

40TH ANNUAL MEETING

October 10th – 12th, 2019

CONFERENCE THEME:

The Transformational Power of Curriculum

Bergamo Center
Dayton, Ohio

www.jctonline.org

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Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2019 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 “The Transformational Power of Curriculum” and our hope is for both critical reflection on the past/present/future possibilities of both our contemporary moment and the field to be a part of our continuing conversations. This year we are excited to highlight explorations in relation to connecting curriculum theorizing with students/teachers of color and LGBTQ youth, new methodologies, indigeneity and postcolonial/transnational organizing, and resistance to contemporary education policy. As always, our efforts are to create spaces to continue the effort to provide a diverse range of scholarship and perspectives in relation to curriculum studies. We are also highlighting the scholarship of several curriculum colleagues with panels 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 since 1979 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 and sharing each other’s work in curriculum in its many forms, and this year is no different.

Welcome to you all,

Bergamo Leadership Team

At-A-Glance

THURSDAY

8:00-9:00 am	Breakfast
11:00 - 11:30 am	Lunch
1:15 - 2:30 pm	Sessions 1-4
2:45 - 4:00 pm	Sessions 5-9
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00-11:00 pm	Social Hour/Cash Bar

FRIDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Sessions 10-13
10:45 am – 12:00 pm	Sessions 14-18
12:00 - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 19-22
2:45 - 4:00 pm	Sessions 23-25
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 – 11:00 pm	Social Hour/Cash Bar

SATURDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Sessions 26-29
10:45 am - Noon	Sessions 30-34
Noon - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 35-39
2:45 - 4:00 pm	Sessions 40-42
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 – 11:00 pm	Socializing/Cash Bar

Acknowledgments

Putting together a conference requires quite a few people and listing every contribution would be impossible, but we have to name a few people who have had a great impact on the journal and conference this year.

Special thanks to Rubén Gaztambide-Fernández, Theodora Berry, and Janet Miller for their willingness to deliver the three keynote addresses at this year's conference and thanks go to the Leadership Team and other scholars for organizing the all-conference sessions. In addition, special thanks go to all the varied scholars involved in the Provoking Dialogue(s) sessions—they once again promise to be thoughtful and provocative.

Thanks to **Kelly Waldrop**, Managing Editor of the *Journal of Curriculum Theorizing*, and **Cynthia Sanders**, Program Chair and Conference Organizer. The journal and 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 care and responsiveness. Also, special thanks to the Graduate Student Advisory Council and its leadership duo of **Scott Jarvie** and **Alecia Beymer**. This group has proved vital to the continuing growth of this conference.

Thanks also go to Miami University for providing financial support for the Bergamo Conference and the Journal. And thanks go to the various publishers who participate in the book display, and **Peter Nelson** from the Graduate Student Advisory Council for organizing the book sale.

Most important, thanks to all of you for participating in this year's conference.

Tom Poetter, Miami University

President, *Foundation for Curriculum Theory*

Editor, *Journal of Curriculum Theorizing*

JCT and Conference Team

Managing Editor, JCT

Kelly Waldrop, The Publish House

Program Chair and Conference Organizer

Cynthia Sanders, Miami University

Associate Editors, JCT

Denise Taliaferro Baszile, Miami University

Brian Schultz, Miami University

Section Editors, JCT

Aparna Tarc, York University

Boni Wozolek, Penn State University-Abington

Roland W. Mitchell, Louisiana State University

Paul Eaton, Sam Houston State University

Xin Li, California State University Long Beach

Conference Leadership Team

Kristan Barczak, Miami University

Belinda Flick, Miami University

Graduate Student Advisory Council Liaison

Isabel Nunez, Purdue University Fort Wayne

Keynote Addresses

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



Toward a Framework for Cultural Production in Education

Dr. Rubén A. Gaztambide-Fernández

Ed.D., Learning and Teaching,
Harvard Graduate School of Education

Biography: Rubén A. Gaztambide-Fernández research and scholarship are concerned with questions of symbolic boundaries and the dynamics of cultural production and processes of identification in educational contexts. He draws on cultural studies, decolonial/postcolonial and feminist theory, and critical sociology to inform his understanding of curriculum and pedagogy as encounters with difference. Currently, he is Professor and the Director of the Youth Research Lab at the Centre for Urban Schooling of the Ontario Institute for Studies in Education. His theoretical work focuses on the relationship between creativity, decolonization, and solidarity.

Abstract: In this keynote, Gaztambide-Fernández will elaborate on what it means to engage the concept of cultural production as an analytic framework for making sense of creative symbolic practices within educational contexts. Building on his critique of the "rhetoric of effect" in arts education, Gaztambide-Fernández will introduce the notion of cultural production as a framework for both analysis as well as thoughtful arts education practice and advocacy. The talk will present the outlines of a framework based on the idea that cultural production can be understood as well as engaged through five different but intersecting "orders" or dimensions of practice: the spatiotemporal order, the material order, the symbolic order, the relational order, and the affective order. Understanding these "orders" also opens up possibilities for thinking otherwise about the arts in education and for using cultural production as a pedagogical framework.

Keynote Addresses

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

Joy, Pain, and Hope in Curriculum Theory: A Critical Race Feminist Lyrical Message

Dr. Theodorea Regina Berry

Ed.D. in Curriculum and Social Inquiry,
National-Louis University



Biography: Theodorea Regina Berry, Ed.D. is Professor and Chair, Department of African American Studies in the College of Social Sciences at San Jose State University. Most recently, Dr. Berry served as Associate Dean of Academic Affairs and Director, Graduate Recruitment and Engagement in The Graduate School at The University of Texas at San Antonio. Prior to her appointment to the Graduate School, Dr. Berry served as Director of the African American Studies Program (2014-2016) and the Graduate Advisor of Record for the PhD in Interdisciplinary Learning and Teaching program (2014-2016)

Abstract: As a Black woman who engages in work within reconceptualist notions of curriculum theory, I frequently question the knowledge deemed most worth knowing (Schubert, 1985). In doing so, the critique of my work rests primarily on the ways in which I intentionally depart from traditionally privileged Westernized notions of valued knowledge (Berry, 2017). It's not that other scholars don't desire to listen to and become acquainted with my scholarship; it is, however, that other scholars may desire that my work be positioned in ways that centrally honor Westernized notions of what knowledge is deemed worth knowing. This does, subsequently, center the voices and identities of scholarship from those who are not connected to my experiences. As such, I can find engaging in this work distressing, difficult, and sometimes painful. I push back in ways that may appear as anger but that comes from a place of passion for the work. How do I find hope and joy as a Black woman in curriculum theory?

