

45<sup>th</sup> ANNUAL MEETING

October 16th – 18th, 2025

CONFERENCE THEME:

Curriculum Theorizing and  
The Architecture of Authority

[www.jctonline.org](http://www.jctonline.org)

# Welcome

Welcome to the 2025 Bergamo Conference on Curriculum Theory and Classroom Practice! The incoming Leadership Team is thrilled to continue the conference's legacy of featuring keynotes, panels, workshops, and more from scholars whose work exemplifies how the field of curriculum studies provocatively engages pressing issues of the present. The program features a wide array of voices whose thoughtful and important work honors the field even as new directions are forged. This year's conference theme, "*Curriculum Theorizing and the Architecture of Authority*," directs our attention to the concatenation of sociopolitical issues facing educational praxis at this unique moment in time. We hope this orientation invites ongoing critical conversations and reflections about the field of curriculum studies and its future. We are particularly excited about sessions that draw attention to the ongoing genocide in Palestine, the agency of scholars and teachers in the midst of book bans and curricular debates, policy and praxis that contributes to the vulnerability and resilience of LGBTQ+ communities, novel methodologies and approaches to educational research and curriculum theorizing, and resistance to the erasure of Black and Indigenous peoples and perspectives in formal educational settings. In addition, we have panels dedicated to the ongoing contributions of Dr. Patti Lather to the field of curriculum studies, as well as sessions designed for graduate students and early career scholars. It is our privilege to continue Bergamo's decades-long legacy of providing a space for celebrating our collective contributions to the field, and for sharing our struggles and triumphs as educators dedicated to making the world a more hopeful and just place. We look forward to continuing Bergamo's critical legacy, and to welcoming colleagues old and new.

**Bergamo Conference Team 2025**

## At-A-Glance

THURSDAY	
11:00 - 12:00 pm	Lunch
12:00 -1:00 pm	Opening Plenary
1:15 - 2:30 pm	Sessions 2-6
2:45 - 4:00 pm	Sessions 7-11
4:15 - 5:45 pm	Provoking Dialogue
6:30 - 9:00 pm	Social Event/ Fundraiser
FRIDAY	
8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Sessions 13-17
10:45 - 12:00 pm	Sessions 18-22
12:00 -1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 23-28
2:45 - 4:00 pm	Sessions 29-33
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	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 36-40
10:45-12:00	Sessions 41-45
12:00 - 1:00 pm	Lunch
1:15- 2:30 pm	Sessions 46-50
2:45 - 4:00 pm	Sessions 51-53
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner on Your Own
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 - 11:00 pm	Social Hour/Cash Bar

# Acknowledgments

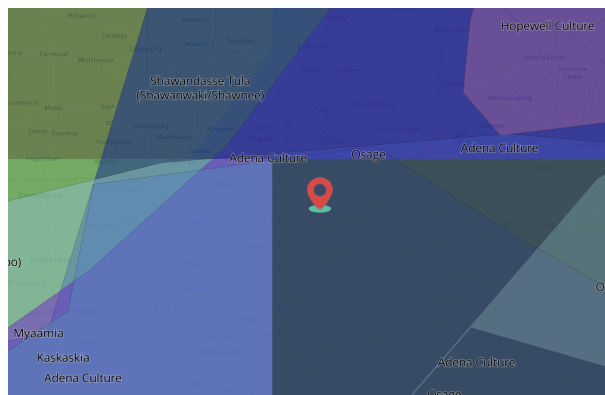
As we gather in this space, we pause to honor the histories that make our presence here possible.

We acknowledge that the lands on which many of us live, work, and learn are the traditional and unceded territories of Indigenous peoples, who continue to steward and sustain these lands despite centuries of displacement and erasure. We invite each of you to take a moment to recognize the Indigenous communities of the places you are joining from today, and we encourage the use of resources such as [native-land.ca](http://native-land.ca) to learn more about these territories.

Here at Bergamo, we gather on the traditional homelands of the **Shawnee, Miami, and Hopewell peoples**, among other Indigenous nations who have lived, traveled, and cared for this region since time immemorial. Dayton, Ohio, rests on land that was taken through treaties often made under pressure and not honored. The very name *Ohio* derives from the Iroquoian word *ohi-yo'*, meaning “good rivers.” For millennia, this land has been a place of gathering and ceremony, of trade and exchange, of food, culture, and story. The **Iroquoian, Siouan, and Algonquin-speaking peoples**, more than **39 historic Nations and bands**, continue to call this land home. Today, we recognize that we are gathered on land that was unceded and stolen, and we honor the Indigenous communities, their elders, past and present, as well as future generations.

We also recognize that the educational systems in which we labor have been shaped by the exploitation of enslaved peoples and the ongoing marginalization of Black, Brown,

immigrant, and working-class communities. The privileges and access that make today’s gathering possible are inseparable from those histories.



By speaking these truths aloud, we commit ourselves to remembering, to listening, and to working toward more just and life-affirming futures in education.

**Special thanks to Dr. LaGarrett King and Dr. Jairo I. Fúnez-Flores** 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 Dr. Jody Googins and Dr. Vanessa Winn, Managing Editors of the *Journal of Curriculum Theorizing*.** 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. A special thanks to all graduate student volunteers who helped us to work the registration and book tables and to set up this year’s conference under the

guidance of **Dr. Aly Elfreich** and **Dr. Kirsten Robbins**.

We extend our gratitude to local *Palestinian* artists and activists, **Mona Gazala**, Interdisciplinary Artist and Director, and **Mandy Shunnarah**, Poet Laureate and award-winning writer, along with their team, for curating a powerful exhibit, film screening, and rich engagement with the Bergamo community.

Thanks also go to the Cal Poly Humboldt Title V DHSI Grant for providing financial support for the Journal. And thanks go to the various publishers and authors who donated books for

the book sale display this year.

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

### **Bergamo Conference Team 2025**

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#### **Foundation Presidents**

##### **and JCT Editors (2025-2030)**

**Rouhollah Aghasaleh**, California State Polytechnic University- Humboldt

**Tristan Gleason**, California State Polytechnic University- Humboldt

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##### **and Bergamo Conference Team**

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**Treasurer:** Asilia Franklin-Phipps, State University of New York- New Paltz

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Atefeh Nasirihmrah, Independent Scholar  
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Aparna Tarc, York University

##### **Higher Education:**

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##### **Past Leadership**

##### **Foundation Presidents and JCT Editors**

Tom Poetter, Miami University (2019–2024)

Robert Helfenbein, Mercer University (2013–2018)

##### **JCT Managing Editors**

Kelly Waldrop, Miami University (2019–2024)

Gabriel Huddleston, Texas Christian University (2013–2019)

# Keynote Addresses



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

## **“Black Scare, Critical Hope, and Protecting Black History: Black History Interventions During Times of Political and Divisive Rhetoric”**

**LaGarrett King, University at Buffalo**

### **Biography:**

Dr. LaGarrett J. King is an award-winning Professor of Learning and Instruction and Director of the Center for K-12 Black History and Racial Literacy Education at the University at Buffalo. He is the author of over 70 publications, including 4 books. His most recent book, *Teaching Black History for Grades 6-12: An Introduction to the Black Historical Consciousness Framework*, will be published in 2026. The book, co-authored with Abigail Henry, explores his Black History Framework that has been adopted in several school districts across the United States and Canada. Dr. King lives in Buffalo with his wife, Dr. Christina King, and 2 children, Preston and Presley. He enjoys movies, working in his yard, attending high school athletic events, and most importantly, being quiet.



