41st Annual Meeting

October 7th – 9th, 2021

Conference Theme:
Curriculum as Luminous

Bergamo Center
Dayton, Ohio

www.jctonline.org
Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2021 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 as Luminous” 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 critical race theory (CRT), 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,

Conference Leadership Team

At-A-Glance

THURSDAY

11:15 - 12:15 pm  Lunch
12:30-1:00 pm  Opening Plenary
1:15 - 2:30 pm  Sessions 1-5
2:45 - 4:00 pm  Sessions 6-10
4:15 - 5:45 pm  Provoking Dialogue
6:00 - 7:00 pm  Break for Dinner on Your Own
7:30 - 8:30 pm  Graduate Students with the Keynote Speakers
9:00 - 11:00 pm  Social Hour/Cash Bar

FRIDAY

8:00 - 9:00 am  Breakfast
9:15 - 10:30 am  Sessions 12-15
10:45 am – 12:00 pm  Sessions 16-19
12:00 - 1:00 pm  Lunch
1:15 - 2:30 pm  Sessions 20-23
2:45 - 4:00 pm  Sessions 24-26
4:15 – 5:45 pm  Sessions 27
6:00 - 7:00 pm  Break for Dinner on Your Own
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 29-33
10:45 am - Noon  Sessions 34-38
12:00 - 1:00 pm  Lunch
1:15 - 2:30 pm  Sessions 39-43
2:45 - 4:00 pm  Sessions 44-48
4:15 - 5:45 pm  Provoking Dialogue
6:00 - 7:00 pm  Break for Dinner on Your Own
7:30 - 9:00 pm  KEYNOTE ADDRESS
9:00 – 11:00 pm  Social Hour/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 Professor Vonzell Agosto, and Professor Rob Helfenbein** for their willingness to deliver the two 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 **Jaimie Biermann and Jing Tan**, Program Co-Chairs and Conference Organizers. The journal and conference would truly not be possible without their thoughtful and meticulous work. The staff of the Bergamo Center 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. 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.

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 Co-Chairs and Conference Organizers*
Jaimie Biermann, Miami University
Jing Tan, 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
Keynote Addresses

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

Spaces of Possibility: Critical Geography and Curriculum Inquiry

Dr. Rob Helfenbein
Mercer University

Biography:
Rob Helfenbein is Associate Dean for Research in the Tift College of Education at Mercer. Dr. Helfenbein has published and edited numerous research articles and book chapters about contemporary education analysis in urban contexts. His single author book is *Critical Geographies of Education: Space, Place, and Curriculum Inquiry* (Routledge, 2021) and current research interests include curriculum theorizing in urban contexts, cultural studies of education, and the impact of globalization on the lived experience of schools.

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

CaRTography As Curriculum: Leaning into the Abyss

Dr. Vonzell Agosto
University of South Florida

Biography:
Dr. Agosto's research agenda spans curriculum studies and educational leadership. A central line in her inquiry is how can curriculum and leadership be more anti-oppressive? Her work has been published in journals such as *Educational Researcher, Review of Research in Education, Teachers College Record, Disability & Society, the Journal of Curriculum Theorizing, Journal of School Leadership,* and *the Journal of Curriculum and Pedagogy.*

Her talk will focus on counter-cartography as an ethic-aesthetic approach to exposing white supremacy and colonial pasts and presents. It will introduce three approaches to counter-cartography and place them in conversation with current conservative efforts to shape curriculum policy.
Opening Plenary

Thursday, 12:30 – 1:00 PM, Darby

Welcome Back to Bergamo

Welcome back to Bergamo Retreat Center for our 41st Annual Conference of the Journal of Curriculum Theorizing, The Bergamo Conference on Curriculum Theory and Classroom Practice. I want to take a few minutes before the conference begins to share some thoughts about being back in this setting and hosting a conference during a pandemic, to share the joy we all feel in putting on this conference with you, and to express our hopes for how our work might be a ray of light in this time.

