



38TH ANNUAL

Curriculum Theorizing in New Times

October 12th – 14th, 2017

Bergamo Center
Dayton, Ohio

www.jctonline.org

Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2017 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 Complicated Conversation of Curriculum Theory” and our hope is for both critical reflection and future possibilities to be a part of our continuing conversations. This year we are excited to highlight explorations in relation to connecting curriculum theorizing with the school-to-prison pipeline, black and LGBTQ youth, new methodologies, and school resegregation continuing 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 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 all and sharing around each other’s work around 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
9:00 - 12:00 pm	Sessions 1
Noon - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 3-7
2:45 - 4:00 pm	Sessions 8-12
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00-11:55 pm	Social Hour/Cash Bar

FRIDAY

7:00 - 8:00 am	Breakfast
8:00 - 9:15 am	Sessions 18-21
9:30 - 10:45 am	Sessions 22-26
11:00 am – 12:15 pm	Provoking Dialogue
12:15 - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 29-33
2:45 - 4:00 pm	Sessions 34-38
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 – 11:55 pm	Social Hour/Cash Bar

SATURDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Session 44-48
10:45 am - Noon	Spotlight Session
Noon - 1:00 pm	Lunch
1:15 - 2:30 pm	Session 51-55
2:45 - 4:00 pm	Session 56-60
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 – 11:55 pm	Socializing/Cash Bar

Acknowledgements

Putting together a conference requires quite a few people and listing every contribution would be impossible. As always, I do hope that we can continue the open dialogue on how to continue to push the work of the journal, the Bergamo Conference, and the field of curriculum studies itself so please do seek me and the Leadership Team out for your input and ideas.

Erica Meiners, Lance McCready, and Jerry Rosiek deserve special thanks for their willingness to deliver the three keynote addresses at this year's conference and thanks go to **Karyn Sandlos** and **Jim Garrett** for their leadership and participation in the pre-conference and Spotlight sessions. In addition, special thanks go to all the scholars involved in the Provoking Dialogue(s) and Spotlight sessions—they once again promise to be thoughtful and engaging.

Thanks to **Gabe Huddleston**, Managing Editor of the *Journal of Curriculum Theorizing*, and **Jayna McQueen**, our graduate assistant from Texas Christian University, for all of the work in organizing the program and keeping track of all the logistics required. This 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 work and responsiveness.

Thanks, as well, go to the Loyola University Maryland School of Education and Texas Christian University for their financial support of both the Bergamo Conference and the *Journal of Curriculum Theorizing*. Also, thanks go to the various publishers who participate in the book display.

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

Rob Helfenbein

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Keynote Addresses



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

Educational Trajectories of Black Queer Youth: From Classrooms to Ballrooms and Beyond

Lance T. McCready

Ph.D., Ontario Institute for Studies in Education

Biography: Lance T. McCready is an Associate Professor of Urban Education at the Ontario Institute for Studies in Education, University of Toronto. He is an internationally renowned scholar of LGBTQ youth experiences in urban communities and schools. His academic career was inspired by over two decades of grassroots organizing and popular education in the Black and LGBTQ youth communities in New York City, Atlanta, Georgia, the San Francisco Bay Area, Minneapolis, Minnesota and most recently Toronto, Ontario. He was the first youth board member of Gay Men of African Descent in New York and coordinated the Drop-In Center of the Hetrick-Martin Institute, one of the oldest and largest organizations in North America supporting LGBTQ youth. He has written extensively on intersectionality, the marginalization and resilience of gay and gender non-conforming Black male students. He is an experienced leader of community-based research and evaluation projects and has been funded by SSHRC, Ontario HIV Treatment Network, City of Toronto, and Ontario Ministry of Education.

Abstract: This presentation is based on focus groups and in-depth interviews with Black Queer youth (BQY). Using a queer of color analysis rooted in queer of colour political struggles, cultural traditions and lived experiences, I discuss the meanings BQY associate with their ethnocultural identities and the racism, marginalization and gender-based violence they experienced in neighbourhoods, classrooms, families and peer groups. These experiences instilled the BQY I spoke with with a distrust of formal education, which led them to re-orient their learning towards gaining efficacy and self-esteem in non-formal and informal settings including LGBTQ youth programs, blog/vlog communities online and the “ballroom scene”. On the one hand the fact that BQY continue to learn beyond school walls is a testament to their agency and resilience to pursue culturally relevant knowledge that is critical for their overall health and well-being. On the other hand, the fact that this learning is often at the expense of postsecondary education degrees and other formal academic learning may work against future social mobility that depends on employment opportunities requiring postsecondary education credentials. As an applied researcher, advocate and activist I continue to struggle with the difficult balancing act of generating evidence for administrators and policymakers who are most concerned with showing program effectiveness versus generating knowledge for academic audiences who are more focused on the identities of BQY, their experiences in school, their cultural productions, and issues of safety and suicide.

Keynote Addresses



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

White Supremacy as an Agential Being: Curriculum Studies at the Intersection of Racial Realism and Agential Realism

Jerry Rosiek
Ph.D. University of Oregon

Biography: Jerry Rosiek received his Ph.D. from Stanford University. He is currently a professor at the University of Oregon in the Department of Education Studies and is affiliated faculty in the Department of Philosophy. His empirical scholarship focuses on the way teachers think about the mediating effects of culture, race, class, gender, sexuality and social context on student learning. Most recently he completed a ten-year study on the curricular effects of the racial resegregation of a public school in the U.S. Southeast. The book based on that study is entitled *Resegregation as Curriculum: The Meaning of the New Segregation in U.S. Public Schools* and won the AATC 2016 Book of the Year Award. Jerry's theoretical scholarship explores the way pragmatic philosophy, new materialist philosophy of science, indigenous philosophy, and critical race theory provide promising ways to think outside of necessary, but increasingly wearisome foundationalism vs. anti-foundationalism debates in the social sciences. His writing has appeared in major journals including *Harvard Educational Review*, *Education Theory*, *Educational Researcher*, *Qualitative Inquiry*, *Curriculum Inquiry*, *Educational Psychologist*, & *the Journal of Teacher Education*, as well as in *The Handbook of Narrative Inquiry*, *The Handbook of Teacher Education Research*, *The Handbook of Educational Ethnography*, *The Handbook of Curriculum, Pedagogy, and Assessment*, and *the Handbook of Arts-Based Research*. He is also a father of a ten year old daughter, a lead member of an award winning competitive BBQ Team.