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

## **“Curriculum Theorizing in a Time of Genocide, Scholasticide, and (Counter)Insurgency”**

**Jairo Fúnez-Flores, Texas Tech University**

### **Biography:**

Jairo I. Fúnez-Flores is an Assistant Professor of Curriculum Studies and Teacher Education. Specializing in curriculum studies, decolonial theory, and critical ethnography, his research explores the pedagogical possibilities emerging from student movements and activist spaces. He is a founding member of the Faculty and Staff for Justice in Palestine at Texas Tech University and EdScholars4Palestine. Currently, he is advancing what he calls insurgent decolonial theory to situate thought in sites of struggle. His work has been published in *Theory, Culture & Society*, *Globalisation, Societies and Education*, *Sociology Compass*, and *Educational Studies*. Dr. Fúnez-Flores is also the co-editor of the Bristol University Press book series *Decolonization and Social Worlds*, lead editor of the Routledge book series *Decolonial Entanglements: Praxis, Pedagogy, and Social Theory*, and lead editor of the SAGE Handbook of Decolonial Theory.

# Opening Plenary

Thursday, 12:00 – 1:00 PM, Darby

## Welcome Back to Bergamo

Welcome back to the Bergamo Retreat Center for the 45th Annual Conference of the Foundation for Curriculum Theory and the Journal of Curriculum Theorizing: the Bergamo Conference on Curriculum Theory and Classroom Practice. As we open this gathering, we would like to pause to reflect on our first year serving as Editors of JCT and as leaders of FCT, to affirm the importance of our shared commitments to curriculum theorizing in this unique space, and to introduce the vision and theme for this year's conference.

Tristan Gleason & Rouhollah Aghasaleh, California State Polytechnic University- Humboldt  
Presidents, Foundation for Curriculum Theory & Editors, JCT

## Opening Remarks

We are honored to welcome **Mayor Jeffrey J. Mims, Jr.**, a lifelong educator and civic leader, to offer opening remarks. Mayor Mims brings decades of experience as a teacher, union leader, school board president, and now as Dayton's mayor. His presence underscores the deep connections between curriculum theorizing and the lived realities of our communities. As the conference enters its 45th year, the *Foundation for Curriculum Theory* and *JCT* are renewing our commitment to collaboration with Dayton and Ohio communities, educators, and schools. Mayor Mims's words will help ground our gathering in the local context and inspire us to build stronger bridges between scholarship, practice, and public life.



## Constellations of Authority and Liberation: Mapping Curriculum Futures Together

Tristan Gleason, California State Polytechnic University- Humboldt

Rouhollah Aghasaleh, California State Polytechnic University- Humboldt

Jody Googins, Xavier University

Vanessa Winn, University of Dayton

Sandra Vanderbilt, George Washington University

Asilia Franklin-Phipps, SUNY New Paltz

This opening session stages a collective act of constellation-making and reading to engage the 2025 Bergamo Conference theme, *Curriculum Theorizing and the Architecture of Authority*. Drawing on legacies of past Bergamo thinkers and present struggles over curriculum, participants will map oppressive architectures alongside liberatory counterforces to imagine new alignments of power, pedagogy, and possibility. As constellations emerge, they illuminate how curriculum theory helps us reorient toward more just and hopeful futures.



# Provoking Dialogue(s)

Thursday, 4:15–5:45 PM, Roncalli Assembly ASSEMBLY

## **Foucault in Education: Generative Dialogues on Power, Knowledge, and Resistance Across Theory, Practice, and Method**

### **DIALOGUERS:**

*Tristan Gleason*, California State Polytechnic University- Humboldt  
*Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt  
*Jim Burns*, University of New Mexico  
*Chris Kirchgasser*, University of Wisconsin-Madison  
*R. Allen Smith*, UNC School of the Arts  
*Mariam Sedighi*, American University of Iraq-Baghdad  
*Mathew Cook*, Mercer University  
*Robert J. Helfenbein*, Mercer University

### **Abstract**

This provoking dialogue, inspired by the forthcoming *Bloomsbury Handbook of Foucault and Education: Exploring Perspectives and Practices*, explores how Foucauldian philosophies enable educational researchers to think critically and historically about the present. Contributors interrogate epistemic, institutional, and political conditions while mobilizing Foucault's ethos of inquiry to problematize the self-evident and open spaces for alternative futures. Rejecting fixed methods, the session embraces plural genealogies that nourish praxis and resist totalizing interpretations.

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Friday, 4:15–5:45 PM, Roncalli Assembly ASSEMBLY

## **Public Spaces, Politics and Policy: A Post-script**

### **DIALOGUERS:**

*Robert Helfenbein*, Mercer University (discussant)  
*Todd Price*, National Louis University  
*Boni Wozolek*, Penn State University  
*Thomas Poetter*, Miami University  
*Dormetria Robinson Thompson*, Miami University

### **Abstract**

This panel offers a post-script to the recently released *Public Spaces, Politics and Policy: Historical Entanglements with Irrational Momentism* (2025), which frames contemporary education as shaped by “irrational momentism”, toxic politics reduced to sound bites and viral outrage that displace meaningful dialogue. The authors argue that under the current reactionary administration, policy has shifted from informing curriculum and pedagogy to controlling and predetermining what schools and society are allowed to be.

Saturday, 4:15 PM – 5:45, Roncalli Assembly ASSEMBLY

**“Closeness to the Land”:  
A Multimedia Evening of Palestinian Art, Film, and Poetry**

**DIALOGUERS:**

*Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt

*Mandy Shunnarah*, Freelance Writer

*Mona Gazala*, The Gazala Projects

*NourEddine Hijazi*, Activist

*AJ Watts*, Activist

*Sandra Vanderbilt*, George Washington University

**Abstract**

This Provoking Dialogue is a multimedia evening event highlighting Palestinian-American voices rooted in Ohio. Through film, visual art, and spoken word, the program explores displacement, resistance, erasure, and rootedness. Artist and activist Mona Gazala will curate short films (6000 Miles, Asymmetry) examining U.S.–Palestine entanglements and present an art installation on text and urban geographies. Mandy Shunnarah, Palestinian-Appalachian poet, will read from their 2025 *We Had Mansions*. NourEddine Hijazi will share original and inspired poetry on Gaza, and AJ Watts will perform spoken word. The evening concludes with a community conversation connecting artists, educators, and scholars.

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# Book Sale

The annual Bergamo Book Sale is back! We will offer several 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 17<sup>th</sup>

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

2:30 - 2:45 PM

4:00 - 4:15 PM

## Saturday, October 18<sup>th</sup>

9:00 - 9:30 AM

10:45 - 11:00 AM

2:30 - 2:45 PM

Many thanks to the various publishing companies and authors who offered their books for sale to benefit 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.

## 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 6:30 - 9:00 pm

Join us for a lively social fundraiser at **Lily's** (329 E 5th St), located just 7 miles—about a 14-minute drive—from the Bergamo Center.

Ticket prices will include a **three-course meal option** from Lily's, and the happy hour menu will be available for the duration of the event. The proceeds will support the **Q+ Health Alliance**, a coalition dedicated to advancing LGBTQ+ health and wellness through advocacy, collaboration, and shared resources, and the **JCT**.