Tom Poetter, Miami University

President, Foundation for Curriculum Theory

Editor, JCT
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

Race and the Curriculum

**Dialoguers**
Denise Taliaferro Baszile, Isabel Nunez, Boni Wozolek, Sarrah Grubb, Robin Cooper

**Abstract:** In this moment of what feels like cascading crises, where our curriculum work is under aggressive attack, how shall we rise to the occasion? As we learn from and lean into Valerie Kaur's *See No Stranger: A Memoir and Manifesto on Revolutionary Love*, join us for what promises to be an evocative conversation on the potential of revolutionary change, self and systemic transformation, and love/rage as driving forces in our efforts to reimagine a better world through curriculum work.

Saturday, 4:15 PM – 5:45, Darby

Assemblages of Violence in Education

**Dialoguers**
Walter Gershon, Boni Wozolek, Jerry Rosiek, Reagan Mitchell, Francyne Huckaby

**Abstract:** This panel explores Wozolek’s theoretical framework “assemblages of violence” to think about how everyday forms of aggression travel in and across sociopolitical spaces and places, forming curricular frameworks that are often central to ways of being, knowing, and doing in and outside of educational contexts.
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 8th**
12:10 - 12:40 PM — GRADUATE STUDENTS ONLY!
2:30 - 2:45 PM
4:00 - 4:15 PM

**Saturday, October 9th**
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 lead to engagement of mind, body, and spirit while helping to channel creative energy.

**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.
### Thursday, October 7

#### Session 1 Curriculum and the Senses, Cognition, and Intimacy
**1:15-2:30 PM, Barrett**

**Curriculum as Community Building: Metaphors Illuminating the Gifts and Works of the Body**
Liesa Smith, Oklahoma State University

**Drama Education and Intimacy Choreography: Illuminating New Possibilities for Ethical Relationality**
Kristy Smith, York University

#### Session 2 Teacher Education and Curriculum
**1:15-2:30 PM, Saragossa**

**Curriculum as Liminal and Luminous: Anchoring Threshold Concepts in/for Teacher Education**
Brian Schultz, Miami University
Scott Sander, Miami University
Sheri Leafgren, Miami University
Elizabeth Wardle, Miami University
Barbara Rose, Miami University

**Examining Curriculum as Eclipse, and Shadow Play**
Kyle Chong, Michigan State University
Peter Nelson, Southern Illinois University

**Embodied Teaching in Online Spaces**
Vanessa Winn, University of Dayton
Ramon Vasquez, SUNY New Paltz

#### Session 3 Curriculum and the Religious
**1:15-2:30 PM, Hoelle**

**Joy as Illumination: Lessons from Daisaku Ikeda and the Lotus Sutra**
Isabel Nunez, Purdue University Fort Wayne

**Daisaku Ikeda’s Perspectives on the “Enlightened” Nature of Dialogue: Implications for Curriculum Theory and Practice**
Melissa Bradford, DePaul University

#### Session 4 CRT in the Curriculum
**1:15-2:30 PM, Darby**

**Critical Race Sound Bites: A Currere Exploration of Critical Coalition Building on TikTok**
Kelly Waldrop, JCT Managing Editor

**Bringing to Light Critical Race Theory as a Curricular Framework**
Erin Bailey, The George Washington University & Reading is Fundamental
Daris McInnis, University of Pennsylvania

**Burning Fires: Destruction and Creation in a Multicultural Literature Classroom**
Hannah Edber, Mercer University

#### Session 5 Panel
**1:15-2:30 PM, Roncalli Assembly**

**Black Paint Curriculum Lab: The Affordances of Light’s Absence and Absorption for Curriculum Theory and Design**

**Presenters:**
Sarah Gerth van den Berg, Columbia University
Seth McCall, Columbia University
Chinyere Harris, Columbia University
THURSDAY, OCTOBER 7

SESSION 6 THE STORY AS CURRICULUM
2:45-4:00 PM, BARRETT
SECOND-GENERATION ASIAN AMERICAN NARRATIVES OF BEING & BELONGING IN SCHOOLS
Meghan Phadke, Miami University

SHEDDING LIGHT ON OUR STORIES
Rita Sacay, Cool Learning Experience
Deeksha Pagar, University of Glasgow