As a post-reconceptualist curriculum theorist, *currere* (Pinar, 2012) is the method by which I engage in my work, honoring past for the present. As such, *currere* speaks to Adrienne Katherine Wing's (1997) notions of a multiplicative praxis. In this work, I will connect Daisaku Ikeda's (2010) notions of happiness, as a component of joy, in education to the ways in which I find hope and joy in curriculum theory through critical race feminism (CRF), moving past/through the pain of pre-reconceptualist notions of curriculum. The presentation, framed by the lyrics of the song *Joy and Pain* as recorded by Maze, will begin with a detailed discussion of the three moments/movements of curriculum theory with a focus on reconceptualism, curriculum as autobiographical, and *currere* as the joy of the scholarship to which I engage. I will proceed by engaging in a discussion on critical race feminism followed by the ways in which work in CRF intersects with reconceptualists' notions of curriculum theory. Using Ikeda's (2014; 2010) scholarship, I will complete this presentation with a discussion on the ways in which I, as a Black woman critical race feminist curriculum theorist, find hope and joy in curriculum theory through critical race feminism.

Keynote Addresses



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

Entangling Relationalities and Differing Differences: Forty Years of Bergamo and JCT Curriculum Theorizings and Practices

Dr. Janet Miller

Ph.D., Ohio State University

Professor Emerita

Teachers College, Columbia University

Faculty-At-Large, Graduate School of Arts & Sciences, Columbia University

Biography: From 1978 through 1998, Janet served as **Founding Managing Editor** of *JCT: The Journal of Curriculum Theorizing* as well as **Director** and/or **Co-Director** of its “Bergamo” Annual Conferences. She was elected in 2010 as an **AERA “Fellow”** for “sustained achievement in education research,” and in 2008, was honored with **AERA’s Division B-Curriculum Studies *Lifetime Achievement Award***. Janet was elected **AERA Vice President** for Division B (1997-1999) as well as Division B **Secretary** (1990-1992). Also elected **President** of the American Association for the Advancement of Curriculum Studies, she served two consecutive terms (2001-2007). In 2015, Janet received the Society of Professors of Education (founded in 1902 by Charles DeGarmo and John Dewey) **Mary Anne Raywid Award** for “outstanding contributions to the study of education.”

Janet’s forthcoming books include *Maxine Greene and Education*, an invitational volume in the Routledge “Key Ideas” series as well as *Curriculum and Collaboration: Communities without Consensus* (Routledge). Her other single-authored books include *Sounds of Silence Breaking: Women, Autobiography, Curriculum* (2005) and *Creating Spaces and Finding Voices: Teachers Collaborating for Empowerment* (1990). Her Co-Edited book, with Bill Ayers, is *A Light in Dark Times: Maxine Greene and the Unfinished Conversation* (1998).

Abstract: In this 40th anniversary year, my embodied, non-linear recollections swirl surface facts and thick layers of legacy surrounding the foundings as well as reconfigurings of what is colloquially known as The Bergamo Conference and its journal, *JCT*. Disrupting versions of this conference and journal that assume originary “meanings,” fixed boundaries and/or successor “progress narratives,” I point to Bergamo’s dis/continuities, multiplicities and open-ended affirmations of difference. These ongoing re-conceivings of Bergamo and *JCT* entangle transforming versions of both inheritance *and* responsibility to curriculum theorizings and practices *as* relational thinkings with alterity.

Opening Plenary

Thursday, 11:30 – 1:00 PM, Darby

Race, Class, and Transportation in Dayton: Free to Ride Documentary Screening and Panel Discussion

This session will begin with a screening of *Free to Ride*, a documentary produced by the Kirwan Institute for the Study of Race and Ethnicity at the Ohio State University. The film, which explores tensions around public transportation in Dayton, Ohio, provides an opportunity for the Bergamo community to learn more about community activism and justice work in the area surrounding our annual temporary home.

Led by panel moderator Isabel Nunez, this one-hour screening will be followed by a short panel discussion among scholars who can speak to various themes and topics addressed in the film:

Denise Taliaferro Baszile,

Exploring the social organizing in the film as a resident of a nearby Ohio city.

Robert J. Helfenbein,

Considering the documentary through the lens of critical geography.

Joe Ohlinger,

Commenting on space and access in the movie from the perspective of social studies education.

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.

Thursday, 4:15–5:45 PM, Darby

THE AFFECTIVE, BODILY CONTOURS OF CURRICULUM STUDIES

DIALOGUERS

Stephanie Springgay, Aparna Mishra Tarc, Sarah E. Truman

This session pivots on the premise that affect and ‘the body’ have been central concerns of curriculum scholars and the Bergamo gathering for the past 40 years. The scholarship of speakers on this Plenary is enmeshed in the history and genealogies of affect/body theories and research, including: phenomenology and psychoanalysis, gender and sexuality, feminist theories, queer theory, critical race theories, autobiography and currere, aesthetics, sensory studies, and much more. Each speaker will discuss their theorizations of affect and the body in relation to these histories and their own work in curriculum studies.

On the 40th Anniversary we ask: what are the bodily and affective contours of Bergamo and our own affective scholarship? By tracing the contours of Bergamo’s thinkers, and their influence on our own corporeal scholarship, this Plenary panel will consider the importance of affect and the body on the field today. Structured through a three-position paper and a conversation between the three speakers, the Plenary will open space to consider the past, and future present of affect scholarship in curriculum studies.