This event will feature entertainment from local drag artist **Scarlett Moon**, and invites a joyful cross-pollination of Dayton's local queer community and curriculum theory scholars.

# Graduate Students Engagement

The **Bergamo Graduate Student Council**, established in 2013, remains an essential platform for graduate students to connect, contribute, and grow.

Council members benefit from networking and professional development opportunities with peers and curriculum scholars, as well as active engagement with conference attendees at the front desk, and **discounted registration for volunteer service**.

This year graduate students will have chances to meet and chat with the Conference Keynote Speakers on Thursday and Saturday 2:45-4:00 PM in the Fireside Lounge.

Importantly, the council also plays an advisory role to both the conference organizers and the Journal of Curriculum Theorizing editorial team, ensuring graduate student perspectives are included in shaping the field. If you are a graduate student interested in joining this dynamic community, please complete this brief form to share your contact information and availability: [Join the JCT Graduate Student Council](#).

Please, contact Aly Elfreich [alycia.elfreich@montana.edu](mailto:alycia.elfreich@montana.edu) or Kirsten Robbins [Kirsten.Robbins@oneonta.edu](mailto:Kirsten.Robbins@oneonta.edu)

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## JCT Graduate Student Paper Award

This award will be presented to one graduate student in recognition of an outstanding paper presented at the 2025 Annual Bergamo Conference on Curriculum Theory and Classroom Practice. This award recognizes the innovative scholarship of one student whose work expands on this year's conference theme of *Curriculum Theorizing and the Architecture of Authority* by situating the present moment in curriculum studies within the context of the broader field of education and beyond.

The award encourages the participation of emerging scholars in promoting new ideas and welcomes all viewpoints in forming a more transformative and reflective curriculum, theory, and practice.

**Procedure:** Interested graduate students should have already submitted a proposal to the conference. Proposals must be accepted for presentation at the 2025 Bergamo Conference on Curriculum Theory and Classroom Practice.

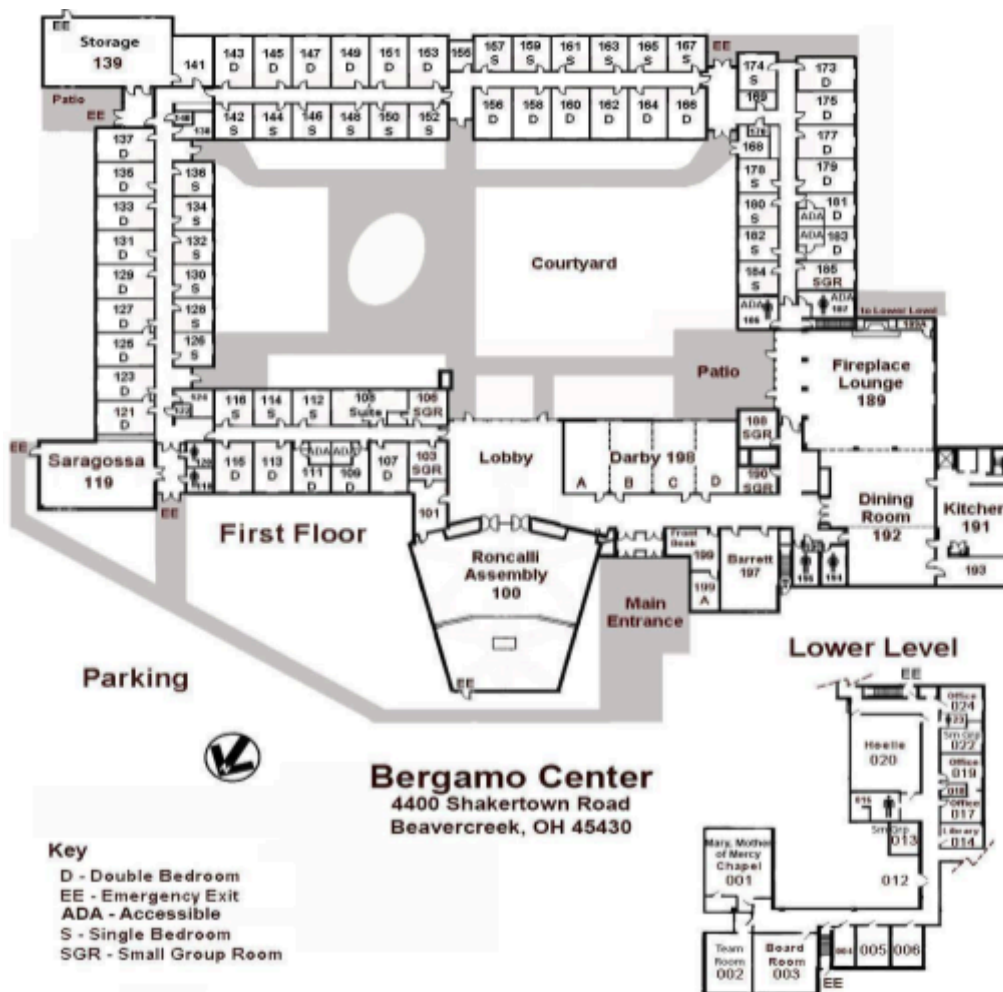
The completed paper must be submitted by **5 p.m. EST on Monday, October 6, 2025**, via email to Isabel Nuñez at: [isnunez@pfw.edu](mailto:isnunez@pfw.edu). Submissions must be single-authored by the graduate student and may not exceed 20 pages (excluding references, tables, and appendices). Names and university affiliation should appear only on a separate document for blind review. Papers must be in APA style. If no paper is identified that meets the criteria of the award, no awards will be given for this year.

**Award:** Publication in a future issue of the Journal of Curriculum Theorizing and recognition at the conference. The winning manuscript should be submitted to the 'General Themes' section of JCT, but should not be anonymized. Reviewers will return revisions to prepare the article for publication in about 6 weeks, after which the author will have 30 days to submit the final revised manuscript. The awardee must adhere to these processes and deadlines, or the winning paper will not be published.

**Nominated papers are marked with \* in the program.**

**They are in session# 5, 6, 11, 13, 23, 29, 30, and 38.**

# Facilities and Map



## Quiet Rooms: 188

- Fidgets
- Praying Rug
- Coloring sheets & crayon

## Care Room: 190

### Hygiene & Comfort

- Travel toothbrushes & toothpaste
- Travel deodorants
- Travel tissues
- Face masks
- Hand sanitizer
- Scent-free lotion
- Menstruation Products

### Health & Relief

- Tylenol
- Tums + Pepcid
- Imodium
- Allergy medication
- Mucinex

**Nursing Room: 106** (remains locked, ask for the key from the front desk)

## Inclusive Bathroom: 187

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

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

Bergamo Center offers **free on-site parking** for all guests. If you're traveling from **Dayton International Airport (DAY)**, the center is just about **20 miles away (approximately 25 minutes by car)**. Convenient transportation options include **Uber and Lyft rideshares** as well as **rental cars available at the airport**, all providing an easy and direct route to the center.