SESSION 7 CURRICULUM AND Currere
2:45-4:00 PM, SARAGOSSA

CURRERE AS ARCHETYPAL MODE OF WANDERING
Wanying Wang, University of British Columbia

COMMON SOURCES OF ILLUMINATION: INTERSECTIONS OF ANDRAGOGY, PRIOR LEARNING AND Currere
Nicholas Hayes, DePaul University

SESSION 8 CURRICULUM AND INDIGENEITY
2:45-4:00 PM, HOELLE
CRITICAL RACE THEORY, THE INDIGENOUS COMMUNITY, AND INTERNAL CONFLICT
Sage Hatch, University of Oregon
Jerry Rosiek, University of Oregon

DRIFTING ALONGSIDE HISTORY: THE COEUR D’ALENE INDIANS AS BACKGROUND NOISE AT CATALDO MISSION
Scot Wilson, Indiana University

ONTO-TEMPORALITIES AND ANTI-COLONIAL FUTURITIES AS/AND TEACHER PROFESSIONAL DEVELOPMENT CURRICULA
Mary Adkins-Cartee, University of Oregon

"THEY DON’T KNOW, NO ONE TAUGHT THEM": SURVIVANCE CURRICULUM AND LUMINOSITY
Rachel Talbert, The George Washington University

SESSION 9 PANEL
2:45-4:00 PM, DARBY

BEAMS OF DARKNESS: LEARNING EXPERIENTIALLY ABOUT HARD HISTORY AND RACIAL REDRESS THROUGH SELF-REFLECTIVE VISUAL ART AND WORDLESS NARRATIVES

Presenters:
Leslie Smith Duss, George Washington University
Elliott Schwebach, Johns Hopkins University
Benjamin Tellie, The George Washington University and Charles E. Smith Jewish Day School
THURSDAY, OCTOBER 7

SESSION 10 CURRICULUM AND LITERACIES
2:45-4:00 PM, RONCALLI ASSEMBLY

CHALLENGING THE LITERACY METAPHOR IN EDUCATION
Lance Mason, Indiana University Kokomo

CONSTRUCTING LITERACIES: YOUNG CHILDREN, IMPROVISING, AND STANDARDIZED ASSESSMENTS
Walter Gershon, Rowan University
Meghan Valerio, Kent State University

SHEDDING INTERSUBJECTIVE LIGHT ON OBJECTIVISM, SUBJECTIVISM, AND CONSTRUCTIONISM IN READING
Cheu-Jey Lee, Purdue University Fort Wayne

SESSION 11 PROVOKING DIALOGUE
4:15-5:45 PM, RONCALLI ASSEMBLY

RACE AND THE CURRICULUM
Presenters:
Denise Baszile, Miami University
Isabel Nunez, Purdue University Fort Wayne
Boni Wozolek, Penn State Abington
Sarrah Grubb, Indiana University Kokomo
Robin Cooper, Miami University

FIRESIDE CHAT
7:30-8:30pm

GRADUATE STUDENTS ARE INVITED TO MEET FOR AN INFORMAL CONVERSATION WITH THE KEYNOTE SPEAKERS AT THE FIREPLACE JUST OFF THE BERGAMO DINING ROOM.
FRIDAY, OCTOBER 8

SESSION 12 CURRICULUM OF IGNORANCE, ANGER, AND THE VISCERAL
9:15-10:30 AM, BARRETT

A PEDAGOGY OF IGNORANCE
Jais Brohinsky, University of Wisconsin – Madison

COMPASSIONATE ANGER AS LUMINOUS: TOWARD A POST EMOTIONAL INTELLIGENCE THEORY
Jeasik Cho, Texas Tech University

CURRICULARIZING FILM: THE FLICKERING LIGHT OF HITCHCOCK’S DOWNHILL
Mark O’Hara, Miami University and Stephen T. Badin High School

SESSION 13 CURRICULUM AND HIGHER EDUCATION
9:15-10:30 AM, SARAGOSSA

COMPULSORY POST-SECONDARY CLASSROOM OBSERVATION PROTOCOLS AS SITES OF SURVEILLANCE AND SYSTEMIC INEQUITY
Michael Lockett, Michigan State University
Scott Jarvie, San Jose State University

