



**2022 Call for Proposals**

**42nd Annual JCT Conference on  
Curriculum Theory and Classroom  
Practice**

**Bergamo Conference Center, Dayton, Ohio  
October 13-15, 2022**

**Conference Theme:**

**Living in the Shadows of Freedom**

**Proposal Submission Dates:**

**April 25 – August 5, 2022**

**\*Conference Registration opens April 25, 2022**

We are pleased to present this year's call for proposals to participate in *JCT*'s annual **Bergamo 2022 Conference on Curriculum Theory and Classroom Practice**

### **“Living in the Shadows of Freedom”**

In the state of Ohio, where we will be together in October for our annual conference, we have witnessed statehouse members considering bills (as of this printing) such as HB 327, which directly challenges the autonomy and freedom of educators who would teach what state representatives call “‘divisive content’ on racism and history”; critics argue that political movements such as this “threaten the freedom to learn about our country’s full and complicated history and how it impacts our lives today” (Ingles, 2022).

Further, American society and the world have struggled with tensions over “freedom” and what to do about perceptions of “loss” or “attainment” of freedom in the face of public uproar over mask and vaccination mandates during the COVID-19 pandemic, the ongoing racial violence and continuous deaths of citizens of color—in particular—at the hands of law enforcement (Arango & Heyward, 2021), and the onset of an unprovoked, regional war in Ukraine where thousands of previously “free” and innocent civilians have been slaughtered by an invading army.

Completely intertwined, and at the forefront, in a new origin story that challenges and extends who we are as human beings and our manifestations of lives of struggle in multiple societies and cultures across the country and globe, Hannah-Jones (2021), in her foundational, transformational work *The 1619 Project: A New Origin Story*, says

The shameful paradox of continuing chattel slavery in a nation founded on individual freedom, scholars today assert, led to a further consolidation of whiteness across class, religious, and ethnic lines, and a hardening of the racial caste system. American democracy had been created on the backs of unfree Black labor. Blackness came to define whiteness—and whiteness defined American democracy prior to the Civil War. (p. 21)

Hannah-Jones’ thesis in her brilliant opening chapter “Democracy” is that the journey toward freedom, long and hard, is led by those in bondage, and she argues convincingly that those who have suffered and sacrificed “by virtue of our bondage ... became the most American of all” (p. 36). How do we as scholar practitioners transform that spirit of freedom in our work, remake society, reverse injustices, and advance education while continuing to recognize the great human toll of continuous subjugation on many levels including race, gender, economics, religion, perceived (dis)ability, and sexual orientation?

For this conference, how do scholar practitioners in the curriculum field understand, know, want, create, mistake, and treasure “freedom” in education, politics, religion, economy, health, sexuality, etc. from many perspectives? We aren’t hoping to solve the dilemma or eliminate the shadow of nuance of the concept of freedom in our own lives

and experience, but to reveal and understand it more completely as we live through its contours and shadows. In short, how do we become more free?

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

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

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

## References

Arango, T., & Heyward, G. (2021, December 27). Despite uproar over Floyd’s death, the number of fatal encounters with police hasn’t changed. *New York Times*.  
<https://www.nytimes.com/2021/12/24/us/police-killings-accountability.html>).

Hannah-Jones, N. (2021). *The 1619 project: A new origin story*. One World.

Ingles, J. (2022, March 10). Critics say Ohio’s ‘divisive concepts’ bill could block credit for AP courses. The Statehouse News Bureau, Columbus, OH.  
<https://news.wosu.org/politics-government/2022-03-10/critics-say-ohios-divisive-concepts-bill-could-block-credit-for-ap-courses>).