Ph.D. in Science Education
- Ph.D. in Counseling and Counselor Education
- Ph.D. in Curriculum Studies
- Ed.D. in Educational Leadership
- Ed.D. in Higher Educational Leadership
- MBA/Ed.D. Joint Program in Educational Leadership

**GRADUATE PROGRAMS IN EDUCATION**

- CURRICULUM & INSTRUCTION
- EDUCATIONAL LEADERSHIP
- EDUCATIONAL TECHNOLOGY
- KODÁLY MUSIC EDUCATION
- LITERACY EDUCATION
- MASTER OF ARTS IN TEACHING (MAT)
- MONTESSORI EDUCATION
- SCHOOL COUNSELING
- SMART PD
- SPECIAL EDUCATION
- TEACHING ENGLISH LANGUAGE LEARNERS (TELL) CERTIFICATE

**LOYOLA.EDU/FORWARD** • 410-617-5020
Facilities and Map

The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or heat.

For additional information visit the Bergamo Center's website at www.bergamocenter.org

Meals are served buffet style in the center's dining room.

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On Friday and Saturday, please help yourself to complimentary continental breakfast and afternoon snacks available in the lobby.

NOTE: There is an elevator in the back of the kitchen with access to the lower level.