Abstract: Racism is more than an epiphenomenon of class oppression; it is more than a discursive phenomenon; it is certainly more than an aggregation of individual implicit bias. It is all of these things, but it evades encapsulation in any one theoretical framework. Racism—according to scholars like Michelle Alexander, Zeus Leonardo, and Ibram Kendi—evolves and adapts to our efforts to understand and resist it. In this presentation I ask what it would mean to take this mutability as a central feature of the ontology of racism. Drawing on theories of non-human agency found in Indigenous philosophy, new materialist philosophy of science, and revisionist pragmatism, a framework is assembled for understanding racism as a protean ontological agent—one capable of co-opting anti-racist identities, pedagogies, and policies. This understanding of racism meshes well with the pessimism about racial justice found in contemporary critical race theory scholarship and afro-pessimist literary criticism. Implications for research methodology and how we conceive the purpose of social science research are identified. Illustrative examples of these implications will be drawn from a recent ten year study of the racial resegregation of a public schools published in *Resegregation as Curriculum: The Meaning of the New Segregation in U.S. Public Schools* (by Jerry Rosiek & Kathy Kinslow, 2016).

Keynote Addresses



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

Our Problem Child: Provocations on Dismantling the Carceral State

Erica R. Meiners

Ph.D., Northeastern Illinois University

Biography: Erica R. Meiners is author of several books including *For the Children? Protecting Innocence in a Carceral State* (University of Minnesota 2016) and articles in wide range academic journals, magazines, blogs and anthologies including *Meridians*, *Women's Studies Quarterly*, *Harvard Educational Review*, *Radical Teacher*, *American Quarterly*, *Captive Genders*, and *In These Times*. She is the Bernard J. Brommel Distinguished Research Professor at Northeastern Illinois University, where she is a member of her labor union, University Professionals of Illinois, and she teaches classes in justice studies, education, and gender and sexuality studies. She is recipient of numerous awards and grants including a 2009-2010 fellowship as the Lillian Robinson Scholar at the Simone de Beauvoir Institute in Montreal, a 2011-2012 research residency at the Institute for Research on Race and Public Policy, the 2015 Henry Trueba Award from the American Education Research Association, a 2016 Soros Justice Fellowship, and other recognition from the Illinois Humanities Council, Woodrow Wilson Foundation, and US Department of Education. Most importantly, Erica is involved with a range of ongoing and queer mobilizations for liberation, particularly movements that involve access to free public education for people during and after incarceration: In 1998 Erica co-founded and still teaches at an alternative high school for people exiting prisons and jails, and in 2011 started work with others to organize education and art programs at Stateville Prison.

Abstract: From bathroom bills to anti-loitering laws, from public sex offender registries to CCTV surveillance, the flexible and figurative powers of the child naturalize and expand our racialized carceral, or punishing, state. How does our work within educational justice amplify or challenge this child-artifact that scaffolds (or masks) our current wave of carceral expansion? Not static or neutral, childhood and its attendant characteristics, including innocence, are not available to all. Many, including young people, are harmed by the very laws and institutions charged with safeguarding minors. By outlining the malleability of developmental categories rooted in racialized and heteropatriarchal foundations—"child," "juvenile"—and providing examples of how the rhetorical clout of the child is deployed to strengthen laws and policies that often do little to protect young people but instead augment carcerality, this talk suggests that dismantling the carceral state in our classrooms and communities requires a more rigorous engagement with the child.

Spotlight Sessions

Thursday, 4:15–5:45 PM, Darby

The Genesis of an Academic Career: Ruminating on James Baldwin, African American Letters, and the Gilding of the Postcolonial Mind

PRESENTERS

Warren Crichlow, M. Francyne Huckaby, Mario DiPaolantonio, Aparna Mishra Tarc, Cameron McCarthy

In this presentation I will challenge the way in which programs of critical thought such as postcolonialism and mainstream multiculturalism suppress the vital phenomenon of cross-diaspora dialogue within black aesthetics. I will argue that there is, here, an unfortunate application of a rigid geography of place that consigns postcolonial discourses to the third world and multiculturalism to industrial societies like the United States as educators struggle to come terms with brutal historical pasts and elevated racial antagonism in the present. Against this backdrop of methodological nationalism and isolationism, I argue that there is a profound dialogue taking place across the periphery and the metropole within postcolonial/black aesthetics—a radical dialogue that precipitates an imperative towards rethinking contemporary notions of center-periphery relations. I will read this radical insight into my own autobiographical transactions with a classical colonial education and the extraordinary role of black letters, the writing of Baldwin, pre-eminently, in my own awakening from methodological slumber and the gilded training that education in an elite school in the Global South made available to me. Through this I will return my imagined interlocutors to a transitional era of US presence abroad, the Development Decades, that coincides with my years of high school—an era that saw the propulsion of large-scale imperialist discursive formations and gestalts: the American Dream, Modernization Theory, Industrialization by Invitation and the Alliance for Progress. It is this dreamscape of powerful discourses that emergent letters of African American writers such as Baldwin cut into. I want to bring this moment forward into our contemporary times and the struggle for intellectual autonomy and pedagogical freedom in the academy and schooling.

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

WALTER GERSHON'S (2017) SOUND CURRICULUM: SONIC STUDIES IN EDUCATIONAL THEORY, METHOD, AND PRACTICE

DIALOGUERS

Warren Crichlow, M. Francyne Huckaby, Reagan Mitchell, Chris Osmond

This discussion centers around Walter Gershon's (2017) book that addresses the burgeoning field of sound studies, attending not only to theoretical and empirical examinations, but also to methodological and philosophical considerations at the intersection of sound and education. A feature of this work is the novel use of audio files aligned with the arguments within the book as well as the discussion and application of cutting-edge qualitative research methods.

Friday, 11:00 AM – 12:15, Darby

DR. JIM GARRETT'S (2017) LEARNING TO BE IN THE WORLD WITH OTHERS: DIFFICULT KNOWLEDGE AND SOCIAL STUDIES EDUCATION

DIALOGUERS

Aparna Mishra Tarc, Sara Matthews, Mario DiPaolantonio

Dr. Jim Garrett (2017), in his book, Learning to Be in the World With Others: Difficult Knowledge and Social Studies Education, brings psychoanalysis and difficult knowledge studies to re-imagining the work of social studies education in the 21st Century. Social studies education is concerned with giving students the knowledge and experiences that will lead to informed, ethical participation in democratic life. And yet, as Garrett points out, the conditions of citizenship and democratic engagement in the 21st C are shifting rapidly; young people today will inherit a world of political and economic instability, hyper-surveillance, fake news, war, mass migration, and the effects of climate change. In the book, Garrett offers a vision of social education "predicated upon answers to the question of how we are going to be with others in the world" (p. 1). This is a vision of learning that can help us imagine how we are affected by history, trauma, and social conflict, without moving too quickly toward the certainty of knowing where we stand.