Provoking Dialogue(s)

Friday, 4:15 AM – 5:45, Darby

Provoking Dialogues Session: Troubling Method: Narrative Research as Being

DIALOGUERS

Sam Rocha, Janet Miller, Kirsten Robbins, Roland Mitchell, Petra Munro Hendry

Troubling Method (Hendry et al., 2018, Peter Lang) seeks to extract narrative inquiry from method. The shift to a post-humanist, post-qualitative moment is not just another stage in modernism that seeks to improve knowledge production, but is a shift to understanding research as an ontology, a way of being in the world, rather than a mode of production. Fundamental assumptions of research: method, data, analysis, and findings are deconstructed and reconfigured as a mode of relational intra-action. Troubling Method is constructed as a dialogue between the three authors, focusing on their work as qualitative, narrative researchers. The authors revisit six previously published works in which they grapple with the contradictions and ironies of engaging in pragmatist, critical, feminist qualitative research. After a lengthy introduction which problematizes method, the book is divided into three sections, each with two chapters that are bracketed by an introduction to the issues discussed in the chapters and then a dialogue interlude in which the authors deliberate what makes possible the questions they are raising about method and narrative research. The three sections attend to the central premises of narrative research as being: 1) relationships 2) listening and 3) unknowing. We have invited three discussants (see below) to engage in dialogue with us around the issues raised in the book.

Saturday, 4:15 AM – 5:45 PM, Darby

Ubuntu and Buddhism in Higher Education: An Ontological (Re)Thinking

DIALOGUERS

David W. Robinson-Morris, Paul Eaton

"Ubuntu and Buddhism in Higher Education" theorizes the equal privileging of ontology and epistemology toward a balanced focus on 'being-becoming' and knowledge acquisition within the field of higher education. In response to the shift in higher education's aims and purposes beginning in the latter half of the 20th century, this book reconsiders higher education and Western subjectivity through southern African (Ubuntu) and Eastern (Buddhist) onto-epistemologies. By mapping these other-than-West ontological viewpoints onto the discourse surrounding higher education, this volume presents a vision of colleges and universities as transformational institutions promoting our shared connection to the human and non-human world, and deepens our understanding of what it means to be a human being.

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 11th

12:10 - 12:40 PM – GRADUATE STUDENTS ONLY!

2:30 - 2:45 PM

4:00 - 4:15 PM

Saturday, October 12th

9:00 - 9:30 AM

10:45 - 11:00 AM

2:30 - 2:45 PM

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

Social Activities

We want to encourage participants to be happy, healthy, and whole while on their academic journey.

Bergamo's unique surroundings leads to engagement of mind, body, and spirit while helping to channel creative energy.

Our Graduate Student Council will be planning more social events, so check out the registration table for the latest updates.

Cocktail Hour

Thursday, Friday, and Saturday 9:00 - 11:00 pm

Get to know someone new or reconnect with familiar friends during the Bergamo cocktail hour. Join fellow scholars in thoughtful conversation during this relaxed time together in the Bergamo Center Fireplace Lounge.

Graduate Student Dinner

Friday 6:00 pm at Sima, a local restaurant near Bergamo.

Ask a graduate student for more details about ride sharing to Sima.

THURSDAY, OCTOBER 10

SESSION 1 ENGAGEMENT IN HIGHER EDUCATION

1:15-2:30 PM, BARRETT

ENGAGEMENT IN THE CLASSROOM: A TRANSFORMATIVE DISCUSSION

Kylee Maurer, Southern Illinois University Carbondale

PREPARING FOR THE FUTURE: PREDICTORS OF PERSISTENCE IN TWO-YEAR INSTITUTIONS

*Kristan Hayley Barczak, Miami University;
Bethany Waters, University of Tennessee, Chattanooga;
Tyronne James, University of Tennessee, Chattanooga*

THE TRANSFORMATIVE VALUE OF WISE WAYS OF KNOWING IN HIGHER EDUCATION

*Devon Almond, Mansfield University;
Jane Blanken-Webb, Wilkes University*

SKETCHES TOWARD AN UNDERSTANDING OF EXPERIENCE AS SUCH

Ken Morimoto, University of British Columbia

SESSION 2 MEDIA, TECHNOLOGY, AND CURRICULUM

1:15-2:30 PM, BORDEAUX

A FANGIRL GIVES GRATITUDE: FAN STUDIES AND CURRICULUM THEORY

Jacqueline Bach, Louisiana State University

“BIG LITTLE LIES” AND THE CURRICULUM OF TEACHER “TRUTHS”

*Gabriel Huddleston, Texas Christian University,
Boni Wozolek, Penn State University, Abington*

CURRICULARIZING FILM AND CRITICAL DISABILITY STUDIES

Mark William O’Hara, Stephen T. Badin High School/Miami University

**“I WANT PEOPLE TO BE AFRAID OF HOW MUCH THEY LOVE ME”:
THE OFFICE AND CURRICULUM**

*Mary ML Neville, Michigan State University,
Alecia Beymer, Michigan State University,
Scott A Jarvie, Michigan State University*

SESSION 3 CURRICULUM AND THE AUTOBIOGRAPHIC

1:15-2:30 PM, HOELLE

REIMAGINING CURRICULUM IN COMMUNITY EDUCATION SPACES: AN AUTOBIOGRAPHICAL INQUIRY INTO BLACK FEMINIST RESEARCH AND PRACTICE

Sabrina J Curtis, The George Washington University

REVISITING AN IMPERATIVE FOR BLACK WOMEN TEACHERS: A TEACHER PRACTITIONER BLENDS THEORY WITH NARRATIVE

Alyssa Jeannine Elmore Hamler, Independent Researcher

TOWARDS A CURRICULUM INQUIRY OF THE MIDWEST: HISTORICAL CONSCIOUSNESS AND THE AUTOBIOGRAPHICAL DEMAND OF PLACE

Mark Helmsing, George Mason University

CURRICULUM IN EMBORDERED EXISTENTIAL SPACES

Laura Marshall Jewett, University of Texas Rio Grande Valley

SESSION 4 PANEL

1:15-2:30 PM, DARBY

PANEL

Bringing My Sisters Along for the Ride: Narratives of Black Women in Higher Education

Presenters:

Kay Wilson, University of Louisiana

Jade Calais, University of Louisiana at Lafayette

Rachel Sam, University of Louisiana at Lafayette

Alexandria Feaster, University of Louisiana at Lafayette

Session Organizer:

Valin Jordan, University of Louisiana at Lafayette

SESSIONS

SESSION 5 PHILOSOPHICAL QUESTIONS AND CURRICULUM 1

2:45-4:00 PM, BARRETT

EDUCATION FOR LEISURE AND THE CHALLENGE OF "THE RELIGION OF WORKISM"

