



2019 Call for Proposals

40th Annual Bergamo Conference on Curriculum Theory and Classroom Practice

**Bergamo Conference Center, Dayton, Ohio
October 10-12, 2019**

Conference Theme:

The Transformational Power of Curriculum Studies

Proposal Submission Dates:

June 25th to August 10th

Conference Registration Dates:

JUNE 25th to October 5th

Call for Proposals

We are pleased to present this year's call for proposals to participate in *JCT*'s annual **Bergamo Conference on Curriculum Theory and Classroom Practice, October 10-12, 2019**. The year's conference theme is "The Transformational Power of Curriculum Studies."

We invite scholars to consider how curriculum studies, curriculum theory, and/or curriculum practice has transformational value. That is, how do curriculum theory and practice stand to make a difference in people's lives and in places where educational activity supposedly takes place (or should take place): in schools, in institutions, in communities, in civic entities, and other venues? How *can* ideas and practices change the landscape? How *have* they changed it? What stands in the way and how can barriers be overcome? Also, how and why do/can/should we "trouble" the concepts of "transformation" and "change" in the first place, and where might that line of inquiry lead us?

The **Bergamo Conference** has served as a gathering place for theorists/practitioners and practitioners/theorists, including teachers, students, scholars, administrators, cultural workers, from various perspectives and all walks of life, to join in dialogical and collaborative encounters since 1969. Committed to bringing different and diverse discourses into public conversations, the conference welcomes all viewpoints in forming a shared community of *dissensus*. The [conference](#) encourages innovative styles of presenting intellectual work in the field of curriculum theory.

We invite teachers, students, scholars, theorists, administrators, and cultural workers to join us at the *2019 Bergamo Conference on Curriculum Theory and Classroom Practice*. Reflecting our commitment to advance understandings of curriculum and practice, this year's conference features speakers whose work challenges us to imagine the transformational value and power of curriculum studies and educational theorizing. The "Provoking Dialogue(s)" sessions return for a seventh year allowing for us to engage in communal discussion of new and classic curriculum texts. The conference also will feature diverse and dynamic all-conference sessions, nightly social and cultural events, and professional development opportunities targeted at current graduate students.

In addition to work addressing the conference theme, the organizers invite a wide range of submissions that revolve around, but are not limited to, the following categories:

- Cultural Studies and Curriculum
- International/Transnational Curriculum Discourses
- Engaging Texts
- Higher Education and Curriculum Theorizing
- Curriculum Studies and Philosophical Perspectives
- Curriculum Theory, Classroom Practice, and Disciplinary Perspectives

JCT: Journal of Curriculum Theorizing is an interdisciplinary journal of curriculum studies. It offers an academic forum for scholarly discussions of curriculum. Historically aligned with the "Reconceptualist" movement in curriculum theorizing, and oriented toward informing and affecting classroom practice, *JCT* presents compelling pieces within forms that challenge disciplinary, genre, and textual boundaries. The journal is associated with the Bergamo Conference on Curriculum Theory and Classroom Practice, held in the autumn of each year. *JCT* is indexed in The Education Index.