**Thursday, October 16, 2025**

**OPENING PLENARY**

**12:00 -1:00 PM, RONCALLI ASSEMBLY**

**CONSTELLATION OF AUTHORITY AND  
LIBERATION: MAPPING CURRICULUM  
FUTURES TOGETHER**

*Tristan Gleason*, California State Polytechnic University-  
Humboldt; *Rouhollah Aghasaleh*, California State  
Polytechnic University- Humboldt; *Jody Googins*, Xavier  
University; *Vanessa Winn*, University of Dayton; *Sandra  
Vanderbilt*, *Asilia Franklin-Phipps*, SUNY New Paltz

**SESSION 2 CURRICULUM VIOLENCE,  
RESISTANCE, AND IDENTITY**

**1:15-2:30 PM, DARBY**

**CRIPSTEMOLOGIES OF RURAL  
COLLEGE STUDENTS WITH CHRONIC  
CONDITIONS**

*Hannah Krubsack*, Cal Poly Humboldt

**CONSTRAINED BECOMINGS: THE  
POTENTIALITY OF AUTOTHEORY AND  
THE PSYCHIC LIFE OF QUEER  
SCHOLAR-ACTIVISM**

*Jory Rizal*, Independent Scholar

**RESISTANCE IS NOT FUTILE, IT'S  
ESSENTIAL: REIMAGINING OUR  
CURRICULA APPROACH TO RECLAIM  
TEACHER PREPARATION & EDUCATION**

*Cole Reilly*, Towson University; *Morna McDermott McNulty*,  
Towson University; *Marcia Watson-Vandiver*, Towson  
University

**SESSION 3 PANEL**

**1:15-2:30 PM, RONCALLI ASSEMBLY**

**WRESTLING WITH SPECTACLE: THE  
NEXT ACT**

*Todd Alan Price*, National Louis University; *Sandra  
Vanderbilt*, George Washington University; *Cooper Sved*,  
George Washington University; *Laura Jewett*, The  
University of Texas Rio Grande Valley

**SESSION 4 DIGITAL SPECTACLE AND  
RESISTANCE**

**1:15-2:30 PM, BARRETT**

**DISMANTLING THE VILLAIN:  
RECLAIMING CURRICULUM FROM  
FEAR, CONTROL, AND SILENCE**

*Schwartzon Precil*, Hero Leadership Group

**THE DIGITAL SPECTACLE: TEACHER  
INFLUENCERS AS CONTESTED  
CURRICULUM**

*Gabriel Huddleston*, TCU; *Cathryn van Kessel*, TCU; *Jerrett  
Lyday*, TCU; *Rebeca Plots*, TCU

**SESSION 5 THEORIZING CURRICULAR  
ARCHITECTURES**

**1:15-2:30 PM, SARAGOSSA**

**REFORMING EDUCATION FOR THE  
FOURTH INDUSTRIAL REVOLUTION:  
BRIDGING THE AI-DRIVEN DIGITAL  
DIVIDE IN MENA AND CASA REGIONS\***

*Hiba Zakai*, DePaul University; *Tahbit Chowdhury*,  
University of Waterloo

**DEFINING SETTLER COLONIALISM  
THROUGH FORMAL EDUCATION IN THE  
UNITED STATES: A SCOPING REVIEW**

*Allison Frazier, Purdue University; Stephanie Masta,  
Purdue University*

**ENJOYING THE END: THE SINTHOME  
WITHIN APOCALYPTIC PEDAGOGIES**

*Ralph McCoy, Purdue University; Jake Burdick, Purdue  
University*

**SESSION 6 POLICY, POWER, AND CRITICAL  
READING**

**1:15-2:30 PM, HOELLE**

**LEARNING BEYOND THE SYSTEM:  
BLACK HOMESCHOOLING AND  
RESISTANCE TO RACISM\***

*KoKo Burruss, DePaul University*

**READING BETWEEN THE LIES:  
UNDERSTANDING INFRASTRUCTURES  
OF IMPUNITY THROUGH A  
HETEROAXIOLOGICAL EXAMINATION  
OF NAMIBIAN SOCIAL STUDIES  
TEXTBOOKS**

*Shanna Robinson, Michigan State University*

**LOVE IN THE ART ROOM**

*Katherine K. Smith, Cincinnati Public Schools and University  
of Cincinnati*

**FIRESIDE CHAT W/  
KEYNOTE SPEAKERS DR. JAIRO I. FÚNEZ-FLORES**

**2:45-4:00 PM, FIRESIDE LOUNGE**

**SESSION 7 RACIALIZED CURRICULUM**

**2:45-4:00 PM, DARBY**

**"LIKE A SWEET OLD SORROW SONG":  
BLUES PARADOX AND ANTIRACISM IN  
THE SPACES BETWEEN**

*Alexander B. Pratt, University of Memphis*

**THE GILDED CURRICULUM:  
THEORETICAL EXPLORATIONS OF  
SCHOOL VOUCHERS AND  
EDUCATIONAL INEQUITY IN TEXAS**

*Gabriel Huddleston, TCU; Jerrett Lyday, TCU*

**SESSION 8 SPIRITUALITY, JOY, AND DESIRE**

**2:45-4:00 PM, RONCALLI ASSEMBLY**

**BORROWING FROM A DESIRED  
FUTURE: SPECULATIVE FICTION AND  
CURRICULUM**

*Rochelle L. Zuniga, Florida International University*

**CORE HUMANISTIC VALUES FROM FIVE  
SPIRITUAL TRADITIONS: BUILDING AN  
INTERFAITH AND REPARATIVE  
CURRICULUM FOR MULTICULTURAL  
CLASSROOMS**

*Raj Kumar Baral, The George Washington University*

**FLAT SAM: CREATIVITY, PLAYFULNESS,  
AND JOY AS RESISTANCE IN  
TRAUMA-INFORMED CURRICULUM  
DESIGN**

*Romana Holbert, Wright State University*

**SESSION 9 WRITING, CONSPIRACY, AND  
QUEER RESISTANCE**

**2:45–4:00 PM, BARRETT**

**VISIBLE & RESILIENT IN COMMUNITY  
AND SELF: A PROFESSIONAL  
AUTOETHNOGRAPHY ON  
QUEER-INCLUSIVE SEX/UAL/ITY  
EDUCATION IN PUBLIC SYSTEMS (A  
DANCE OF DISSONANCE, DISCORD, AND  
DISCONNECTION)**

*Richelle Frabotta*, Public Health - Dayton & Montgomery  
County

**WRITING-THINKING ABOUT MADNESS**

*Arisandy Johnson*, Arizona State University

**ART, CHILDREN, AND THE FASCIST  
POLITICS OF CONSPIRACY**

*Albert Stabler*, Illinois State University

**SESSION 10 CURRICULAR AUTHORITIES**

**2:45–4:00 PM, SARAGOSSA**

**DIALOGUE AS CURRICULAR  
RESISTANCE TO CONTEMPORARY  
AUTHORITARIAN ASSAULTS ON  
EDUCATION**

*Melissa Riley Bradford*, DePaul University; *Amira Proweller*,  
DePaul University

**POLICY PARADOXES AND THE  
ARCHITECTURE OF AUTHORITY: THE  
CASE OF AN INDIGENOUS  
MATHEMATICS TEACHER EDUCATION  
PROGRAM IN BRAZIL**

