



## **2021 Call for Proposals**

# **41st Annual Bergamo Conference on Curriculum Theory and Classroom Practice**

**Bergamo Conference  
October 7-9, 2021**

**Conference Theme:**

**Curriculum as Luminous**

**Proposal Submission Dates:**

**April 23 - July 19, 2021**

**\*Conference Registration also opening April 23, 2021**

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**

**Bergamo 2021 Conference Theme:**

**“Curriculum as Luminous”**

Luminosity is defined within the scientific community as the measure of the radiant power of a light-emitting, celestial object. But we sometimes refer to things metaphorically as luminous, the degree to which things are filled with or emitting “light.” Poetry, literature, song, sacred traditions, and discourses of all sorts are filled with references to light and may even act for us as beacons that impact our human existences, understandings, and possibilities. Our entire world, whether in its natural or metaphorical form, is filled with light and its binary, too, darkness.

And so, for this conference, we ask you to consider where scholars in the curriculum field see, feel, understand, know, want, create, mistake, and treasure “light” in the work and its manifestations in the world, in educational settings and others, where so much of our day-to-day existences are at stake. We invite participants to enter into complicated conversations with/for us about the presence or not, the intensity or not, the importance or not of “light” and/or “luminosity” in the curriculum field. How do curriculum theory and practice light the way or not? How are curriculum theory and practice themselves illumined, lit, on fire, radiant, bright, or not? And how do the realities of continuous social and political unrest, a persistent and deadly pandemic that is intensified by cruel inequities, and educational systems and practices affected by these factors and a host of others have an impact on our individual and collective efforts at theorizing and light our way ahead or not?

In part, the inspiration for this year's Bergamo theme “Curriculum as Luminous” comes from the powerful imagery and messages in the work of Poet Laureate of the United States, Joy Harjo. In his review of Harjo's new book of poems, *An American Sunrise* (2019, Norton), fellow poet Craig Morgan Teicher describes Harjo's poetry as “a stark reminder of what poetry is for and what it can do: how it can hold contradictory truths in mind, how it keeps the things we ought not to forget alive and present.” This is also the work of the luminous within each of us. Keeping the light shining on truth, however contradictory and dead it may seem, so it can be found, known, and never forgotten.

In the poem, “American Sunrise,” Harjo explores the past, present, and future of her heritage as a member of the Muscogee (Mvskoke)/Creek Nation in this way:

And no matter what happens in these times of breaking—/ No matter  
dictators, the heartless, and liars, / No matter—you are born of those /  
Who kept ceremonial embers burning in their hands / All through the  
miles of relentless exile....

For this year’s conference, we will strive to grasp Harjo’s spirit of thoughtful, tenacious introspection; her penchant for critical and political savvy; and her commitments to justice and truth as scholars, citizens, students, learners, all of us, perhaps—in our work, seekers of light who keep the embers burning through darkness.

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.