TROUBLING SOCIAL JUSTICE INTERVENTIONS FOR PREDOMINANTLY WHITE INSTITUTIONS
Whitney Roach, Texas Christian University
Jason Titus, Texas Christian University
Elissa Bryant, Texas Christian University
Francyne Huckaby, Texas Christian University

THE HIGH COST OF UNPAID LABOR: AN ANALYSIS OF WHAT DIVERSITY WORK LOOKS LIKE IN HIGHER EDUCATION
Laura Kieselbach, East Stroudsburg University
Lewis Brownlee, Mesa Community College

SESSION 14 PANEL
9:15-10:30 AM, DARBY

A COLLECTION OF LUMINOUS LETTERS
Presenters:
Angela Baldus, University of British Columbia
Jorge Lucero, University of Illinois, Urbana-Champaign
Samuel Rocha, University of British Columbia
Paulina Camacho Valencia, University of Illinois Urbana Champaign
Albert Stabler, Illinois State University

SESSION 15 COLLABORATION AND DEMOCRATIC ACTION ON CURRICULUM
9:15-10:30 AM, HOELLE

A PARODY TO LIGHT OUR WAY: REFLECTING ON “COLLABORATIVE” CURRICULUM MAKING
Sarrah Grubb, Indiana University Kokomo
Jamie Buffington-Adams, Indiana University East

CAPTURING LIGHT CAST THROUGH CRACKS: COLLABORATIVE CURRICULUM AND VALUE CREATION IN RESPONSE TO CRISIS
Erik Parsons, DePaul University
Stephanie Bennett, DePaul University

CASTING LIGHT AND SHADOW: LEARNING IN DEMOCRATIC MAKERSPACES
Melissa Bradford, DePaul University
Sarah Margalus, DePaul University

SESSION 16 TEACHER EDUCATION AND CURRICULUM
10:45-12:00 PM, BARRETT

GUISE OF INCLUSION: THE SURVIVAL OF NON-Ideal STUDENTS IN WHITE-SUPREMACIST HETEROPATRIARCHAL SYSTEMS OF EDUCATION
Whitney Roach, Texas Christian University
Leslie Ekpe, Texas Christian University

’I’VE GOT YOUR BACK!’ THE CURRICULUM OF CARE IN AN URBAN TEACHING INTERNSHIP
Kristen Robbins, Ball State University
Veronica Fife-Demski
Jerry Woodward
FRIDAY, OCTOBER 8

SESSION 17 CURRICULUM AND ANTI-RACISM
10:45-12:00 PM, SARAGOSSA

INTERRUPTING "STANDARD" ENGLISH: CHALLENGING CODE-SWITCHING AND LINGUISTIC RACISM IN ELA CLASSROOMS
Kristen Retana, Louisiana State University

OUR EYES ARE WATCHING GOD: BEARING WITNESS TO BLACK LIFE ON "Death Row"
Rachel McMillian, University of Illinois Urbana-Champaign

THE LUMINOSITY OF THE CARIBBEAN CURRICULUM: NOTES FOR DECOLONIAL AESTHESIS IN EDUCATION
Sandro Barros, Michigan State University

CURRICULUM AS AGENT: ANALYZING THE CASE OF CURRICULAR RACISM
Alexander Pratt, University of Oregon

SESSION 18 PANEL
10:45-12:00 PM, DARBY

A FESTSCHRIFT FOR JANET MILLER
Presenters:
Walter Gershon, Rowan University
Boni Wozolek, Penn State Abington
Seth McCall, Columbia University

SESSION 19 EXPLORING CURRERE
10:45-12:00 PM, HOELLE

IT'S NOT DARK YET: "BOB DYLAN AS CURRICULUM THEORIST"
Toby Daspit, University of Louisiana at Lafayette

THE MOVEMENT TOWARD LUMINOUS CLARITY: CURRERE AND THE EXPLORATION OF HOW TO BE AN ANTIRACIST
Charles Griggs, Indiana University Southeast