Oded Zipory, University of Dayton

ENCOUNTERS WITH RE-ENCHANTMENT: CURRICULUM IN EXCESS OF RATIONALIZATION AND INTELLECTUALIZATION

Mark Helmsing, George Mason University

RECONSIDERING THE JANUS FACE OF POWER IN CRITICAL LITERACY THROUGH A HABERMASIAN LENS

Cheu-jei Lee, School of Education, Purdue University Fort Wayne

SESSION 6 CURRICULUM AND TEACHERS / TEACHING

2:45-4:00 PM, BORDEAUX

GENDER, THE TEACHER BODY, AND THE HIDDEN CURRICULUM OF HETERONORMATIVITY

Kirsten Robbins, Ball State University

PEDAGOGICAL PIVOTING, EMERGENT CURRICULUM, AND KNOWLEDGE PRODUCTION

Brian Schultz, Miami University

Stephanie Pearson, Kramer Elementary, Talawanda School District

WHERE IS THE BOUNDARY? BECOMING RESEARCHER/RESEARCH/PARTICIPANT IN STUDYING FEMALE DOCTORAL EXPERIENCES AS A POSITIVE HIDDEN CURRICULUM

Ying Wang, Texas Christian University

SESSION 7 CURRICULUM THEORY AND TRANSFORMATION

2:45-4:00 PM, HOELLE

STRANGER WITH FICTION: DHALGREN AS CURRICULUM THEORIZING

Walter S Gershon, Kent State;

Robert J. Helfenbein, Loyola University Maryland;

Asilia Franklin-Phipps, Graduate Center, TLC, CUNY

THE TRANSFORMATIONAL EFFECTS OF STUDENT ENGAGEMENT ALIGNED WITH CURRICULUM ORIENTATIONS

Kylee Maurer, Southern Illinois University Carbondale;

Cassandra Caruso-Woolard, Creighton University

TOWARD A CURRICULUM OF DREAMING: SLEEP, HYPER-CAPITALISM, AND VISIONS OF A DIFFERENT WORLD

Thomas M Falk, University of Dayton

SESSION 8 PANEL

2:45-4:00 PM, DARBY

PANEL

Rendering the lived and living through close reading

Presenters:

Sandro Barros, Michigan State University

Alecia Beymer, Michigan State University

Scott A Jarvie, Michigan State University

Session Organizer:

Michael, Lockett, Michigan State University

SESSION 9 PANEL

2:45-4:00 PM, FIREPLACE LOUNGE

PANEL

Creating a Special Issue of the JCT Journal: A “Monstrous” Undertaking

Presenters:

Kelly Waldrop, The Publish House

Mark William O’Hara, Stephen T. Badin High School/Miami University

Gabriel Huddleston, Texas Christian University

Robert J. Helfenbein, Loyola University Maryland

Session Organizer:

Morna McDermott, Towson University

SESSION 10

4:15-5:45 PM, DARBY

Provoking Dialogues: The Affective, Bodily Contours of Curriculum Studies

Presenters:

Stephanie Springgay, University of Toronto

Aparna Mishra Tarc, York University

Sarah E. Truman, University of Melbourne

SESSION 11

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

**Dr. Rubén A. Gaztambide-Fernández
Toward a Framework for Cultural
Production in Education**

FRIDAY, OCTOBER 11

SESSION 12 CURRICULUM AND SCHOOL CHANGE / SCHOOL LEADERSHIP

9:15-10:30 AM, BARRETT

CO-TEACHING TO DISMANTLE SYSTEMIC INEQUITIES: TEACHERS AS CULTURAL WORKERS AND EQUITY ACTIVISTS IN SECONDARY SCHOOLS.

*Louise Terrill Covert, Saint Mary's University Of Minnesota;
Jill Leet-Otley, Luther College*

NORMATIVE TENSIONS IN A NON-COERCIVE SCHOOL ENVIRONMENT: A SELF-STUDY IN SUPPORT OF STUDENT AUTHORIAL AGENCY

Melissa Riley Bradford, DePaul University

TRANSFORMATIVE COLLEGE CLASSROOMS

Laura Kieselbach, East Stroudsburg University

SESSION 13 CURRICULUM AND DIVERSITY

9:15-10:30 AM, BORDEAUX

BETWEEN AN EXPLICIT CURRICULUM AND A GUT CURRICULUM OF GENDER DIVERSITY: LEARNING ABOUT OUR THRESHOLDS

*Lee Airton, Queen's University;
Susan Woolley, Colgate University*

CURRICULUM THEORY AND DESIGN AS INTERDISCIPLINARY WORK: LATINO/A STUDIES SOCIAL

*Gabriel Huddleston, Texas Christian University;
Max Krochmal, Texas Christian University;
David Colón, Texas Christian University;
Emily Farris, Texas Christian University;
Melita Garza, Texas Christian University;
Cecilia Hill, Texas Christian University;
Santiago Piñon, Texas Christian University;
Michelle Bauml, Texas Christian University*

THE MAKING OF A SCHOOL LANGUAGE: MAURITIAN KREOL, CURRICULAR REFORMS, AND ETHNOLINGUISTIC CLAIMS

Nicholas Natchoo, The University of Kansas

SESSION 14 CREATING PLACE-BASED CURRICULUM FOR FUTURE TEACHERS

9:15-10:30 AM, DARBY

PANEL

Creating Place-Based Curriculum for Future Teachers

Presenters:

Megan Cremeans, Miami University

Jesse Dever, Miami University

Robert Hahn, Miami University

Rachel Rhodes, Miami University

Session Organizer:

Scott Sander, Miami University

SESSION 15 THE CURRICULUM BODY/ EMBODIED

9:15-10:30 AM, HOELLE

LOOKING SPATIALLY AT CHILD BIRTH

Jason E Titus, Texas Christian University

MADE OF FLESH AND BONES: THE CORPSE AS A SITE OF CURRICULUM

*Mark Helmsing, George Mason University;
Cathryn van Kessel, University of Alberta*

A CURRICULUM OF SEXUALITY

Isabel Nunez, Purdue University Fort Wayne

SESSION 16 CURRICULUM AND LITERATURE/ LITERACY

10:45-12:00 PM, BARRETT

EXISTENTIAL LITERATURE AND THE EXPELLED STUDENT

Addyson Frattura-Kampschroer, University of British Columbia

KEROUAC'S SINGULAR SELF: EDUCATIONAL PROMISE OR CAUTIONARY TALE?