*Ana Lucia Braz Dias*, Central Michigan University

**SESSION 11 CURRICULAR EXPECTATIONS AND  
PEDAGOGICAL FUTURES**

**2:45–4:00 PM, HOELLE**

**RIPPLES IN A POND: HOW COMPETING  
EXPECTATIONS SHAPE YOUNG  
CHILDREN'S DEFINITIONS OF SCHOOL  
AND THEMSELVES**

*David Vining*, Teachers College, Columbia University;  
Hunter College, CUNY

**BEWILDERING WRITING PRACTICES:  
SPECULATIVE FICTION AND AFFECTIVE  
POSSIBILITIES\***

*Bradley Sullivan*, University of Oregon

**SESSION 12 PROVOKING DIALOGUE**

**4:15–5:40 PM, RONCALLI ASSEMBLY**

**FOUCAULT IN EDUCATION:  
GENERATIVE DIALOGUES ON POWER,  
KNOWLEDGE, AND RESISTANCE  
ACROSS THEORY, PRACTICE, AND  
METHOD**

*Tristan Gleason*, Cal Poly Humboldt; *Rouhollah Aghasaleh*,  
Cal Poly Humboldt; *James Burns*, University of New  
Mexico; *Chris Kirchgasser*, University of  
Wisconsin-Madison; *R. Allen Smith*, UNC School of the Arts

**SOCIAL EVENT FUNDRAISER**

**6:00–9:00 PM, LILY'S DAYTON  
329 E 5th St**



## Friday, October 17, 2025

### SESSION 13 JUSTICE, THEORIZING, AND TEACHER EDUCATION

9:15–10:30 AM, DARBY

#### **LIVING TOGETHER JUSTLY: AN APPROACH TO TEACHER EDUCATION FOR MULTILINGUAL LEARNERS\***

*Xiali Chang*, Indiana University Bloomington

#### **TOUCHING THE SOURCE OF LIFE: CONTEMPLATIVE TRADITION IN A TIME OF CRISIS**

*Thomas M. Falk*, University of Dayton

### SESSION 14 PANEL

9:15–10:30 AM, RONCALLI ASSEMBLY

#### **“FUCK YOUR LECTURE ON CRAFT”: CURRICULAR IMPERIALISM AND THE AMERICAN CLASSROOMS IN THE AGE OF TELEVISED GENOCIDE**

*Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt; *Sandra Vanderbilt*, George Washington University; *James Burns*, University of New Mexico; *Jairo I. Fúnez-Flores*, Texas Tech University

### SESSION 15 WATER, IMAGINATION, AND ECOLOGICAL FUTURES

9:15–10:30 AM, BARRETT

#### **DECOLONIZING THE SYLLABUS: INCLUSIVE APPROACHES TO TEACHING AFRICAN AMERICAN HISTORY THROUGH INTERSECTIONAL AND PRAXIS-BASED PEDAGOGY**

*A Tassy*, Wright State University & Antioch College; *Christa Agiro*, Wright State University

#### **INTRO TO ANALOGIC: A CURRICULAR EXPERIMENT IN SCIENCE POETRY AND POETICS**

*Michael Lockett*, Michigan State University; *Matthew Oney*, Michigan State University

#### **THINKING WITH WATER: IMAGINING POSSIBILITIES FOR CHANGE THROUGH CONNECTION**

*Stephanie Anderson*, University of Minnesota

### SESSION 16 AUTOBIOGRAPHY AND GLOBAL JUSTICE

9:15–10:30 AM, SARAGOSSA

#### **CURRICULUM THEORY, TEACHER SUBJECTIVITY AND DE-STRUCTURAL ALLIANCE**

*Wanying Wang*, St. Johns University

#### **NECESSARY AND IMPOSSIBLE AUTOBIOGRAPHY: ON CURRERE AS A SITE OF UNTHINKABLE IMPLICATION**

*Brian Casemore*, George Washington University

#### **THE OBLIGATION OF PRESENCE: BEARING WITNESS TO THE BEFORE TIMES THROUGH CURRERE AND LIVED MEMORY**

*Ugena Whitlock*, University of South Carolina Upstate

### SESSION 17 CARE, IDENTITY, AND EDUCATIONAL INEQUITIES

9:15–10:30 AM, HOELLE

#### **PREDICTIVE PEDAGOGIES AND THE FORECLOSURE OF CURRICULAR FUTURES**

*Brad Bierdz*, Georgia Southern University

Friday, October 17, 2025

**REIMAGINING A MORE HUMAN AND  
VALUE-CREATIVE APPROACH TO  
LEARNING ONLINE**

*Sarah D. Greywitt, Kent State University*

**FEELING COMPELLED TO CARE: A  
SELF-STUDY OF PEDAGOGICAL CARE IN  
NEOLIBERAL HIGHER EDUCATION**

*Nozomi Inukai, DePaul University; Melissa R. Bradford,  
DePaul University*

**SESSION 18 WORKSHOP**

**10:45 AM–12:00 PM, DARBY**

**"THE LANGUAGE AND ATTITUDES OF  
AUTHORITARIANISM MUST BE  
CONSTANTLY SCOURGED" -VIOLA  
SPOLIN A PRACTICAL WORKSHOP  
EXPLORING IMPROVISATION AS A  
DEMOCRATIC PHILOSOPHY OF  
RESISTANCE**

*Erik Parsons, DePaul University*

**SESSION 19 WORKSHOP**

**10:45 AM–12:00 PM RONCALLI ASSEMBLY**

**ARTS, JOY, AND RESISTANCE DURING  
IDEOLOGICAL RETRENCHMENT**

*Jamie Buffington Adams, Indiana University East; Asilia  
Franklin-Phipps, SUNY New Paltz; Karyn Sandlos, University  
of Illinois at Chicago; Bert Stabler, Illinois State University;  
Sandra Vanderbilt; Kelly P. Vaughan, Lewis University*

**SESSION 20 COLONIALITY, KNOWLEDGE, AND  
EDUCATION FUTURES**

**10:45 AM–12:00 PM, BARRETT**

**TRANSFORMATIONAL INQUIRY: A  
STRENGTH-BASED APPROACH TO  
CRITICAL AGENCY**

*Martha Caldwell, iChange Collaborative*

**IMPLEMENTING INDIGENOUS STUDIES  
CURRICULUM STANDARDS: CASE  
STUDIES OF A COMPLICATED  
CURRICULAR PROCESS**

*Sage Hatch, University of Oregon*

**AFROSONIC PATHWAYS FOR  
(EDUCATIONAL) QUALITATIVE  
RESEARCH: ALGORITHMIC AWARENESS  
AND POETIC REFUSAL OF REVISIONIST  
ECHO CHAMBERS THAT SING OF  
INEVITABLE INJUSTICE**

*Walter S Gershon, Rowan University*

**SESSION 21 COMMUNITY, STORYTELLING,  
AND SHARED KNOWLEDGE**

**10:45 AM–12:00 PM, SARAGOSSA**

**SKYLINE CURRICULUM: CO-DESIGNING  
CURRICULUM WITH AND FOR  
TEACHERS AND STUDENTS**

*Veronica Galindo, Chicago Public Schools/DePaul  
University*

**BRIDGING RACIALIZED EXPERIENCE AND  
PRIMORDIAL IDENTITY: A SELF-STUDY OF  
EAST ASIAN FACULTY THROUGH DAISAKU  
IKEDA'S BUDDHIST PHILOSOPHY**

*Nozomi Inukai, DePaul University; Julie Nagashima, North  
Central College*

Friday, October 17, 2025

**DESIRE-BASED FRAMEWORKS FOR  
NAVIGATING INCLUSION:  
RECONCEPTUALIZING DISABILITY  
ADVOCACY THROUGH FAMILY LORE**

*Kelly P. Vaughan*, Lewis University; *Erin Hayden*, Purdue University, Fort Wayne