SESSION 20 CURRICULUM AND PEDAGOGY
1:15-2:30 PM, BARRETT

CURRICULAR CAESURAE: PUNCTUATING CLASSROOM EXPERIENCE WITH RHYTHM AND REST
Michael Lockett, Michigan State University
Alecia Beymer, Michigan State University
Sandro Barros, Michigan State University

CURRICULAR DISRUPTIONS: THE GUT-WRENNING POTENTIAL OF DOCUMENTARY FILMMAKING AND SCIENCE FICTION
Jonathan Crocker, Texas Christian University
Gabriel Huddleston, Texas Christian University

THE "LIFEWORLD" OF CHILDREN: PRACTICING A CURRICULUM OF FLUIDITY THROUGH "PHILOSOPHY FOR CHILDREN" WITH ELEMENTARY STUDENTS
Shaofei Han, University of Louisiana at Lafayette
FRIDAY, OCTOBER 8

SESSION 21 CURRICULUM AND THE PANDEMIC
1:15-2:30 PM, SARAGOSSA

FROM LIGHT TO DARK: REFLECTIONS ON PANDEMIC TIMES
Paul Eaton, Sam Houston State University

RECONSTRUCTING POST-PANDEMIC CURRICULUM WITHIN INEQUITABLE CLASSROOM
Lisa Albizu-Vazquez

AS LUMINOUS AS IT GETS: THE PERSONAL IS (STILL) POLITICAL
Rouhollah Aghasaleh, Humboldt State University
Zari Aghajani, Azad Islamic University

SESSION 22 CURRICULUM AND ARTS
1:15-2:30 PM, DARBY

No sessions during this time

SESSION 23 THE SCHOOL AND SCHOOLING AS CURRICULAR
1:15-2:30 PM, HOELLE

IN THE TANGLINGS: ATTENDING TO REGIMES OF TRUTH THROUGH A CURRICULUM OF PLACE
Alexandra Page, Florida International University

SHINING A LIGHT ON SOCIAL ISSUES IN AMERICA: LITERATURE AS A MEANS TO CONNECT STUDENTS WITH TRUTH
Laura Kieselbach, East Stroudsburg University

SESSION 24 CURRICULUM AND INQUIRY
2:45-4:00 PM, BARRETT

MOVING BEYOND PRACTITIONER INQUIRY AS PROFESSIONAL DEVELOPMENT
Amir Kalan, McGill University

SESSION 25 PANEL
2:45-4:00 PM, DARBY

CONSIDERING THE POSSIBILITIES IN CAPITALIST RUINS FOR CURRICULUM THEORY: ANNE TSING’S MUSHROOM AT THE END OF THE WORLD

Presenters:
Gabriel Huddleston, Texas Christian University
Patti Lather, Ohio State University
Janet Miller, Columbia University
Robert Helfenbein, Mercer University
Leslie Ekpe, Texas Christian University
### FRIDAY, OCTOBER 8

<table>
<thead>
<tr>
<th>Session 26 Curriculum Issues</th>
<th>2:45-4:00 PM, Hoelle</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Finitude Alone Is Communitarian&quot;: Nancy on Community and the Call of Curriculum</td>
<td></td>
</tr>
<tr>
<td>Christopher Cruz, Florida International University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 27 Panel</th>
<th>4:15-5:45 PM, Darby</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the Circulation of Subjectivities Within and Beyond &quot;The Wrack of the White Male&quot;</td>
<td></td>
</tr>
<tr>
<td>Jim Burns, Florida International University</td>
<td></td>
</tr>
<tr>
<td>Christopher Cruz, Florida International University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 28 Keynote</th>
<th>7:30-9:00 PM, Roncalli Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Rob Helfenbein</td>
<td></td>
</tr>
<tr>
<td>Spaces of Possibility: Critical Geography and Curriculum Inquiry</td>
<td></td>
</tr>
</tbody>
</table>
### SATURDAY, OCTOBER 9