Jill Dover Morris, University of British Columbia

SOUND SCHOLARSHIP, SOUND IMAGES: SONIC ETHNOGRAPHY AS GRAPHIC NOVEL

Walter S Gershon, Kent State;

Jorge Lucero, University of Illinois, Urbana-Champaign

SESSION 17 TRANSFORMATIVE LEARNING AND THE CURRICULUM

10:45-12:00 PM, BORDEAUX

DISABILITY STUDIES- INFORMED PARENTING

*Kelly P. Vaughan, Purdue University Northwest;
Gia Super, UIC*

“F* IT, AUTISM IS A GENDER NOW”: A CASE STUDY OF AN AUTISTIC, NON-BINARY MATHEMATICS TEACHER**

James Sheldon, University of Arizona

INCLUSIONARY PRACTICES FOR STUDENTS WITH SIGNIFICANT INTELLECTUAL DISABILITIES

*Robin Thoma, Indiana State University;
Shawn Huisinga, Indiana State University*

SESSION 18 COMING OUT: BEING, DOING, AND BECOMING UNCOMFORTABLE IN POST-TRUTH SPACE-TIME-MATTERING

10:45-12:00 PM, DARBY

PANEL

Coming Out: Being, Doing, and Becoming Uncomfortable in Post-truth Space-time-mattering

Presenters:

Rouhollah Aghasaleh, Georgia State University

Peter M Nelson, Michigan State University

James Burns, Florida International University

Ashli Danielle Walker, The University of Georgia

Tristan Gleason, Moravian College

Asilia Franklin-Phipps, Graduate Center, TLC, CUNY

Session Organizer:

Rouhollah Aghasaleh, Georgia State University

SESSION 19 CURRICULUM AND RELATIONAL TRANSFORMATIONS

10:45-12:00 PM, HOELLE

COMMUNITY PARTNERSHIPS AS CURRICULUM: WHAT?

Mary Webb, Withrow University High School

MOTHER (UN)KNOWS BEST: LOSING OURSELVES ON THE JOURNEY OF ACADEMIC PARENTING

Whitney Roach, TCU;

Elissa Bryant, TCU

PEACE, LOVE AND THE TRANSFORMING HEART OF CURRICULUM STUDIES

Molly Ellington Quinn, Augusta University

TEACHERS AND STUDENTS — AN ARENDTIAN APPROACH TOWARDS EDUCATION

Jialin Chen, The University of British Columbia

SESSION 20 PANEL

10:45-12:00 PM, RONCALLI ASSEMBLY

PANEL

THE FUTURE IS BLACK

Presenters:

Ashley Woodson, University of Missouri

Carl Grant, University of Missouri

SESSION 21 CURRICULUM CHALLENGES

1:15-2:30 PM, BARRETT

CURRICULUM, THE ARTIFACT AND THE CITIZEN

Charles Bradford Griggs, Indiana University Southeast

TEACHER IDENTITY, CURRICULUM, AND NEOLIBERAL EDUCATION REFORM IN INDIANAPOLIS

Alycia Elfreich, Indiana University;

Nickie Coomer, Indiana University--IUPUI

THE CURRICULUM OF PROFESSIONAL DEVELOPMENT: WHAT AND WHOSE KNOWLEDGE IS OF THE MOST WORTH?

Catherine Dontie Bhatena, Indiana University Purdue

SESSION 22 CURRICULUM AND POWER

1:15-2:30 PM, BORDEAUX

CURRICULUM STUDIES AND POWER: HOW THE CURRICULUM STARTED THE 2016 REVOLUTION IN CAMEROON

George Fomunyan Kehdinga, Mangosuthu University of Technology

TRAUMA-INFORMED PEDAGOGY: TOWARD A CULTURE OF TRANSFORMATIVE ACCESS

Lorelei Blackburn, Michigan State University

A ROOM OF HER OWN? MAPPING THE SPACES OF WOMEN'S ONLINE LEARNING

Laura Marshall Jewett, University of Texas Rio Grande Valley

SESSION 23

1:15-2:20 PM, DARBY

PANEL

Exploring Aesthetic Refraction as a Catalyst for Curricular Change: Autobiographical Investigations of Teaching In and Through the Arts

Presenters:

Rachel Talber, The George Washington University Graduate School of Education and Human Development

Benjamin Andrew Tellie, The George Washington University

Goretti Vinuales, The George Washington University

Session Organizer:

Brian Casemore, The George Washington University

SESSION 24 PHILOSOPHICAL QUESTIONS AND CURRICULUM 2

1:15-2:30 PM, HOELLE

LITERARY PHILOSOPHY AND THE USE OF USELESSNESS

Scott A Jarvie, Michigan State University;

Addyson Frattura-Kampschroer, University of British Columbia

PLAYING WITH PARRHESIA

Paul Eaton, Sam Houston State University;

Kirsten Robbins, Ball State University

COMPASSION-BASED CURRICULUM THEORY: A BIOGRAPHY OF REV. THEODORE HESBURGH

Jeasik Cho, Texas Tech University

SESSION 25 POSTHUMANIST THEORY IN THE SERVICE OF ANTI-RACIST CURRICULUM STUDIES SCHOLARSHIP

2:45-4:00 PM, BARRETT

PANEL

Posthumanist Theory in the Service of Anti-Racist Curriculum Studies Scholarship

Presenters:

Jerry Lee Rosiek, University of Oregon

Gabriel Huddleston, Texas Christian University

Molly Weinburgh, Texas Christian University

Alex Tolar, Texas Christian University

Robert J. Helfenbein, Loyola University Maryland

Alexander Pratt, University of Oregon

Session Organizer:

Alexander Pratt, University of Oregon

SESSION 26 CURRICULUM FRAGMENTS AND TRANSFORMATIONAL EXPERIENCE IN EDUCATION

2:45-4:00 PM, BORDEAUX

PANEL

Curriculum Fragments and Transformational Experience in Education

Presenters:

Cynthia Sanders, Miami University

Kelly Waldrop, The Publish House

Angela Stefan Trubceac, Miami University

Ashley Johnson, Miami University

Matthew Moyer, Miami University

Phyllis Kyei, Miami University

Katie Sellers, Miami University

Jody Goggins, Miami University

Jennifer Edwards, Miami University

Dominique Brown, Miami University

Vanessa Winn, Miami University

Ester Berlioz, Miami University

Duane Moore, Miami University

Kurtz Miller, Miami University

Spencer Izor, Miami University

Peggy Larrick, Wilmington College

Session Organizer:

Tom Poetter, Miami University

SESSION 27 LIFE EXPERIENCE AND CURRICULUM

2:45-4:00 PM, HOELLE

"AQUÍ ENTRE NOS": A DUOETHNOGRAPHIC EXPLORATION OF LATINAS' LIFE

*Freyca Calderon, Pennsylvania State University Altoona;
Karla O'Donald, Texas Christian University*

MARILYNNE ROBINSON AND MY MOTHER: PHENOMENOLOGICAL REFLECTIONS ON ENDINGS IN PARENTING AND TEACHING

Peter M Nelson, Michigan State University

SAYING WHAT I CAN'T SAY: USING POETRY TO (RE)THINK LIVED EXPERIENCE

Sarra J Grubb, Indiana University Kokomo

SURVIVING AS LEFT-HANDED IN SOUTH KOREA SCHOOLS

Eunjeong Yeo, Chungnam National University

SESSION 28 PANEL

4:15-5:45 PM, DARBY

**Provoking Dialogues Session:
Troubling Method: Narrative
Research as Being**

Presenters:

Sam Rocha, University of British Columbia

Janet Miller, Teachers College, Columbia University

Kirsten Robbins, Ball State University

Roland Mitchell, Louisiana State University

Petra Munro Hendry, Louisiana State University

Session Organizer:

Paul Eaton, Sam Houston State University

SESSION 29

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Theodora Berry

**Joy, Pain, and Hope in Curriculum Theory:
A Critical Race Feminist Lyrical Message**

SESSIONS

SATURDAY, OCTOBER 12

SESSION 30 CRITICAL ISSUES IN TEACHER EDUCATION
9:15-10:30 AM, BARRETT

INTRODUCING PRE-SERVICE TEACHERS TO CRITICAL LITERACY: WHY AND HOW?

Cheu-jei Lee, School of Education, Purdue University Fort Wayne

PRE-SERVICE TEACHER EDUCATION IN THE TIME OF RICHARD SPENSER, MILO, AND PEWDIEPIE

*Erik James Shaver, Ball State University;
Monica Medina, IUPUI*

SLOW VIOLENCE AND THE LOGIC OF “EMPOWERMENT” IN TEACHER EDUCATION

Ramon Vasquez, University of Dayton

SESSION 31 CURRICULUM AND INTERNATIONAL ISSUES/
THEMES
9:15-10:30 AM, BORDEAUX

CURRICULUM THEORY: TOWARD THE CRITICAL EXAMINATION AND PROGRESSIVE

Kaori Shimizu, Franklin & Marshall College

THE SOCIAL STUDIES TEACHERS' PERCEPTION OF MULTICULTURALISM IN THE REPUBLIC OF MOLDOVA: PRELIMINARY FINDINGS

Angela Stefan Trubceac, Miami University

SESSION 32 PANEL
9:15-10:30 AM, DARBY

PANEL The Dreamwork of Transformative Experience in Teacher Education

Presenters:

Brian Casemore, George Washington University

Jim Garrett, Teachers College, Columbia University

Karyn E Sandlos, University of Illinois at Chicago

Session Organizer:

Karyn E Sandlos, University of Illinois at Chicago

SESSION 33 ISSUES IN HIGHER EDUCATION
9:15-10:30 AM, HOELLE

CRAVING BASS NOTES: CURRICULUM STUDIES AS EDUCATIONAL FORMATION IN AN ELEMENTARY MASTER'S DEGREE PROGRAM

Lori T. Meier, East Tennessee State University

LINKING THE HUMANITIES WITH HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT: AN ECO-CURRICULUM OF PLACE

Nathan S Hensley, Bowling Green State University

MOTIVATED BY COMPASSION: THE FAR-REACHING IMPLICATIONS OF A 'CURRICULUM OF INTERDEPENDENCE'

Keri L. Rodgers, Indiana University - Bloomington;

*Barbara L. Johnson, Indiana University Purdue University -
Indianapolis (IUPUI)*

TOWARDS A QUEER CURRICULUM OF INFINITY: AN EXTENSION OF SUMARA AND DAVIS' QUEER CURRICULUM THEORY

James Sheldon, University of Arizona

SESSION 34 CURRICULUM AND THE SUBJECT
10:45-12:00 PM, BARRETT

DEINDUSTRIALIZING WRITING CURRICULA

Amir Kalan, University of Toronto

DISRUPTIONS OF CASTRATED CURRICULUM: KRISTY AND MARY BREATHE LIFE INTO THE MATHEMATICS SCHOOL KEEPS TRYING TO KILL

Kristy Jacob, Miami University;

Sheri Lynn Leafgren, Miami University;

Todd Edwards, Miami University

IMAGINING (NON)FICTIONAL FUTURES: SOCIAL STUDIES, “THE THREE-BODY PROBLEM,” AND FINDING REFUGE IN THEORY

Peter M Nelson, Michigan State University

SESSION 35 CURRICULUM AND EDUCATIONAL RESEARCH
10:45-12:00 PM, BORDEAUX

CURRICULUM INQUIRY AS THE FOUNDATION OF EDUCATIONAL RESEARCH

Keri L. Rodgers, Indiana University - Bloomington

THE CURRICULUM ITSELF: CURRICULUM THEORY AS PHILOSOPHICAL RESEARCH IN EDUCATION

Sam Rocha, University of British Columbia

WHEN MATTER COMES TO FAIL: THEORIZING CURRICULUM THEORY AND POST-QUALITATIVE RESEARCH

Petra Mikulan, University of British Columbia

SESSION 36 RE-IMAGINING TEACHER EDUCATION
10:45-12:00 PM, DARBY

OUTSIDER IN AND INSIDE OUT: (RE)LIVING, (RE)THINKING, AND (RE)MAKING EDUCATION 211

Sarrah J Grubb, Indiana University Kokomo;