Provoking Dialogue(s)

Friday, 4:15 AM – 5:45 PM, Darby

SELECTED WRITINGS OF PATTI LATHER ON (POST)CRITICAL METHODOLOGY: A BOOK-ISH CONVERSATION **DIALOGUERS**

Patti Lather, Janet Miller, Jerry Rosiek, Gabriel Huddleston

This session will bring together author, Patti Lather and select readers, Jerry Rosiek, Janet Miller, and X, who will query the author about the book prior to opening up to the audience for their questions. Topics include validity, feminist methodology, post-methodologies and post-post qualitative research.

Saturday, 4:15 AM – 5:45 PM, Darby

APARNA TARC'S (2015) LITERACY OF THE OTHER: RENARRATING HUMANITY **DIALOGUERS**

Aparna Mishra Tarc, Brian Casemore, Nina Asher, Sandro Barros, Jayna McQueen

Panelists Nina Asher, Brian Casemore, and Sandro Barros, along with author Aparna Tarc will discuss resonating concepts and ideas surrounding Dr. Tarc's book, Literacy of the other: Renarrating humanity. Situated within practical experiences, Dr. Tarc's book considers the construction of real and imagined stories in order to find connections and a deeper understanding of a shared humanity.

Preconference Workshop

Thursday, 9:00–12:00 PM, Darby

CURRICULUM THEORY AND THE POST-TRUTH SITUATION

DIALOGUERS

Kevin Burke, Jim Garrett, Sara Matthews, Karyn Sandlos

“Post-truth” has emerged as a phrase to capture the situation in which feeling outweighs verifiable conditions of reality. We invite teachers, graduate students, researchers, and all other curriculum workers to participate in this pre-conference workshop framed by the following questions:

In a time when grappling with post-truth seems ubiquitous, how might formal and informal curricular spaces (schools, neighborhoods, community spaces, etc.) engage tensions among structures of intellect and feeling in ways that can move outside our typical reliance on facts and evidence? What conceptual frameworks, teaching anecdotes, and research methodologies can we bring to bear on considering the status of thinking in post-truth times

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 13th

12:10 - 12:40 PM – GRADUATE STUDENTS

ONLY!

2:30 - 2:45 PM

4:00 - 4:15 PM

Saturday, October 14th

9:00 - 9:30 AM

10:45 - 11:00 AM

2:30 - 2:45 PM

Much thanks goes 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.

Thursday, Friday, and Saturday 9:00 PM to Midnight
Cocktail Hour

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.

PAPER SESSIONS – THURSDAY, OCTOBER 13, 2016

SESSION 3 CURRICULAR COMPLICATIONS OF RACE, ETHNICITY, AND THOUGHT

1:15-2:30 PM, BARRETT

IMPRESSIONS OF A CRISIS: TRACES OF BLACK SOLIDARITY

Seth McCall, Teachers College Columbia University

Standardized Entrance Examination in the Era of the Panopticon: The Bilingual and Minority Student

Shana Sanam Khan, Louisiana State University

THE MOTHERSHIP CONNECTION: UTOPIAN FUNK FROM BETHUNE AND BEYOND

Boni Wozolek, Loyola University Maryland

SESSION 4 COMMUNITY CURRICULUM CONVERSATIONS: TEACHERS, PARENTS, AND STUDENTS

1:15-2:30 PM, BORDEAUX

A Mo(ve)MENTS IN RE-THINKING THE INDUCTION OF THE 'CHILD' AND 'NOVICE TEACHER'

Shaofei Han, Louisiana State University

Maria F.G. Wallace, Millsaps College

THEORIZING FROM THE INTERSECTIONS OF MOTHERHOOD AND SCHOLARSHIP

Kelly P Vaughan, Purdue University Northwest

Gia Super, University of Illinois at Chicago

"IMMUTABLE MOBILITY" OF TEACHING: SYNCHRONIZED TIME, DIGITIZED OBSERVATION, AND STANDARDIZED TEACHING IN THE EDTPA

Sun Young Lee, University of Wisconsin-Madison

SESSION 5

1:15-2:30 PM, CHAMINADE

PANEL

CURRICULUM FUTURES: THE METHODS OF CURRERE AND CRITICAL RACE FEMINIST CURRERE IN THREE ACTS

Participants:

Peggy Larrick, Miami University

Johnnie Jackson, Miami University

Chair:

Tiffany Williams, Miami University - Ohio

SESSION 6 CURRICULUM HISTORIES

1:15-2:30 PM, DARBY

COFFEE HOUSE CLASSROOMS: CREOLIZING THE ENLIGHTENMENT IN THE PUBLIC SPACES OF THE TRANSATLANTIC WORLD

Robyn Rene Andermann, Louisiana State University

FATHOMING PAST/PRESENT EPISTEMOLOGY: WHERE OUR MINDS TOUCH THE SOLES OF OUR FEET

Annie Winfield, Roger Williams University

TRANSGRESSION, EMPATHY, AND A CURRICULUM OF THE GROTESQUE IN U.S. HISTORY EDUCATION

Mark Helmsing, George Mason University

SESSION 7

1:15-2:30 PM, FIRESIDE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CONVERSATIONS AROUND ADVOCACY WITH DR. ROBERT HELFENBEIN

Presenter:

Robert Helfenbein, Loyola University Maryland

Chair:

Kirsten Robbins, Indiana University School of Education-IUPUI

SESSION 8 CURRICULUM AS THEOLOGICAL TEXT

2:45-4:00 PM, BARRETT

INTELLECTUAL HUMILITY & THE DIFFICULT KNOWLEDGE OF THEOLOGY

Scott Jarvie, Michigan State University; Kevin Burke, University of Georgia

A BIOGRAPHICAL EXAMINATION OF CURRICULUM AS THEOLOGICAL TEXT

Text Karl Martin, Kent State University

PAPER SESSIONS – THURSDAY, OCTOBER 13, 2016

SESSION 9 CURRICULUM AND THE TEACHER AS A POINT OF INQUIRY

2:45-4:00 PM, BORDEAUX

HABITS OF HEART: RESULTS FROM A K-12 TEACHER MINDFULNESS STUDY

Molly Dunn, Marymount University

IMPACTS OF A SYSTEM OF REASON: WHAT TEACHER TALK CAN TELL US ABOUT STANDARDIZED CURRICULUM

Catherine Bhatena, Indiana University School of Education, Indianapolis

INNATELY PERFORMATIVE: A (POST)ETHNOGRAPHIC STUDY OF UN/BECOMING AN ELEMENTARY SCIENCE TEACHER

Maria F.G. Wallace, Millsaps College

SESSION 10 AFFECT IN CURRICULUM THEORIZING

2:45-4:00 PM, CHAMINADE

A PHILOSOPHICAL LINEAGE OF AFFECT FOR EDUCATION

Mel Kutner, University of Georgia - Educational Theory and Practice

Brad Robinson, University of Georgia

SOAP OPERA CURRICULUM: AFFECT, CITIZENSHIP, AND LEARNING TO LIVE THE GOOD LIFE ON DAYTIME TELEVISION

Mark Helmsing, George Mason University

VIDEO EXPLORATIONS OF AFFECT THEORY: VIGNETTES OF THOUGHTS

Alex W, University of Georgia, Educational Theory and Practice

SESSION 11 CURRICULUM THEORIZING WITH(IN) SPACE AND PLACE

2:45-4:00 PM, DARBY

GENTRIFYING THE JUNGLE

Albert Stabler, University of Illinois at Urbana-Champaign

THEORIZING ABOUT COMMUNITY: NUANCED STORIES OF PUBIC HOUSING

Sandra Vanderbilt, George Washington University

TRANSFORMATION "INSIDE-OUT": SOME NOTES ON PEDAGOGY ACROSS CARCERAL BORDERS

Sara Matthews, Wilfrid Laurier University

SESSION 12 CURRICULUM THEORY ACROSS AND WITHIN GLOBAL CONTEXTS

2:45-4:00 PM, HOELLE

CONSIDERING THE 'GOOD' IN GOOD GLOBAL CITIZENSHIP

Rae Ann Shawna Van Beers, University of Calgary

EDUCATION FOR HUMANITY: THE RADICAL HOPE OF UBUNTU AND BUDDHISM IN HIGHER EDUCATION

David W. Robinson-Morris, Xavier University of Louisiana/University of New Orleans

THE UNDERSTANDING OF THE EDUCATIONAL MEANING ABOUT THE 'YOO-SU' CHILDREN'S OUT-OF-SCHOOL LIVES IN CHINA'S RURAL REGION

SUMAN JIA, Chungnam National University, Korea

SESSION 13

4:15—5:45 PM, DARBY

PROVOKING DIALOGUE SESSION

Walter Gershon's (2017) Sound Curriculum: Sonic Studies in Educational Theory, Method, and Practice

Presenters:

Warren Crichlow, York University

Fran Huckaby, Texas Christian University

Reagan Mitchell, Colgate University

Chris Osmond, Appalachian State University

Chair:

Walter Gershon, Kent State University

SESSION 16

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Lance McCready

Educational Trajectories of Black Queer Youth: From Classrooms to Ballrooms and Beyond

Presenter:

Lance McCready, University of Toronto

PAPER SESSIONS – FRIDAY, OCTOBER 14, 2016

SESSION 18 RACE, ETHNICITY, AND LANGUAGE

8:00-9:15 AM, BARRETT

A NATION UNTO THEMSELVES: NATIONALITY AND ETHNICITY IN THREE HIGH SCHOOL WORLD LITERATURE READING LISTS

Jacquelyn Chappel, University of Hawaii at Manoa

A NOT-SO FORGOTTEN MINORITY

Wafa Mohamad, Aurora University

THE RACIALIZATION OF WESTERN CURRICULA AND IMPACT ON TRANSLANGUAGING

Stephanie Michelle Moody, Texas A&M University

Lobat Asadi, Texas A&M University

SESSION 19 CURRICULUM THEORY AND OUR ENVIRONMENT

8:00-9:15 AM, BORDEAUX

STUDENTS, SEEDS, SOILS: LISTENING TO THE CONVERSATION OF SCHOOL GARDENS AND THEIR CURRICULA

John Katunich, Pennsylvania State University

THE FUTURE CHILD: PEDAGOGY AND THE POST-ANTHROPOCENE

Chessa Adsit-Morris, University of California, Santa Cruz;

Alexandra Lakind, University of Wisconsin Madison

WASTELANDS: DISRUPTING ENVIRONMENTAL PEDAGOGIES AND NARRATIVES

Ashley Campbell-Ghazinour, University of Ottawa Lobat

SESSION 20 DISABILITY STUDIES & CURRICULUM THEORY

8:00-9:15 AM, CHAMINADE

DISABILITY STUDIES IN EDUCATION MEETS (AGAIN) CURRICULUM STUDIES: REFLECTIONS ON DIS/ABILITY AND COLLABORATIVE AUTOETHNOGRAPHIC METHODS

Sandra Vanderbilt, George Washington University

Kelly P Vaughan, Purdue University Northwest

David Hernandez-Saca, University of Northern Iowa

LOOKING TO FAMOUS PEOPLE WITH AUTISM: ROLE MODELS OR CELEBRITY CULTURE?

Heidi Michelle Morein, Arcadia University School of Education

Peter Appelbaum, Arcadia University

SESSION 22 SPEED, SOUND, AND SPIRITS: CURRICULUM CROSS CONVERSATIONS

9:30-10:45 AM, BARRETT

LIVING CURRICULUM: EMBRACING A SLOW CURRICULUM IN AN AGE OF SPEED

Shaofei Han, Louisiana State University

David W. Robinson-Morris, Xavier University of Louisiana/University of New Orleans

Maria F.G. Wallace, Millsaps College

MANY SOUNDS AND VISIONS OF TEACHING: PLURALITY, POLYPHONY, TELEIDOSCOPES, AND COMPLICATING THE CONVERSATION

Chelsea Chandler, Concordia University Chicago

WHEN HOME BECOMES UNFAMILIAR: THE PEDAGOGICAL IMPLICATIONS OF GHOSTS AND HAUNTING

Scott Jarvie, Michigan State University

Adam A Schmitt, Michigan State University

SESSION 23 ISSUES IN CURRICULUM, SOCIAL JUSTICE, AND EQUITY IN SCHOOLS

9:30-10:45 AM, BORDEAUX

ORIGINS OF ACHIEVEMENT GAP BETWEEN WHITE AND BLACK STUDENTS: END OR NO END IN SIGHT?

Amy Samuels, University of Montevallo

Michael Takafor Ndemanu, Ball State University

REDOS AND RETAKES: GRADING FOR EQUITY AND TO PROMOTE A GROWTH MINDSET

Mary Webb, North College Hill Middle School

THE NEED FOR CULTURALLY RELEVANT CURRICULUM AND INSTRUCTION IN CULTURALLY RELEVANT SCHOOLS

Willie Williams Jr., Chicago Public Schools

NAVIGATING RACIAL BATTLE FATIGUE: INCORPORATING CRITICAL RACE THEORY TENANTS IN THE GRADUATE SCHOOL EXPERIENCE

Lewis Andrea Brownlee, University of Arizona

PAPER SESSIONS – FRIDAY, OCTOBER 14, 2016

SESSION 24

9:30-10:45 AM, CHAMINADE

PANEL

THEOLOGY IN THE WORK OF CURRICULUM

Presenters:

John Leonard, St Xavier Chicago

R. Whitlock, Kennesaw State University

Session Organizer:

Sam Rocha, University of British Columbia

Chair:

Jerry Pottebaum, Independent Scholar

SESSION 25

9:30-10:45 AM, DARBY

PANEL

ACTIVISM, PROTEST AND DISSENT: THE CONTINUING STRUGGLE FOR CRITICAL CURRICULUM

Presenters:

Jocelyn Weeda, Centerville City Schools

Roland Coloma, Miami University

Lisa Weems, Department of Educational Leadership, Miami University

Chair:

Lisa Weems, Department of Educational Leadership, Miami University

SESSION 26 POP CULTURE AND CURRICULUM THEORIZING

9:30-10:45 AM, HOELLE

POP CULTURE PEDAGOGY 2.0: A POLITICAL CURRICULUM IN THE AGE OF TRUMP

Mark Helmsing, George Mason University

Gabriel Huddleston, Texas Christian University

“SURVIVORS APPROACHING!”: ZOMBIE APOCALYPSE NARRATIVES AND THE SUSTAINING OF TEACHER COMMUNITY

Chris Osmond, Appalachian State University

Gabriel Huddleston, Texas Christian University

SESSION 27

11:00-12:15, DARBY

PROVOKING DIALOGUES

Dr. Jim Garrett's (2017) Learning to be in the world with others: Difficult knowledge and social studies education

Presenters:

Aparna Mishra Tarc, York University

Sara Matthews, Wilfrid Laurier University

Mario DiPaolantonio, University of Toronto

Chair:

Karyn Sandlos, Art Education, School of the Art Institute of Chicago (SAIC)

SESSION 29 CURRICULUM THEORIZING AND CURRICULUM HISTORY

1:15-2:30 PM, BARRETT

40 YEARS LATER: HOW “ALL CHILDREN CAN LEARN” MAY BE DESTROYING EDUCATION IN THE U.S.

Vincent W Youngbauer, Mercer University

ARTICULATING THE CURRICULUM OF SUDBURY SCHOOLS USING SCHWAB'S FOUR COMMONPLACES OF CURRICULUM

Melissa Bradford, DePaul University

DISRUPTING HISTORICAL PRACTICES OF LISTENING IN SCHOOLS

Sarah Bausell, University of North Carolina-Chapel Hill

SESSION 30 SOUND AND CURRICULUM THEORIZING

1:15-2:30 PM, BORDEAUX

SOUND POLICE: SILENCING, DEAFNESS AS DEFICIT, AND INDIGENOUS ABSENCES IN SCHOOLS

Walter Gershon, Kent State University

TUNING OUT OF THIS WORLD: SILENCE AND MANTRA IN ZYGMUNT BAUMAN'S LIQUID MODERNITY

Stacey Bliss, York University

SESSION 31 GENDER AND SCHOOLING

1:15-2:30 PM, CHAMINADE

"IF WE ARE GOING TO FEMINIZE BOYS, WE WILL WITHDRAW OUR SUPPORT": A RHIZOANALYSIS OF CONVERSATIONS AROUND GENDER IN A PRIVATE JEWISH PRESCHOOL

Jenna Kamrass Morvay, Teachers College, Columbia University

DEPICTING THE MASCULINE IN SCHOOLS: MAKING SPACE FOR BOYS' VOICES WITH/IN THE BOY CRISIS

PAPER SESSIONS – FRIDAY, OCTOBER 14, 2016

Teresa Anne Fowler, University of Calgary

“THIS IS MY STORY TOO!”: FOUR WHITE WOMEN’S UNDERSTANDINGS OF GENDER AND (RACE)

Valin Jordan, University of Louisiana at Lafayette

SESSION 32 TEACHER EDUCATION AND CURRICULUM THEORIZING

1:15-2:30 PM, DARBY

POP-ING SCIENCE TEACHER EDUCATION: EXPLORING POSSIBILITIES OF PERMEABILITY THROUGH NOMADIC ENGAGEMENTS

Christie C. Byers, George Mason University

Maria F.G. Wallace, Millsaps College

STRUGGLE AND SINGULARITY IN TEACHER EDUCATION: EXPLORING THE SIGNIFICANCE OF HUMANITIES-ORIENTED CURRICULUM DEVELOPMENT

Brian Casemore, George Washington University

Rachel Talbert, George Washington University

THE UBERIZATION OF TEACHER CREDENTIALING: THE DISRUPTION WILL NOT BE THEORIZED

kris sloan, St. Edwards University

SESSION 33

1:15-2:30 PM, FIRESIDE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CONVERSATIONS AROUND ADVOCACY WITH DR. LANCE MCCREADY

Presenter:

Lance McCready, University of Toronto

Chair:

Kirsten Robbins, Indiana University School of Education - IUPUI

SESSION 34 CURRICULUM THEORIZING AND THE (POST)COLONIAL

2:45-4:00 PM, BARRETT

FINDING WHAT WE'RE LOOKING FOR: UTILIZING ANTICOLONIAL FEMINISM TO ANALYZE CURRICULA

Shawna M Carroll, OISE/University of Toronto

JAMES BALDWIN, HANIF KUREISHI, AND SOME THOUGHTS ON CURRICULUM WORK TODAY

Nina Asher, University of Minnesota-Twin Cities

SESSION 35 CURRICULUM AND NEOLIBERALISM

2:45-4:00 PM, BORDEAUX

(UN)COMPLICATED CONVERSATION: AN AUTOETHNOGRAPHIC JOURNEY OF A HIGH SCHOOL PRINCIPAL NAVIGATING NEOLIBERAL CURRICULUM ADOPTION

Kent Thompson, University of Arizona

DIVERSITY AND DISAVOWAL: THE CRUEL OPTIMISM AND (IM)POSSIBLE POLITICS OF DIFFERENCE IN THE NEOLIBERAL UNIVERSITY

Justin Phillip Jimenez, University of Minnesota

THE MODERN URBAN: NEOLIBERALISM, GENTRIFICATION, SCHOOL CHOICE AND THE MISAPPROPRIATION OF THE URBAN EXPERIENCE OF PRE-SERVICE TEACHERS IN MAGNET SCHOOLS

Alycia Elfreich, Indiana University

Erik Shaver, Indiana University-- Indianapolis

SESSION 36 DUOETHNOGRAPHY IN CURRICULUM STUDIES

2:45-4:00 PM, CHAMINADE

CAN RADICALS BE DEPARTMENT CHAIRS? A DUOETHNOGRAPHY

Isabel Nunez, Indiana University-Purdue University Fort Wayne

Julie Gorlewski, Virginia Commonwealth University

Dear Claude: A Duoethnography of Identity and Displacement

Ying Wang, Texas Christian University

Mila Zhu, Texas Christian University

DUOETHNOGRAPHY AS A TRANSFORMATIVE EXPERIENCE OF HUMAN EDUCATION

Melissa Bradford, DePaul University

Nozomi Inukai, DePaul University

SESSION 37

2:45-4:00 PM, DARBY

PANEL

EMANCIPATING PAULO FREIRE: NEW MATERIALISMS, SOCIAL JUSTICE, AND THE MAKINGS OF THE (IM)POSSIBLE

Presenters:

Blanca Caldas Chumbes, University of Minnesota - Twin Cities

Walter Gershon, Kent State University

Sam Rocha, University of British Columbia

Chair:

Sandro Barros, Michigan State University

PAPER SESSIONS – FRIDAY, OCTOBER 14, 2016

SESSION 38 CRITICAL PERSPECTIVES ON HISTORY EDUCATION

2:45-4:00 PM, HOELLE

HISTORY SUCKS: SATURATIONS OF SADNESS IN HISTORY EDUCATION

Mark Helmsing, George Mason University

THE PERSON BEHIND ME: MAKING SENSE OF WHAT IT MEANS TO TEACH THE PAST

Stephanie Konle, University of North Carolina- Chapel Hill

SESSION 39

4:15-5:45 PM, DARBY

PROVOKING DIALOGUES

Selected Writings of Patti Lather on (Post)Critical Methodology: A Book-ish Conversation

Participants:

Janet Miller, Teachers College, Columbia University

Jerry Rosiek, University of Oregon

Discussant:

Patti Lather

Chair:

Gabriel Huddleston, Texas Christian University

SESSION 41

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Jerry Rosiek

White Supremacy as an Agential Being: Curriculum Studies at the Intersection of Racial Realism and Agential Realism

Presenter:

Jerry Rosiek, University of Oregon

PAPER SESSIONS – SATURDAY, OCTOBER 15, 2016

SESSION 44 CURRICULUM THEORIZING WITH/IN THE DISCIPLINES

9:15-10:30 AM, BARRETT

CONVERSING ABOUT THE NATURE OF MATHEMATICS IN DIFFERENT CURRICULAR FRAMEWORKS

Ana Lucia Braz Dias, Central Michigan University
Harryson Júnio Lessa Gonçalves, Universidade Estadual Paulista "Júlio de Mesquita Filho" (UNESP)

DEPARTMENTALIZED ELEMENTARY SCIENCE INSTRUCTION

Roberta King, The George Washington University

DESIGNERLY WAYS OF READING: LESSONS FROM DRAMA FOR EMBRACING DESIGN THINKING IN THE ENGLISH LANGUAGE ARTS CURRICULUM

Treavor Bogard, University of Dayton

SESSION 45

9:15-10:30 AM, BORDEAUX

PANEL

COMPLICATING CURRICULUM WITH CRITICAL POSTHUMANISM

Participants:

Drew Kopp, Rowan University

Carolyne J White, Rutgers University Newark

Fatemeh Moghaddam, Syracuse University

Chair:

Carolyne J White, Rutgers University Newark

SESSION 46 CURRICULUM THEORY IN CONVERSATION WITH PHILOSOPHY AND ETHICS

9:15-10:30 AM, CHAMINADE

AESTHETIC CULTIVATION THROUGH KNOWLEDGE ACQUISITION: A NEW INTERPRETATION OF KANT'S CRITIQUES

Sungyoon Lee, Texas A&M University

Jang-Hoo Sim, Seoul National University of Education

REASON IN AN AGE OF CIVIC ILLITERACY: DEONTICS, RATIONALITY, AND THEORETICA

Bryan Wright, OISE / University of Toronto

REFUSAL OF THE CALL: TIMOROUS SOUL OF THE DOMESTICATED LIBIDO

Joe Ohlinger, University of Illinois at Chicago

WHAT CAN WE LEARN ABOUT WRITING FROM HABERMAS? A CASE STUDY

Cheu-jei Lee, Indiana University-Purdue University Fort Wayne

SESSION 47

9:15-10:30 AM, DARBY

PANEL

SEEKING SITES OF RESISTANCE: ENGAGING IDENTITY, CULTURE, AND BELONGING IN THE CLASSROOM

Presenters:

Hillary A Barron, University of Minnesota

Meghan Phadke, University of Minnesota

Rachel Schmitt, University of Minnesota

Weijian Wang, University of Minnesota

Ramya Sivaraj, University of Minnesota

Chair:

Nina Asher, University of Minnesota-Twin Cities

SESSION 48 ON METHOD AND POETICS

9:15-10:30 AM, HOELLE

A POLITICAL ONTOLOGICAL APPROACH AND THE DECOLONIZATION OF ETHNOGRAPHIC RESEARCH

Jairo Isaac Fúnez-Flores, Purdue University

METHOD AS METHOD: ACT II

Gabriel Huddleston, Texas Christian University

Sam Rocha, University of British Columbia

PRECEDENT CHAOS. OR MARROW WORK: A POETICS OF EDUCATION

Alecia Beymer, Michigan State University

Scott Jarvie, Michigan State University

SESSION 49

10:45-12:00 PM, DARBY

SPOTLIGHT SESSION

THE GENESIS OF AN ACADEMIC CAREER: RUMINATING ON JAMES BALDWIN, AFRICAN AMERICAN LETTERS, AND THE GILDING OF THE POSTCOLONIAL MIND

Presenters:

Warren Crichlow, York University

Fran Huckaby, Texas Christian University

Mario DiPaolantonio, University of Toronto

Aparna Mishra Tarc, York University

Cameron McCarthy, University of Illinois

PAPER SESSIONS – SATURDAY, OCTOBER 15, 2016

Chair:

Warren Crichlow, York University

SESSION 51 QUALITATIVE STUDIES OF URBAN SCHOOLS

1:15-2:30 PM, BARRETT

ADOLESCENT GIRLS AS CRITICAL PEDAGOGUES: THE SIGNIFICANCE OF COUNTERSTORYTELLING

Sandra Vanderbilt, George Washington University

BARGAINS, ROLES, AND THE UNDERLIFE: EVERYDAY SOCIAL ROLES AT A GOOD URBAN ELEMENTARY

Walter Gershon, Kent State University

SESSION 52

1:15-2:30 PM, BORDEAUX

PANEL

UNTHOUGHT AND CURRICULUM STUDIES: CONSIDERING THE WORK OF N. KATHERINE HAYLES

Presenters:

Aparna Mishra Tarc, York University

Robert Helfenbein, Loyola University Maryland

Jim Garrett, University of Georgia

Chair:

Gabriel Huddleston, Texas Christian University

SESSION 53 CURRICULUM THEORY AND FRAMES OF INQUIRY

1:15-2:30 PM, CHAMINADE

FILM AS RESEARCH: AUTHENTIC PROJECTS IN GRADUATE EDUCATION

Jayna McQueen, Texas Christian University

M. Francyne Huckaby, Texas Christian University

Curby Alexander, Texas Christian University

INLAKESH AND THE SKOLE: TOWARD A CURRICULUM OF TRANSCENDENCE

Thomas Falk, University of Dayton

'Tricked' and 'Trumped' by the Lack of Difficult Phenomena in Picturebooks: Querying Disasters and Death