<table>
<thead>
<tr>
<th>Session 29 Race and Curriculum</th>
<th>9:15-10:30 AM, Barrett</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promoting Antiracism through Critical Analysis of Popular Media</strong>&lt;br&gt;Christa Agiro, Wright State University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 30 Love and Light in the Curriculum</th>
<th>9:15-10:30 AM, Saragossa</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You Wanna Help Build a Black History Course and Teach It to White Folks at an HBCU? Or the Story of How We Spent (a Good Portion of) 2021</strong>&lt;br&gt;Jaimie Biermann, Miami University&lt;br&gt;Jonathan Baker, Central State University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 31 Panel</th>
<th>9:15-10:30 AM, Darby</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>“Luminous Beings Are We”: Engaging in Popular Discourse Around Education in Social Media with Research as Outreach</strong>&lt;br&gt;Erik Parsons, DePaul University&lt;br&gt;Caitlin Meyer, DePaul University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 32 Literacy and Literacy Moves in Curriculum</th>
<th>9:15-10:30 AM, Hoelle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multilingual Policies as Dystopia: The Luminosity of Speculative Fiction</strong>&lt;br&gt;Darshana Devarajan, Michigan State University</td>
<td></td>
</tr>
<tr>
<td><strong>“Where Am I?” A Critical Discourse Analysis of Religious Representation in Indonesian Elementary Textbooks</strong>&lt;br&gt;Maretha Dellarosa, The Ohio State University</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Session 33 Teacher Education and Curriculum</th>
<th>9:15-10:30 AM, Roncalli Assembly</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curation as Curriculum Work: A Project Supporting Pre-Service Teachers’ Exploration of Children’s Literature</strong>&lt;br&gt;Kelly Vaughan, Purdue Northwest</td>
<td></td>
</tr>
<tr>
<td><strong>Near the Wild Heart: Close Writing and the Post-Secondary Curriculum</strong>&lt;br&gt;Scott Jarvie, San Jose State University&lt;br&gt;Michael Lockett, Michigan State University</td>
<td></td>
</tr>
<tr>
<td><strong>“This Was Like Our Freedom Summer”: Creating a “Grow-Your-Own” Initiative as a Black Educational Fugitive Space</strong>&lt;br&gt;Rachel McMillian, University of Illinois Urbana-Champaign&lt;br&gt;Nathaniel Bryan, Miami University</td>
<td></td>
</tr>
</tbody>
</table>

### ILLUMINATION FROM THE PAST: DUNBAR HIGH SCHOOL 1916-1968

**Presenters:**<br>Stephanie Cuellar, Texas Christian University<br>Francyne Huckaby, Texas Christian University<br>Michelle Nguyen, Texas Christian University<br>Leslie Ekpe, Texas Christian University<br>Rachel Brooks, Texas Christian University<br>Kellton Hollins, Texas Christian University
SATURDAY, OCTOBER 9

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

A COMPLICATED CONVERSATION: DISABILITY, E-LEARNING, AND A PANDEMIC
Adam Davidson, University of South Florida
THE NEW NORMAL: SOCIAL MEDIA AND EDUCATION AFTER COVID-19
Kristan Barczak, Miami University
Timothy Barczak, The Ohio State University
THINKING SPATIALLY: A SHIFT IN MODALITY DUE TO COVID-19 AND THE STUDENTS WHO REMAIN DISCONNECTED
Jason Titus, Texas Christian University

SESSION 35 PANEL
10:45-12:00 PM, SARAGOSSA

NOT GETTING ON BOARD: ABSURD AND FOOLISH ATTENTION TOWARD WHAT REALLY ACTUALLY HAPPENED IN THE STRUGGLE FOR “GOING TO THE WRONG SCHOOLS”
Presenters:
Sheri Leafgren, Miami University
Catherine Bornhorst, National Network of Educational Renewal (NNER)
McLaine Graham, Metro Nashville Public Schools

SESSION 36 PANEL
10:45-12:00 PM, DARBY

ONTO-EPISTEMOLOGIES OF DIFFERENCE IN CURRICULUM THEORY
Presenters:
Jonathan Crocker, Texas Christian University
Boni Wozolek, Penn State Abington
Carmen Kynard, Texas Christian University
Gabriel Huddleston, Texas Christian University
Whitney Roach, Texas Christian University