Devorah Kennedy, Alice Lloyd College

RESTORATION OR TRANSFORMATION? REIMAGINING CLASSROOM MANAGEMENT WITH PRESERVICE TEACHERS

Matthew Green, University of Louisiana at Lafayette

THE ABSENCE RENDERS: TEACHING AS REIMAGINING THE APOPHATIC

Alecia Beymer, Michigan State University

SESSION 37 CURRICULUM AS RACIAL TEXT
10:45-12:00 PM, HOELLE

TALKING TO YOUR RACIST UNCLE: FROM STREET PROTEST TO THE KITCHEN TABLE

Sandra Vanderbilt, George Washington University

WHITE (Bio)POWER: THEORIZING A BIOPOLITICS OF ANTI-VIOLENCE

James Burns, Florida International University

WHITE EMPATHY AND THE EDUCATIONAL NEUTRALIZATION OF HIP-HOP

Albert Stabler, Appalachian State University

SESSION 38 PANEL
10:45-12:00 PM, RONCALLI ASSEMBLY

PANEL

Theorizing Back: Doctoral Students Thriving Using Critical Methodologies in an EdD Curriculum and Instruction Program

Presenters:

Sandra Vanderbilt, The George Washington University Graduate School of Education and Human Development

Dowan McNair-Lee, The George Washington University Graduate School of Education and Human Development

Erin Bailey, The George Washington University Graduate School of Education and Human Development

Session Organizer:

Rachel Talbert, The George Washington University Graduate School of Education and Human Development

SESSION 39 CURRICULUM AND SOCIAL MOVEMENTS
1:15-2:30 PM, BARRETT

#MeToo as Feminist Curriculum: Mapping Affective Labor, Digital Activism, and Post-Truth Literacies

Ileana Jiménez, Teachers College, Columbia University

NEOLIBERAL CURRICULUM AND THE POLITICS OF DISRUPTION: URBAN YOUTH AND HUMAN SUBJECTIVITY IN A MORE-THAN-HUMAN WORLD

Alycia Elfreich, Indiana University;

Kirsten Robbins, Ball State University

YOGA FOR SOCIAL JUSTICE: DEVELOPING ANTI-OPPRESSIVE TOOLS FOR CHANGE THROUGH YOGA

Valin Jordan, University of Louisiana at Lafayette

SESSIONS

SESSION 40 LIVED EXPERIENCE AND THE CURRICULUM

1:15-2:30 PM, BORDEAUX

RAISING #FRIBLINGS: A DUO AUTOETHNOGRAPHY AS CONVERSATION BETWEEN A BLACK MOTHER AND A WHITE MOTHER

Sandra Vanderbilt, George Washington University;

Ama Teasdel, Two Rivers Public Charter School

'TAKE UP AND READ': CURRICULUM AND THE TESTIMONY OF THE 'TEXTUAL SUBLIME'

Christopher Michael Cruz, Florida International University

THE MOPE SQUAD: AN (UN?)INTENDED RESULT OF AN TEEN-SUICIDE PREVENTION

Kelly Waldrop, The Publish House

SESSION 41 TEACHER DEVELOPMENT AND CURRICULUM

1:15-2:30 PM, DARBY

APHORISMS & AXIOMS: HOW "AIMS-TALK" CAN ENHANCE OUR SENSE OF EFFICACY AS EDUCATORS

Kevin Smith, Cardiff University

BOOKTUBE: TRANSFORMING LITERARY INTERACTIONS

Anita Dubroc, Louisiana State University and Agricultural & Mechanical College

TEACHER (UN)BECOMING: UNEVEN DEVELOPMENT IN TEACHERS IN TEACHER EDUCATION

Renee Dorrity, George Washington University

SESSION 42 TEACHER EDUCATION, CURRICULUM, AND CONTEXT

CONTEXT

1:15-2:30 PM, HOELLE

THE PATH OF THE HEART: TEACHING IN POOR RURAL COMMUNITIES

Karen Ferneding, Southern Arkansas University

TROUBLING MY ASSUMPTIONS ABOUT TEACHING FOR TRANSFORMATIONAL ADULT LEARNING

Susan Adams, College of Education, Butler University

SESSION 43 PANEL

1:15-2:30 PM, RONCALLI ASSEMBLY

PANEL

The Beautiful Struggle: Intimate Portraits of Educational Experience

Presenters:

Phyllis Kyei, Miami University

Duane Moore, Miami University

Muna Altowajri, Miami University

Kyle Flemings, Miami University

Rosanna Hatton, Miami University

Rachel McMillian, Miami University

Adrian Parker, Miami University

Gul Rind, Miami University

Katie Sellers, Miami University

Johnathan James, Miami University

Session Organizer:

Denise Taliaferro Baszile, Miami University

SESSION 44 CURRICULUM AND TEACHER PREPARATION

2:45-4:00 PM, BORDEAUX

AN INFINITY OF TRACES: BEGINNING ENGLISH TEACHERS ENGAGING THE ARCHIVE

Alecia Beymer, Michigan State University;

Mary ML Neville, Michigan State University

MEMORY AND PLACE IN INITIAL TEACHER EDUCATION CURRICULUM

Andrea Lira, Teachers College, Columbia University

SESSION 45 HUMAN EDUCATION, TEACHER AGENCY, AND MULTICULTURALISM

MULTICULTURALISM

2:45-4:00 PM, DARBY

CONCEPTUAL RESEARCH IN THEORETICAL STUDIES: INTERSECTIONS OF HUMAN EDUCATION AND CURRICULUM

Michael Cornell, DePaul University

TEACHERS AS CURRICULUM-MAKERS: HOW IMPORTANT IS TEACHER AGENCY IN CURRICULUM DEVELOPMENT?

Kevin Smith, Cardiff University

FEEDING DRAGONS: INNOVATIVE TEACHER LEADERSHIP IN AN ERA OF ACCOUNTABILITY

Cynthia Sanders, Miami University

SESSION 46 CURRICULUM AND THE PSYCHOANALYTIC
2:45-4:00 PM, HOELLE

**CURRICULUM AND SOCIAL PSYCHOANALYSIS: COMPLICATED
CONVERSATIONS AND UTOPIC**

Taha Ahmadi Vosta, University of British Columbia

**REFLECTIONS ON THE PRACTICE OF
PSYCHOANALYTIC/PSYCHOSOCIAL RESEARCH METHODS IN
EDUCATIONAL RESEARCH**

*Danielle Bierzynski, George Washington University;
Marilyn Hillarious, The George Washington University*

THE SYLLABUS AS CURRICULUM

Sam Rocha, University of British Columbia

WHO IS THE TEACHER IN TEACHER AS STRANGER?