Stacey Bliss, York University

SESSION 54 THEORIZING WITH CURRERE

1:15-2:30 PM, DARBY

CURRERE AND THE VOICE OF STUDENT

Charles Griggs, Indiana University Southeast

EXPLORING THE CURRICULUM OF FRAGMENTATION: BUILDING A CURRERE ORIENTED REPRESENTATION OF THE EDUCATIONAL "I"

Thomas Poetter, Miami University, Oxford, Ohio

I AM WHAT I AM BECOMING: A COMPLICATED CONVERSATION WITH MYSELF

Susan Adams, College of Education, Butler University

SESSION 55 CURRICULUM THEORY AND THE TEACHER

1:15-2:30 PM, HOELLE

THE RELATIONAL TEACHER

Avi Lessing, Oak Park and River Forest High School, UIC

THE SHINING SCHOOL ON THE HILL: TEACHER PEDAGOGY IN A "SUCCESSFUL" CHARTER SCHOOL

Gareth Mitchell, Louisiana State University

"BECAUSE I CARE ABOUT THEM, LIKE, WHATEVER": A SUCCESSFUL YOUNG WHITE TEACHER'S COMPLICATED THEORIES OF SOLIDARITY, CURRICULUM, AND HER EMOTIONAL LABOR

Michael Boucher, Jr., Texas State University

Meagan Hoff, Texas State University

Amber Sarker, Texas State University

SESSION 56 AFFECTIVE TENSIONS: THEORIZING RACE, GENDER, & SEXUALITY

2:45-4:00 PM, BARRETT

TEACHING GENDER & SEXUALITY IN EDUCATION: CHALLENGES AND TRIUMPHS AS A DV SURVIVOR

Heather Hathaway Miranda, University of Illinois at Chicago

A SOFT OFFERING FOR THE OFT SUFFERING: BLACK/BROWN VOICES AND THE ECHOES OF GRIEF

Samira Thomas, The Sparks Academies Kabul

IN 8100 AGAIN: THE SOUNDS OF STUDENTS BREAKING

Boni Wozolek, Loyola University Maryland

PAPER SESSIONS – SATURDAY, OCTOBER 15, 2016

SESSION 57 SOVEREIGNTY, THE COMMONS, AND LAND
2:45-4:00 PM, BORDEAUX

CLAIMING EDUCATIONAL SOVEREIGNTY

Nancy Ares, University of Rochester, NY

LAND-BASED CURRICULUM: REFUGEE YOUTH'S MOBILE WALK

Michelle Bae-Dimitriadis, SUNY Buffalo State

RECLAIMING AN EDUCATIONAL COMMONS: TOWARDS A CURRICULAR FRAMEWORK OF CIVIC AGENCY, NONVIOLENCE, AND COMMUNITY

Jason Michael Lukasik, Augsburg College

TEACHING CURRICULUM THEORY IN THE US AND ABROAD: MAPPING SPACES OF POSSIBILITIES

Encarna Rodriguez, Saint Joseph's University

Audrey Dentith, Appalachian State University

SESSION 58 ENTANGLEMENT AND THE NEW MATERIALISM
2:45-4:00 PM, CHAMINADE

ENTANGLEMENT WITH ALICE IN WONDERLAND

Shufang Yang, Louisiana State University

RESISTING A CURRICULUM OF CONTROL

Kirsten Robbins, Indiana University School of Education - IUPUI

QUANTUM LEAP: SPACE-TIME MATTERING IN EARLY CHILDHOOD

Kay A Gordon, Teachers College, Columbia University

SESSION 59
2:45-4:00 PM, DARBY

PANEL

TEACHING QUALITATIVE RESEARCH METHODS IN A POST-QUALITATIVE WORLD

Presenters:

Fran Huckaby, Texas Christian University

Jayna McQueen, Texas Christian University

Nathan, Russell, Texas Christian University

Jill, Gerloff, Texas Christian University

Mila Zhu, Texas Christian University

Ying Wang, Texas Christian University

Chair:

Gabriel Huddleston, Texas Christian University

SESSION 60
2:45-4:00 PM, FIREPLACE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CONVERSATIONS AROUND ADVOCACY WITH DR. ERICA MEINERS

Presenter:

Erica Meiners, Northeastern Illinois University

Chair:

Kirsten Robbins, Indiana University School of Education - IUPUI

SESSION 61
4:15-5:45 PM, DARBY

PROVOKING DIALOGUES

Aparna Tarc's (2015) Literacy of the other: Renarrating humanity

Presenters:

Aparna Mishra Tarc, York University

Brian Casemore, George Washington University

Nina Asher, University of Minnesota-Twin Cities

Sandro Barros, Michigan State University

Chair:

Jayna McQueen, TCU College of Education

KN 3
7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Erica Meiners

Our Problem Child: Provocations on Dismantling the Carceral State

Presenter:

Erica Meiners, Northeastern Illinois University

PARTICIPANTS

A

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Wright, Bryan, 046

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Yang, Shufang, 058
Youngbauer, Vincent W, 029

Z

Zhu, Mila, 036, 059

PARTICIPANTS




AREAS OF STUDY

Early Childhood Education (EC-Grade 6) <ul style="list-style-type: none">• Bilingual Education• English as a Second Language (ESL)• Special Education	Secondary Education (Grades 7-12) <ul style="list-style-type: none">• English/Language Arts & Reading with ESL• Life Science• Physical Science• Social Studies	Double Major with Educational Studies <ul style="list-style-type: none">• Business Administration• Communication• Computer Science• Dance• English• French, German or Spanish• History• Journalism• Mathematics• Theatre Arts
Middle School Education (Grades 4-8) <ul style="list-style-type: none">• English/Language Arts & Reading with ESL• Mathematics• Science• Social Studies	All-Level Certification (EC-Grade 12) <ul style="list-style-type: none">• Art• Music• Theatre• Physical Education• Education of the Deaf & Hard of Hearing	