SESSION 37 TEACHER EDUCATION AND CURRICULUM
10:45-12:00 PM, RONCALLI ASSEMBLY

THE GOODNESS IS IN THE FREEDOM OF IT: BUILDING POWERFUL LEARNING COMMUNITIES AND FOSTERING CRITICAL CONVERSATIONS
Jody Googins, Xavier University
Vanessa Winn, University of Dayton
THE HIDDEN CURRICULUM OF GRADING AND RESPONSES TO NON-TRADITIONAL GRADING PRACTICES
Kirsten Robbins, Ball State University
Rebecca Brown, Ball State University
Allie Bowman, Ball State University

SESSION 38 CURRICULUM AND INQUIRY
10:45-12:00 PM, HOELLE

THE LOGIC OF POSTHUMAN CURRICULUM INQUIRY: EXAMINING THE DISTINCTIVENESS OF SPECULATIVE INFERANCE
Jerry Rosiek, University of Oregon
Scott Pratt, University of Oregon
THE MUSEUM OF POSTHUMAN HAUNTING: A MUSEUM “OUT OF” PLACE AND TIME
Morna McDermott McNulty, Towson University
YES, WE NEED METHOD(OLOGY): HOW HUMANIST AND POSTHUMANIST METHODS ILLUMINATE THE AGENCY OF EDUCATIONAL BODIES
Jenna Morvay, Miami University

SESSION 39 CURRICULUM AND THE IMPLICATIONS OF RACE
1:15-2:30 PM, BARRETT

SONIC CARTOGRAPHIES OF WHITENESS IN SCHOOLING
Maddie Neufeld, Columbia University
Abby Emerson, Columbia University
WHITE WOMEN, TEACHING, AND CARE: A GENEALOGICAL INQUIRY
Natalie Carro, Florida International University
SATURDAY, OCTOBER 9

SESSION 40 CURRICULUM, TEACHING, AND LEARNING
1:15-2:30 PM, SARAGOSSA

CONNECTING AND COMMUNICATING: EXPLORING THE ROLE OF LEARNING COACHES IN ONLINE SCHOOLS
Lillie Connor-Flores, Louisiana State University
CURRICULUM DESIGN AND TEACHING PRACTICES: A REFLECTION OF WORKING AT CAMP OFLA 2021
Jing Tan, Miami University

SESSION 41 PANEL
1:15-2:30 PM, DARBY

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

Presenters:
Alexander Pratt, University of Oregon
Jerry Rosiek, University of Oregon
Robert Helfenbein, Mercer University
Reagan Mitchell, University of North Carolina School of the Arts

SESSION 42 CURRICULUM AND THE LYRICAL
1:15-2:30 PM, HOELLE

SEEING SCORES FOR HEARING VOICES: TOWARDS AN EXHIBITIONARY THEORIA OF CURRICULUM
Richard Fletcher, The Ohio State University

TOWARDS A THEORY OF LYRIC CURRICULUM
Scott Jarvie, San Jose State University
Cori McKenzie, SUNY Cortland

SESSION 43 CURRICULUM ISSUES
1:15-2:30 PM, RONCALLI ASSEMBLY

CURRICULAR LUMINATIONS ON PEACE FROM SPEECHES OF NOBEL PEACE LAUREATES, 1901-2020
Molly Quinn, Louisiana State University
SEEING SYMMETRY: BEAUTY AS FAIRNESS TOWARD ECOLOGICAL JUSTICE
Annie Schultz, Loyola University Chicago
THE CURRICULUM OF AGAPE
Stacy Johnson, The University of Texas at San Antonio

SESSION 44 WORKSHOP
2:45-4:00 PM, SARAGOSSA
"WORKING THROUGH" A CURRERE DISSERTATION: EXPERIENCES WITH AND INSIGHTS ON METHODOLOGY, METHOD, DATA ANALYSIS, AND INTERPRETATION