Neil Rattan Singh Bassan, University of British Columbia

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

**PROVOKING DIALOGUES SESSION:
Ubuntu and Buddhism in Higher
Education: An Ontological
(Re)Thinking**

Presenters:

David W. Robinson-Morris, Xavier University of Louisiana

Paul Eaton, Sam Houston State University

SESSION 48 7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Janet Miller

**Entangling Relationalities and Differing
Differences: Forty Years of Bergamo and
JCT Curriculum Theorizings and Practices**

PARTICIPANTS

A

Adams, Susan
Ahmadi Vosta, Taha
Airton, Lee
Almond, Devon

B

Bach, Jacqueline
Barczak, Kristan
Bassan, Neil
Beymer, Alecia
Bhathena, Catherine
Bierzynski, Danielle
Blackburn, Lorelei
Bradford, Melissa
Brownlee, Lewis
Burns, James

C

Calderon, Freyca
Chen, Jialin
Cho, Jeasik
Colmenares, Erica
Cornell, Michael
Covert, Louise
Cruz, Christopher
Curtis, Sabrina

D

Dorrity, Renee
Dubroc, Anita

E

Eaton, Paul
Elfreich, Alycia
Elmore Hamler, Alyssa

F

Falk, Thomas
Ferneding, Karen
Flick, Belinda
Frattura-Kampschroer, Addyson

G

Gershon, Walter
Green, Matthew
Griggs, Charles
Grubb, Sarah

H

Helmsing, Mark
Hensley, Nathan
Huddleston, Gabriel

I

J

Jarvie, Scott
Jewett, Laura
Jiménez, Lleana
Jordan, Valin

K

Kalan, Amir
Kehdinga, George

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Leafgren, Sheri
Lee, Cheu-jeY
Lira, Andrea

M

Maurer, Kylee
Meier, Lori
Mikulan, Petra
Morimoto, Ken
Morris, Jill

N

Natchoo, Nicholas
Nelson, Peter
Neville, Mary
Nunez, Isabel

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Park, Jungyeol
Phadke, Meghan
Poetter, Thomas

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Quinn, Molly

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R

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Rocha, Sam
Rodgers, Keri

S

Sanders, Cynthia
Schultz, Bria
Shaver, Erik
Sheldon, James
Shimizu, Kaori
Smith, Kevin
Stabler, Albert

T

Tan, Yong
Thoma, Robin
Titus, Jason
Trubceac, Angela
Truman, Sarah

V

Vanderbilt, Sandra
Vasquez, Ramon
Vaughan, Kelly

W

Waldrop, Kelly
Wang, Ying
Webb, Mary

Y

Yeo, Eunjeong

Z

Zipory, Oded

Facilities and Map

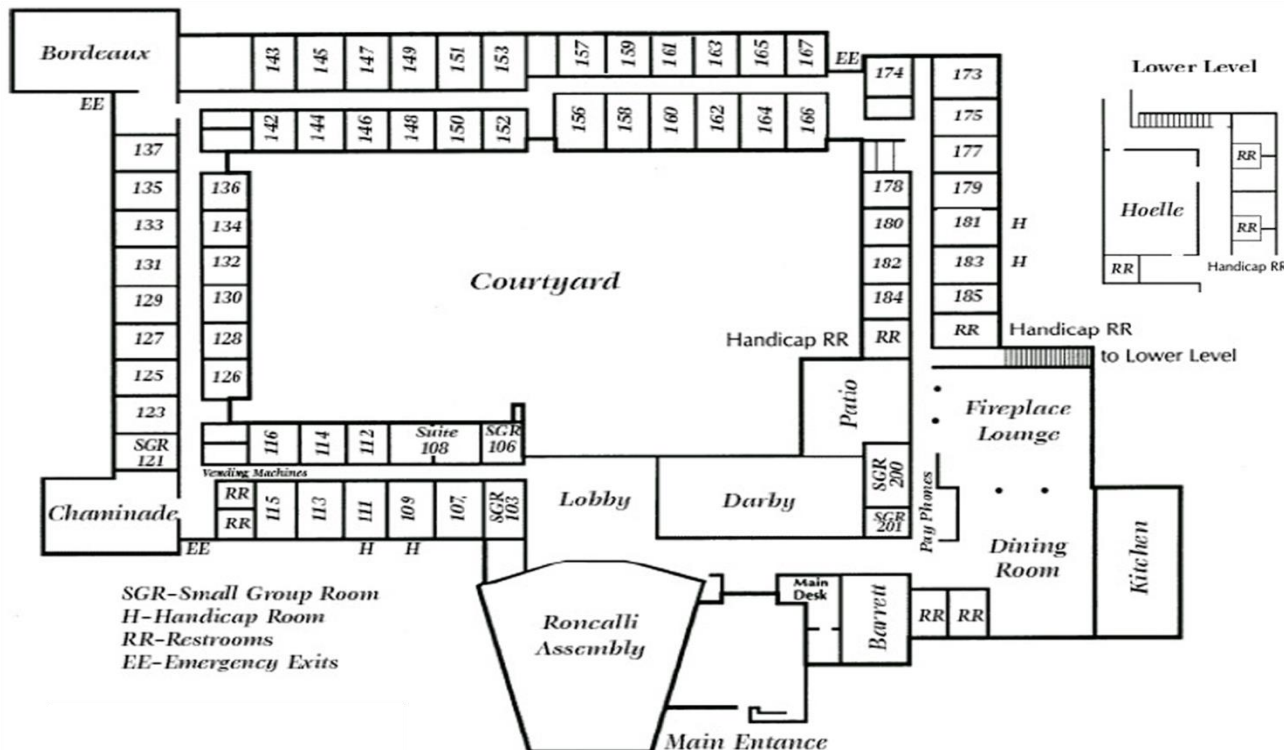
The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or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

Breakfast	8:00 to 9:00 AM	Thursday-Saturday
Lunch	11:00 to 11:30 AM 12:00 – 1:00 PM	Thursday Friday - Saturday
Dinner	6:00 to 7:00 PM	Thursday-Saturday

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