

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 CURRENT 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-WRENCHING 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

SESSION 26 CURRICULUM ISSUES

2:45-4:00 PM, HOELLE

"FINITUDE ALONE IS COMMUNITARIAN": NANCY ON COMMUNITY AND THE CALL OF CURRICULUM

Christopher Cruz, Florida International University

SESSION 27 PANEL

4:15-5:45 PM, DARBY

ON THE CIRCULATION OF SUBJECTIVITIES WITHIN AND BEYOND "THE WRACK OF THE WHITE MALE"

Jim Burns, Florida International University

Christopher Cruz, Florida International University

SESSION 28 KEYNOTE

7:30-9:00 PM, RONCALLI ASSEMBLY

Dr. Rob Helfenbein

Spaces of Possibility: Critical Geography and Curriculum Inquiry

SATURDAY, OCTOBER 9

SESSION 29 RACE AND CURRICULUM

9:15-10:30 AM, BARRETT

PROMOTING ANTIRACISM THROUGH CRITICAL ANALYSIS OF POPULAR MEDIA

Christa Agiro, Wright State University

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

Jaimie Biermann, Miami University

Jonathan Baker, Central State University

SESSION 30 LOVE AND LIGHT IN THE CURRICULUM

9:15-10:30 AM, SARAGOSSA

"LUMINOUS BEINGS ARE WE": ENGAGING IN POPULAR DISCOURSE AROUND EDUCATION IN SOCIAL MEDIA WITH RESEARCH AS OUTREACH

Erik Parsons, DePaul University

Caitlin Meyer, DePaul University

SESSION 31 PANEL

9:15-10:30 AM, DARBY

ILLUMINATION FROM THE PAST: DUNBAR HIGH SCHOOL 1916-1968

Presenters:

Stephanie Cuellar, Texas Christian University

Francyne Huckaby, Texas Christian University

Michelle Nguyen, Texas Christian University

Leslie Ekpe, Texas Christian University

Rachel Brooks, Texas Christian University

Kellton Hollins, Texas Christian University

SESSION 32 LITERACY AND LITERACY MOVES IN CURRICULUM

9:15-10:30 AM, HOELLE

MULTILINGUAL POLICIES AS DYSTOPIA: THE LUMINOSITY OF SPECULATIVE FICTION

Darshana Devarajan, Michigan State University

"WHERE AM I?" A CRITICAL DISCOURSE ANALYSIS OF RELIGIOUS REPRESENTATION IN INDONESIAN ELEMENTARY TEXTBOOKS

Maretha Dellarosa, The Ohio State University

SESSION 33 TEACHER EDUCATION AND CURRICULUM

9:15-10:30 AM, RONCALLI ASSEMBLY

CURATION AS CURRICULUM WORK: A PROJECT SUPPORTING PRE-SERVICE TEACHERS' EXPLORATION OF CHILDREN'S LITERATURE

Kelly Vaughan, Purdue Northwest

NEAR THE WILD HEART: CLOSE WRITING AND THE POST-SECONDARY CURRICULUM

Scott Jarvie, San Jose State University

Michael Lockett, Michigan State University

"THIS WAS LIKE OUR FREEDOM SUMMER": CREATING A "GROW-YOUR-OWN" INITIATIVE AS A BLACK EDUCATIONAL FUGITIVE SPACE

Rachel McMillian, University of Illinois Urbana-Champaign

Nathaniel Bryan, Miami 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 INFERENCE

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

Francyne Huckaby, Texas Christian University

SESSION 50 KEYNOTE

7:30-9:00 PM, RONCALLI ASSEMBLY

Dr. Vonzell Agosto

CaRTography As Curriculum: Leaning into the Abyss

Facilities and Map

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

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

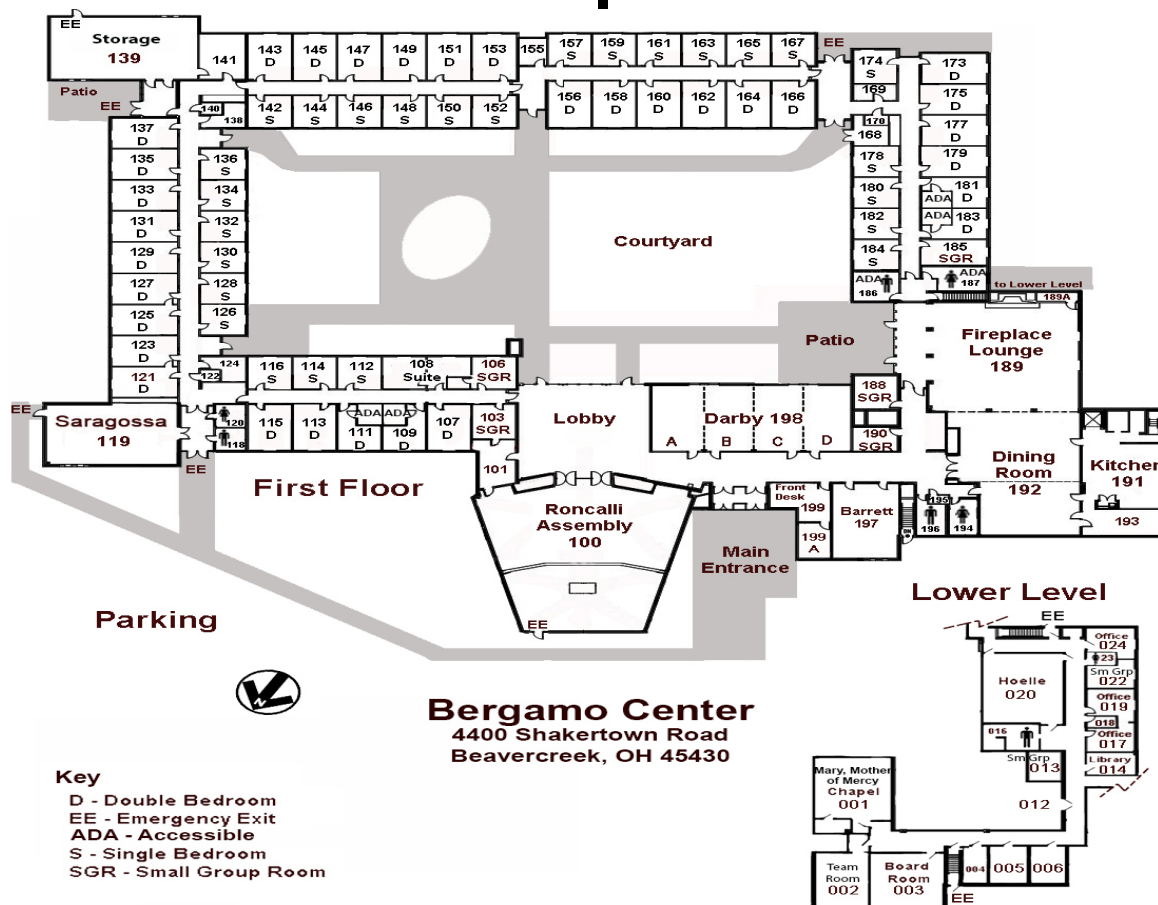
All folks should enter by 8:45am

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.