**SESSION 22 COMMUNITY AND RESISTANCE  
IN EDUCATIONAL PRACTICE**

**10:45 AM–12:00 PM, HOELLE**

**EXAMINING ITINERANT CURRICULUM  
THEORIZING**

*Paul Eaton*, University of Alabama; *Kirsten Robbins*, State University of New York at Oneonta

**"UNITED BY OPPOSITION: HOW  
LIBRARY CENSORSHIP MOBILIZES  
COMMUNITY FORMATION"**

*Tiffany Doerr*, LSU

**THE AUTHORITARIAN PEDAGOGIES OF  
CONSPIRITUAL LIFE COACHING**

*Sandro Barros*, Michigan State University; *Jennifer A Sandlin*, Arizona State University

**SESSION 23 GENDER, QUEERNESS, AND  
CRITICAL PEDAGOGIES**

**1:15–2:30 PM, DARBY**

**IDENTITY THROUGH THE  
NON-BINARY: CREATING A  
"GENDERLESS" IMAGE**

*Ryan Bronner*, Baylor University

**THE CRISIS OF SAFETY, WELL-BEING AND  
BELONGING FACING LGBTQ CHILDREN:  
MAD/CRIP OF COLOR CRITIQUE TOWARDS  
A CURRICULUM OF RADICAL CARE**

*Jameson Goetz*, CUNY Graduate Center

**QUEER(ING) TIME IN EDUCATIONAL  
RESEARCH AND CURRICULUM\***

*Arisandy Johnson*, Arizona State University

**SESSION 24 PANEL**

**1:15–2:30 PM, RONCALLI ASSEMBLY**

**A REVIEW OF POSTHUMANIST  
PHILOSOPHY AND EDUCATIONAL  
RESEARCH: LOOKING FOR THE  
POLITICS OF POSTHUMANIST INQUIRY**

*Jerry Rosiek*, University of Oregon; *MaryJohn Adkins-Cartee*, Grand Valley State University; *Alex Pratt*, University of Memphis

**SESSION 25 PEDAGOGIES OF CARE AND  
RELATIONAL ETHICS**

**1:15–2:30 PM, BARRETT**

**PROTECT THE HOUSE™: IDENTITY,  
RESISTANCE, AND LEADERSHIP AT THE  
EDGE OF BURNOUT**

*Michael W. Allison*, The Adversity Academy Leadership Development Group

**"THE EXPERIENCE OF A HEART":  
FREIRE AND NANCY ON THE OATH OF  
TEACHING**

*Christopher Cruz*, University of North Georgia

**"I UNDERSTAND YOUR STRUGGLE- AND  
... I LOVE YOU DEARLY ...": LESSONS  
FROM MARGARET MCFARLAND, MR.  
ROGER'S TEACHER**

*Sandra K. Vanderbilt*, George Washington University

Friday, October 17, 2025

**SESSION 26 CRITICAL LITERACIES AND  
RADICAL IMAGINATION**

**1:15–2:30 PM, SARAGOSSA**

**TREASON OF THE INTELLECTUALS:  
THE CAUTIONARY TALE OF MARTIN  
HEIDEGGER**

*James P. Burns, University of New Mexico*

**WHAT DOES IT MEAN TO DECOLONIZE  
HIGHER EDUCATION? AN  
INVESTIGATION OF CROSS-CULTURAL  
UNDERSTANDINGS IN AN  
INTERNATIONAL EXCHANGE PROGRAM**

*Lisa Weems, Miami University of Ohio*

**SESSION 27 CURRICULUM, MEDIA, AND  
NONVIOLENCE**

**1:15–2:30 PM, HOELLE**

**UNMASKING VIOLENCE, RESTORING  
TRUTH: MEDIA LITERACY FOR  
NONVIOLENT ENGAGEMENT**

*Jon L. Smythe, Oklahoma State University*

**THE TURPITUDE OF "AVERAGE  
ABILITY" THROUGH STANDARDIZING  
CURRICULUM**

*Daniel Ness, St. John's University*

**THE IGNORANT CYBORG: PEDAGOGIES  
OF IGNORANCE IN BIOLOGICAL,  
CULTURAL, AND POLITICAL BODIES**

*Jake Burdick, Purdue University; Erik Malewski, Kennesaw  
State University; Jenny Sandlin, Arizona State University*

**UNPACKING CURRICULUM VIOLENCE:  
AN EXPLORATION OF IDENTIFYING  
AND UNDERSTANDING EQUITY IN  
CURRICULUM**

*Carolyn Strong, Strong Conversations*

**SESSION 28 WORKSHOP**

**1:15–2:30 PM, FIRESIDE LOUNGE**

**ADVANCING YOUR SCHOLARLY VOICE:  
WRITING AND REVIEWING  
CURRICULUM MANUSCRIPTS FOR JCT**

*Vanessa Winn, University of Dayton; Jody Googins, Xavier  
University*

**SESSION 29 ANARCHY, POWER, AND  
EDUCATIONAL IDENTITY**

**2:45–4:00 PM, DARBY**

**THE REFUSAL TO RELATE: ANARCHIST  
CARE ETHICS AND CRIPPED  
NON-PEDAGOGIES**

*Brad Bierdz, Georgia Southern University*

**FROM UNMASKING TO BECOMING:  
GENERATIVE ISOLATION AND TRANS  
IDENTITY**

*Whitney Neumeyer Roach, University of South Carolina*

**AUTHORITY IN THE PERSONALIZED  
FEED: ALGORITHMIC ADVERTISING AS  
CURRICULUM\***

*Chelsea Verrette, Texas Christian University*

Friday, October 17, 2025

**SESSION 30 PANEL**

**2:45-4:00 PM, RONCALLI ASSEMBLY**

**THE MEANS ARE THE ENDS: THE  
TECHNOPOLITICS OF NONVIOLENT  
COMMUNICATION, RESULTS-BASED  
FINANCING, SUSTAINABLE  
DEVELOPMENT GOALS, AND DIGITAL  
LEARNING\***

*Christopher Kirchgasser, University of Wisconsin–Madison;  
Woomok Jeong, University of Wisconsin–Madison;  
Debopam Sen, University of Wisconsin–Madison; Michael  
Shimoura, University of Wisconsin–Madison*

**SESSION 31 YOUTH VOICES, RACISM, AND  
EDUCATION**

**2:45-4:00 PM, BARRETT**

**THE "SLOW CURRICULUM" AS  
RESISTANCE: TIME, CARE, AND  
CONTEMPLATION IN VIETNAM AND  
BRAZIL**

*Huy Nguyen, Louisiana State University; Leonardo de  
Franco Gheller, Louisiana State University*

**REORIENTING TOWARD THE  
PERMANENCE OF RACISM: SLOWING  
DOWN TO OPEN UP**

*Sequoia Block, University of Minnesota - Twin Cities;  
Stephanie Anderson, University of Minnesota - Twin Cities*

**WHAT IS AT STAKE? POSTHUMANIST  
THEORY IN THE SERVICE OF  
ANTI-RACIST CURRICULUM STUDIES**

*Robert J. Helfenbein, Mercer University; Thomas Albright,  
Georgia State University*