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Facilities and Map

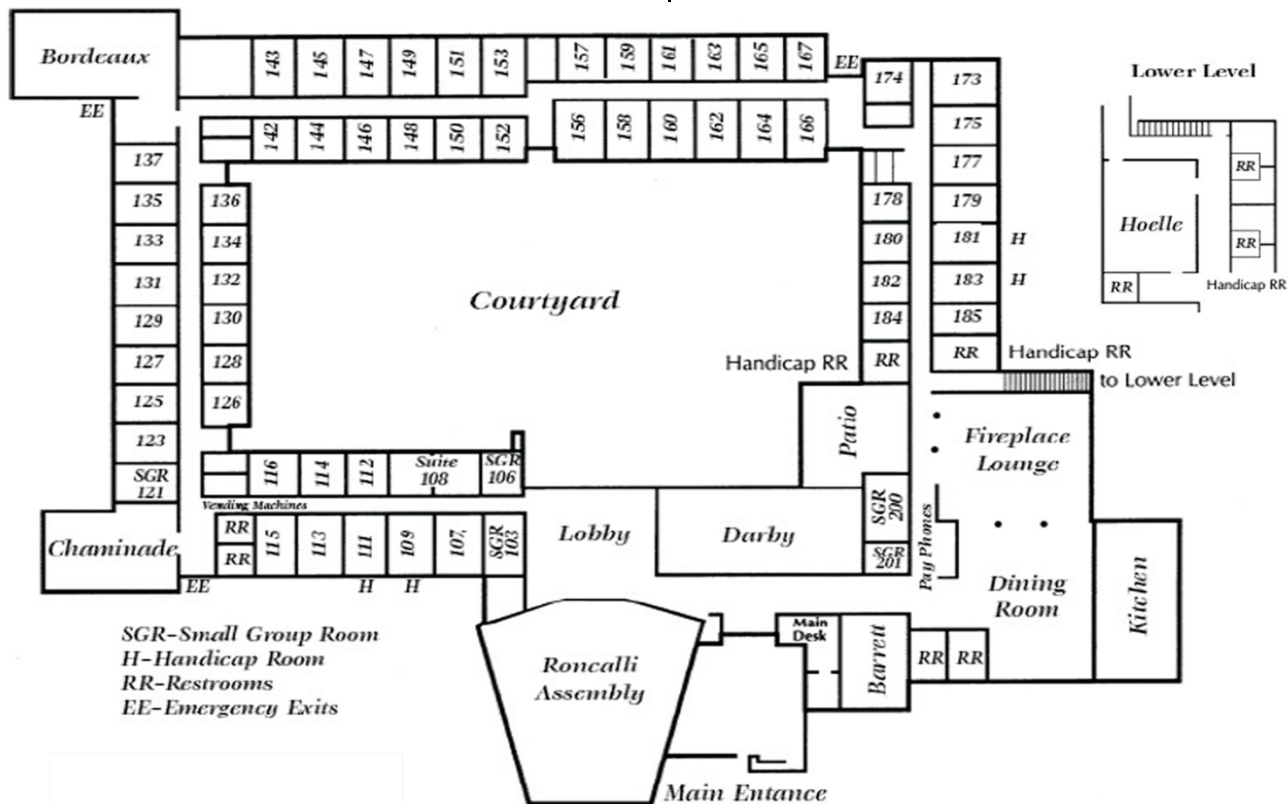
The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or 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	7:00 to 8:00 AM 8:00 to 9:00 AM	Friday Saturday
Lunch	12:00 to 1:00 PM	Thursday- 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

CONFERENCE GRID

Thursday, October 12, 2017							
Darby	Barrett	Chaminade	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
8:00-9:00 AM							
Breakfast							
9:00-12:00 PM							
Pre-Conference Workshop: Curriculum Theory and the Post-truth							
12:00-1:00 PM							
				Lunch			
1:15-2:30 PM							
Curriculum Histories	Curricular Complications of Race, Ethnicity, and Thought	Curriculum Futures: The Methods of currere and Critical Race Feminist currere in Three Acts	Community Curriculum Conversations Teachers, Parents, and Students			Graduate Student Roundtable Complicated Conversations Around Advocacy with Dr. Rob Helfenbein	
2:45-4:00 PM							

CONFERENCE GRID

Friday, October 13, 2015							
Darby	Barrett	Chaminade	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
7:00-8:00 AM							
Breakfast							
8:00-9:15 AM							
	Race, Ethnicity, and Language	Disability Studies & Curriculum Theory	Curriculum Theory and Our Environment				
9:30-10:45 AM							
Activism, Protest and Dissent: The Continuing Struggle for Critical Curriculum	Speed, Sound, and Spirits: Curriculum Cross Conversations	Theology in the Work of Curriculum	Issues in Curriculum, Social Justice, and Equity in Schools		Pop Culture and Curriculum Theorizing		
11:00 AM-12:15 PM							
Provoking Dialogues: Dr. Jim Garrett's (2017) Learning to be in the world with others: Difficult knowledge and social studies education							

12:15-1:00 PM							
Lunch							
1:15-2:30 PM							
Teacher Education and Curriculum Theorizing	Curriculum Theorizing and Curriculum History	Gender and Schooling	Sound and Curriculum Theorizing			Graduate Student Roundtable: Complicated Conversations around Advocacy with Dr. Lance McCready	
2:45-4:00 PM							
Emancipating Paulo Freire: New Materialisms, Social Justice, and the Makings of the (Im)possible	Curriculum Theorizing and the (Post)Colonial	Duoethnography in Curriculum Studies	Curriculum and Neoliberalism		Critical Perspectives on History Education		
4:15-5:45 PM							
All Conference Session: Selected Writings of Patti Lather on (Post)Critical Methodology: A Book-ish Conversation							
6:00-7:00 PM							

				Dinner			
7:30-9:00 PM							
							Keynote: Dr. Jerry Rosiek
9:00-11:55 PM							
						Social Hours	

CONFERENCE GRID

Saturday, October 14, 2015							
Darby	Barrett	Chaminade	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
8:00-9:00 AM							
Breakfast							
9:15-10:30 AM							
Seeking Sites of Resistance: Engaging Identity, Culture, and Belonging in the Classroom	Curriculum Theorizing with/in the Disciplines	Curriculum Theory in Conversation with Philosophy and Ethics	Complicating Curriculum with Critical Posthumanism		On Method and Poetics		
10:45-12:00 PM							
All Conference Session: The Genesis of an Academic Career: Ruminating on James Baldwin, African American Letters, and the Gilding of the Postcolonial Mind							
12:00-1:00 PM							
Lunch							

CONFERENCE GRID

1:15-2:30 PM							
Theorizing with Currere	Qualitative Studies of Urban Schools	Curriculum Theory and Frames of Inquiry	Unthought and Curriculum Studies: Considering the Work of N. Katherine Hayles		Curriculum Theory and The Teacher		
2:45-4:00 PM							
Teaching Qualitative Research Methods in a Post-Qualitative World	Affective Tensions: Theorizing Race, Gender, & Sexuality	Entanglement and the New Materialism	Sovereignty, the Commons, and Land			Graduate Student Roundtable: Complicated Conversations Around Advocacy with Dr. Erica Meiners	
4:15-5:45 PM							
All Conference Session: Aparna Tarc's (2015) Literacy of the other: Renarrating humanity							
6:00-7:00 PM							
Dinner							
7:30-9:00 PM							
							Keynote: Dr. Erica Meiners
9:00-11:55 PM							
						Social Hours	