Presenters:
Tom Poetter, Miami University
Denise Baszile, Miami University
Madiha Syeda, Miami University
Kelly Waldrop, JCT Managing Editor
Jody Googins, Xavier University
Bonnie Meyer, Northern Kentucky University
Peggy Larrick, Wilmington College
Ashley Johnson, Miami University
Kristan Barczak, Miami University

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

SEEKING THE LUMINOSITY OF COLLECTIVE HOPE AND A MORENESS OF EDUCATION

Presenters:
Jamie Buffington-Adams, Indiana University East
Susan Adams, Butler University
Jennifer Dauphinais, Quinnipiac University
Laney Bender- Slack, Xavier University
Angela Miller-Hargis, University of Cincinnati
Jill Morris, University of British Columbia
Michael Boucher, Texas A&M in San Antonio
SATURDAY, OCTOBER 9

SESSION 46 CURRICULUM AND BLACK LIVES 2:45-4:00 PM, HOELLE

BLACK MALES IN MEDICINE: A TRAIL OF LIGHT
LaFrance Clarke, University of South Florida

MOVIN’ & GROOVIN’: ON MODALITIES OF BLACK FEMINIST MOVEMENT BUILDING
Reagan Mitchell, University of North Carolina School of the Arts
Tracy Beard, University of Massachusetts Boston
Roland Mitchell, Louisiana State University

SESSION 47 CURRICULUM IN THE RUINS 2:45-4:00 PM, BARRETT

ILLUMINATING THE RUINS OF MEMORY
Toby Daspit, University of Louisiana at Lafayette
Morna McDermott McNulty, Towson University

NECROMANCY LESSONS: A CASE STUDY ON CELEBRITY AS SOVEREIGN
Rosette Cirillo, University of Wisconsin-Madison
#TGA; #OTT; #TTP; #WWG1WGA; #STC; #CBTS: CONSPIRACY

PEDAGOGIES AND THE UPSIDEDOWN OF CRITICAL PRACTICE
Jennifer Sandlin, Arizona State University
Jake Burdick, Purdue University

SESSION 48 CURRICULUM PERSPECTIVES 2:45-4:00 PM, RONCALLI ASSEMBLY

THE EXPOSURE TRIANGLE AS A METAPHOR FOR (IN/HYPER) VISIBILITY AMID THE COVID-19 PANDEMIC
Whitney Roach, Texas Christian University
Elissa Bryant, Texas Christian University

TYPEWRITER PEDAGOGY: RETHINKING AN ANALOG MACHINE IN THE DIGITAL AGE
Brad Rowe, Monmouth College

INCREASED UNDERSTANDING OF HUMAN DIVERSITY BRINGS NEW CHALLENGES FOR DESIGNING “FIT TO ALL” CURRICULUM
Abdul Hameed

SESSION 49 PROVOKING DIALOGUE 4:15-5:45 PM, DARBY

ASSEMBLAGES OF VIOLENCE IN EDUCATION
Presenters:
Walter Gershon, Rowan University
Boni Wozolek, Penn State Abington
Jerry Rosiek, University of Oregon
Reagan Mitchell, University of North Carolina School of the Arts
Franeyne Huckaby, Texas Christian University

SESSION 50 KEYNOTE 7:30-9:00 PM, RONCALLI ASSEMBLY

Dr. Vonzell Agosto
CaRTography As Curriculum: Leaning into the Abyss
Quiet Rooms: 188/190
Nursing Room: 106

When you check in and receive your name badge, you will also find out what group you are in, which correlates to your meal times.

For additional information visit the Bergamo Center's website at [www.bergamocenter.org](http://www.bergamocenter.org)

---

Thursday Lunch:
Group 1 can enter at 11:15
Group 2 can enter at 11:45
All folks should enter by 12:00pm

Breakfast for Friday and Saturday:
Group 1 can enter at 8:00am
Group 2 can enter at 8:30am
All folks should enter by 8:45am

Lunch for Friday and Saturday:
Group 1 can enter at 12:00pm
Group 2 can enter at 12:30pm
All folks should enter by 12:45pm.

NOTE: Please go to the front desk if you need to use an elevator.