**SESSION 32 PANEL**

**2:45-4:00 PM, SARAGOSSA**

**CURRICULUM FOR COGNITIVE  
COMPLEXITY: RESISTING  
AUTHORITARIANISM IN THREE  
CONTEXTS**

*Brett Wilkinson, Purdue University Fort Wayne; D. Joe  
Ohlinger, Purdue University Fort Wayne; Isabel Nunez,  
Purdue University Fort Wayne*

**SESSION 33 TEACHER EDUCATION,  
RESISTANCE, AND AUTHORITY**

**2:45-4:00 PM, HOELLE**

**LINES OF FLIGHT AS CURRICULAR  
RESISTANCE: TRANSFORMATIVE  
PROFESSIONAL LEARNING IN THE  
ARCHITECTURE OF AUTHORITY**

*Yi Zhou, The George Washington University*

**AUTHORIZING FORM AND MARKING  
DISPOSSESSION IN GRUMET'S BITTER  
MILK**

*Christopher Cruz, University of North Georgia*

**RELATIONAL EMERGENCE AS  
AFFECTIVE SOLIDARITY IN  
CURRICULAR PRAXIS: BEYOND THE  
"PERFORMATIVE DEI AESTHETIC"**

*Alycia Elfreich, Montana State University*

**SESSION 34 PROVOKING DIALOGUE**

**4:15–5:45 PM, RONCALLI ASSEMBLY**

**PUBLIC SPACES, POLITICS AND POLICY:  
A POST-SCRIPT**

*Robert Helfenbein*, Mercer University (discussant); *Todd Price*, National Louis University; *Boni Wozolek*, Penn State University; *Thomas Poetter*, Miami University; *Dormetria Robinson Thompson*, Miami University

**SESSION 35 KEYNOTE ADDRESS**

**7:30-9PM, RONCALLI ASSEMBLY**

**BLACK SCARE, CRITICAL HOPE, AND  
PROTECTING BLACK HISTORY: BLACK  
HISTORY INTERVENTIONS DURING  
TIMES OF POLITICAL AND DIVISIVE  
RHETORIC**

*LaGarrett King*, University at Buffalo

**SOCIAL HOUR / CASH BAR**

**9:00–11:00 PM, FIRESIDE LOUNGE**



## Saturday, October 18, 2025

### SESSION 36 RESISTANCE, RENAISSANCE, AND COMMUNITY

9:15–10:30 AM, DARBY

#### RADIO INSISTENCE AS CURRICULAR RESISTANCE

*Richard Finlay Fletcher*, Ohio State University

#### A.I. AND THE NORMALIZATION OF A NUCLEAR RENAISSANCE? HUMAN EDUCATION AND WORTHWHILE CURRICULUM IN THE ANTHROPOCENE

*Jason Goulah*, DePaul University

#### COMMUNITY ENGAGEMENT IN CURRICULUM DEVELOPMENT: A POTENTIAL STRATEGY FOR MITIGATING ACADEMIC HOLIDAY DISPUTES IN NIGERIA

*Abubakar Bala*, Miami University Oxford, Ohio

### SESSION 37 PANEL

9:15–10:30 AM, RONCALLI ASSEMBLY

#### WHAT IS A CURRICULUM THEORY CANON WITHOUT FOUNDATIONS? REFLECTING ON THE CASE OF PATTI LATHER'S INTERGENERATIONAL INFLUENCE

*Matthew Cook*, Mercer University; *Sage Hatch*, University of Oregon; *MaryJohn Adkins-Cartee*, Grand Valley State University; *Brad Sullivan*, University of Oregon; *Alex Pratt*, University of Memphis; *Jerry Rosiek*, University of Oregon; *Rob Helfenbein*, Mercer University; *Gabe Huddleston*, TCU

### SESSION 38 YOUTH VOICES, ACTIVISM, AND EDUCATION

9:15–10:30 AM, BARRETT

#### DEvised THEATRE TECHNIQUES AS A FRAMEWORK FOR CREATING A "SCHOOL TOUR" BY STUDENTS FOR ADMINISTRATORS

*Stephen G. Shetler*, The George Washington University

#### LEARNING MYSELF, AGAIN AND AGAIN: REPETITION, MEMORY, AND THE CURRERE PROCESS

*Prince Oduro*, Miami University

#### REIMAGINING ASSESSMENTS: ACKNOWLEDGING AMBIVALENCE\*

*Sequoia Block*, University of Minnesota - Twin Cities

### SESSION 39 WORKSHOP

9:15–10:30 AM, SARAGOSSA

#### CHICKEN SALAD AND THE CURRICULUM OF LIFE: CURRICULUM FRAGMENTS ON HOPEFUL(LESS)NESS, RELATIONALITY, AND AGENCY ~~ STUDENT AUTHORS SHARE THEIR JOURNEYS TOWARD CURRICULUM STUDY AND PUBLICATION

*Thomas Poetter*, Miami University; *Aimee Applegate*, Miami University; *Sara Jing Chen*, Miami University; *Edmund Chirambo*, Miami University; *Ryan Kwapniowski*, Miami University; *Beth Rimer*, Miami University

**SESSION 40 LAND, PLACE, AND LANGUAGE**

**9:15–10:30 AM, HOELLE**

**BETWEEN "HOME AND HOMELAND:"  
THE EDUCATIONAL EXPERIENCES OF  
GHANAIAN INTERNATIONAL  
STUDENTS IN U.S. UNIVERSITIES.**

*Peter Kofi Dabie, Miami University*

**CAMINO PEDAGOGY: UNDERSTANDING  
PILGRIMAGE AS A TEACHING "FORCE"**

*Ricardo Montelongo, Sam Houston State University*

**UNSETTLING THE TERRAIN: WORLD  
LANGUAGE CURRICULUM AS A SITE OF  
STRUGGLE, LEARNING, AND  
REASSESSMENT**

*Carola Goldenberg, The George Washington University*

**SESSION 41 HOPE, TRAUMA, AND RADICAL  
EDUCATION**

**10:45 AM–12:00 PM, DARBY**

**MYTH, MANHOOD, REPARATION, AND  
CURRICULUM: WHAT KNOWLEDGE IS  
OF MOST WORTH?**

*James P. Burns, University of New Mexico*

**BEYOND TRAUMA-INFORMED:  
PHILOSOPHICAL HEALTH AND THE  
FUTURE OF CARE**

*Alex Winninghoff, Independent Scholar*

**TRAUMA-INFORMED PEDAGOGIES OF  
CO-CONSTRUCTED CARE: RECLAIMING  
CURRICULUM THROUGH  
COLLABORATIVE AUTOETHNOGRAPHY,  
POSSIBLE SELVES, AND COMMUNITIES  
OF PRACTICE**

*Romena Holbert, Wright State University; Nai Potter,  
Wright State University*

**SESSION 42 PANEL**

**10:45 AM–12:00 PM, RONCALLI ASSEMBLY**

**TASTING CURRICULUM: MEMORY,  
DESIRE, AND RESISTANCE**

*Laura Jewett, University of Texas Rio Grande Valley;  
Zulitazhira Hinojosa, University of Texas Rio Grande Valley;  
Ugena Whitlock, University of South Carolina Upstate;  
Patrick Phillips, University of Ottawa; Clover Johnson,  
Independent Scholar*

**SESSION 43 DISABILITY AND CURRICULUM  
THEORIZING**

**10:45 AM–12:00 PM, BARRETT**

**TOWARD A CURRICULUM OF TRUST:  
INTERCULTURAL COMPETENCE AND  
DEAF & HARD OF HEARING INCLUSIVE  
PUBLIC SAFETY PRACTICE**

*Faith Akinlotan, DePaul University*

**'IMPROPER IDEOLOGY:' MEMORY AS  
REASON AND RESISTANCE**

*Ann G. Winfield, Roger Williams University*

**SESSION 44 WORKSHOP**

**10:45 AM–12:00 PM, SARAGOSSA**

**COMMITTING TO THE PRODUCTION OF STUDENT WRITING IN COURSEWORK AS SCHOLARSHIP: WHY AND HOW...A WORKSHOP**

*Thomas S. Poetter, Miami University*

**SESSION 45 SURVIVANCE, FRIENDSHIP, AND CURRICULUM**

**10:45 AM–12:00 PM, HOELLE**

**NOT AN ON-DEMAND DELIVERY: FOR COURIERS WHO OPEN THE PACKAGE**

*Jihan Haidar, Florida International University*

**LIFE AND COLLEGIAL FRIENDSHIP IN THE TRAGIC GAP**

*Susan Adams, College of Education, Butler University*

**IMAGINING A CURRICULUM OF SURVIVANCE: MEANINGFULLY ENGAGING SURVIVANCE IN SCHOOLS FOR INDIGENOUS FUTURITIES**

*Sage Hatch, University of Oregon*

**SESSION 46 INDIGENOUS KNOWLEDGE AND ECOLOGICAL INQUIRY**

**1:15–2:30 PM, DARBY**

**BRAIDING SILENCES: JEWISH ERASURE ACROSS CURRICULUM HISTORY AND CONTEMPORARY EDUCATIONAL THOUGHT WITHIN THE ARCHITECTURE OF OMISSION**

*Anna Block, Texas Christian University*

**THE TRADITIONAL ECOLOGICAL INQUIRY PROGRAM (TEIP): EDUCATION AS RECLAMATION**

*Sage Hatch, University of Oregon*

**SEARCHING FOR A REAL LOVE: THE MARRIAGE OF MUHAMMAD'S CULTURALLY AND HISTORICALLY RESPONSIVE TEACHING AND LEARNING AND CRITICAL DIGITAL PEDAGOGY**

*Kimberly H. Sampson, Mercer University, Tift College of Education, Atlanta Campus*

**SESSION 47 PANEL**

**1:15–2:30 PM, RONCALLI ASSEMBLY**

**MUTUAL RESISTANCE IN MEDIA: JOHN BERGER AND FRED ROGERS AS PEDAGOGICAL CONTEMPORARIES**

*Cooper Sved, George Washington University; Fairfax County Public Schools; Ross Atkinson, Virginia Commonwealth University*

**SESSION 48 LAND, HISTORICITY, AND TRANSFORMATION**

**1:15–2:30 PM, BARRETT**

**THE LAND SPEAKS: A BORDERLAND'S CURRERE PARA SANAR LA HERIDA**

*Miguel Mendoza, University of Texas Rio Grande Valley; Dalia Mendoza, University of Texas Rio Grande Valley; Laura Jewett, University of Texas Rio Grande Valley*

**EXAMINING THE MAKING OF THE POST-WWII LITERARY CITIZEN THROUGH THE CONCEPT OF "REGIME OF HISTORICITY"**

*Britt-Marie Zeidler, University of Wisconsin-Madison*

Saturday, October 18, 2025

**THEORIZING CURRICULAR  
TRANSFORMATION THROUGH BLACK  
WOMEN'S EDUCATIONAL EXPERIENCES  
IN GRADUATE PHYSICS**

*Thelma Akyea*, University of Toronto (OISE)

**SESSION 49 WORKSHOP**

**1:15–2:30 PM, SARAGOSSA**

**INTERGENERATIONAL PRAXIS:  
CULTIVATING STUDENT  
CHANGEMAKERS FOR INCLUSIVE  
SCHOOL COMMUNITIES**

*Carolyn Strong*, Strong Conversations Consulting; *Ever Strong*, St. Ailbe School

**SESSION 50 ABOLITIONIST WORLDING AND  
TEACHER REFUSAL**

**1:15–2:30 PM, HOELLE**

**IMAGINE...: ABOLITIONIST WORLDING  
AS REFUSAL OF EDUCATIONAL  
DEATHSCAPES AND NECROPOLITICS**

*Boni Wozolek*, Penn State University, Abington College;  
*Evalyn Wozolek*; *Isaac Wozolek*

**FROM STORIES TO STRUCTURES:  
COGNITIVE MAPPING AND HISTORICAL  
THINKING THROUGH A NARRATIVE  
LENS**

*Sepideh Yasrebi*, University of New Mexico

**FIRESIDE CHAT W/  
KEYNOTE SPEAKERS DR. LAGARRETT KING**

**2:45–4:00 PM, FIRESIDE LOUNGE**

**SESSION 51 AGENCY AND EDUCATIONAL  
STRUGGLES**

**2:45–4:00 PM, DARBY**

**TEACHER AGENCY AS CURRICULUM IN  
ANTI-AUTHORITARIAN EDUCATION**

*Jill Morris*, Bishop's University

**BEYOND THE BAN: SOCIAL MEDIA,  
LITERARY COMMUNITIES, AND THE  
FIGHT FOR INTELLECTUAL FREEDOM**

*Anita Dubroc*, LSU; *Tiffany Doerr*, LSU

**DANCING AGAINST ERASURE: THE  
GHANA DANCE ENSEMBLE AS ARCHIVE  
AND CURRICULUM OF RESISTANCE**

*Kandyce Anderson Amie*, DePauw University

**SESSION 52 PANEL**

**2:45–4:00 PM, RONCALLI ASSEMBLY**

**READING DEVIANT MATTER WITH/IN  
EDUCATIONAL RESEARCH**

*Tristan Gleason*, Cal Poly Humboldt; *Asilia Franklin-Phipps*,  
SUNY New Paltz; *Robyn Sheridan*, SUNY New Paltz; *Paul  
Eaton*, University of Alabama; *Richelle Frabotta*; *Albert  
Stabler*, Illinois State University

**SESSION 53 WORKSHOP**

**2:45–4:00 PM, SARAGOSSA**

Saturday, October 18, 2025

**RECLAIMING CURRICULUM:  
EDUCATOR-LED RESISTANCE AND  
REIMAGINATION IN AN ERA OF  
REACTIONARY CONTROL**

*Mary Webb*, Cincinnati Public Schools; *Genesis Ross*, Miami University; *Rachel Radina*, Eastern Michigan University

**SESSION 54 PROVOKING DIALOGUE**

**4:15–5:45 PM, RONCALLI ASSEMBLY**

**“CLOSENESS TO THE LAND” – A  
MULTIMEDIA EVENING OF  
PALESTINIAN ART, FILM, AND POETRY**

*Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt; *Mandy Shunnarah*, Freelance Writer; *Mona Gazala*, The Gazala Projects; *NourEddine Hijazi*, Activist; *AJ Watts*

**SESSION 55 KEYNOTE ADDRESS**

**7:30-9PM, RONCALLI ASSEMBLY**

**CURRICULUM THEORIZING IN A TIME  
OF GENOCIDE, SCHOLASTICIDE, AND  
(COUNER)INSURGENCY**

*Jairo I. Fúnez-Flores*, Texas Tech University

**SOCIAL HOUR / CASH BAR**

**9:00–11:00 PM, FIRESIDE LOUNGE**