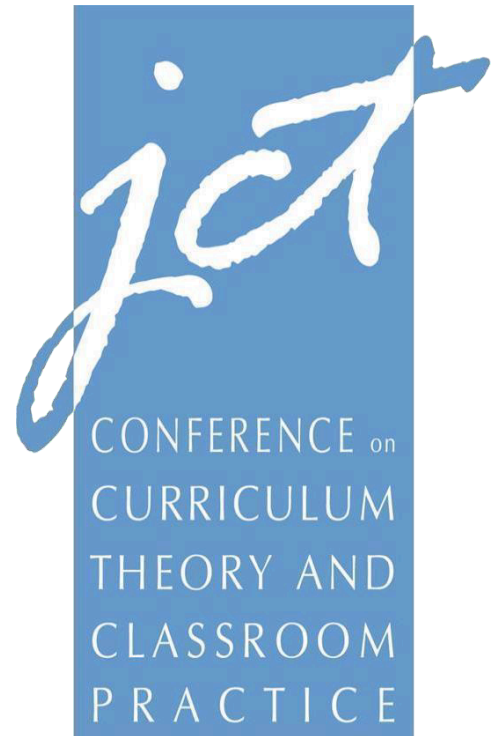




46th ANNUAL MEETING

October 15th – 17th, 2026

CONFERENCE THEME:

Curriculum in a World of Borders:
Engaging Decolonial Struggles and
Confronting Imperial Legacies

www.jctonline.org

Welcome

Welcome to the 2026 Bergamo Conference on Curriculum Theory and Classroom Practice! We are honored to continue Bergamo's legacy of bringing together scholars, educators, students, and activists whose work demonstrates how curriculum studies critically engages the pressing questions of our time. This year's program features keynotes, papers, panels, workshops, provoking dialogues, and other gatherings that reflect the intellectual diversity and critical commitments of our field.

Our 2026 conference theme, "**Curriculum in a World of Borders: Engaging Decolonial Struggles and Confronting Imperial Legacies**," invites us to consider borders in their many forms—not only territorial and geopolitical, but also racial, colonial, epistemological, linguistic, gendered, and institutional. Borders shape whose knowledge is recognized, whose histories are remembered, whose lives are rendered visible, and what futures become imaginable. Yet borders are also contested, crossed, refused, and transformed through struggles for liberation, sovereignty, justice, and solidarity.

This year's program engages these concerns through conversations about coloniality and decolonization, Palestine, Indigenous knowledge and sovereignty, migration and belonging, race and racialization, gender and sexuality, disability, ecological justice, technology, teacher education, memory and erasure, and critical and experimental approaches to curriculum theorizing. Together, these contributions ask how curriculum participates in reproducing imperial relations while also creating possibilities for resistance, refusal, solidarity, and imagining otherwise.

In addition, we are excited to feature a new **Spotlight Series** dedicated to *reflecting on the field of curriculum theorizing*. Through a series of two panels held on Friday before and after lunch, panelists will take inspiration from the Ghanaian term *sankofa*, often translated as "go back and get it," to consider the past and present contours of curriculum theorizing in order to imagine and enact more just futures.

For decades, Bergamo has provided a distinctive

space for emerging and established scholars to encounter one another, experiment intellectually, engage in critical dialogue, and build community. At a moment when borders are being fortified in both literal and figurative ways, gathering together matters. It is our privilege to continue this critical legacy, and we look forward to the conversations, solidarities, and possibilities that will emerge from our time together.

Bergamo Conference Team 2026 Conference 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 7-13
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 14-19
10:45 - 12:00 pm	Sessions 20-22
12:00 -1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 23-26
2:45 - 4:00 pm	Sessions 27-32
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 33-39
10:45-12:00	Sessions 40-48
12:00 - 1:00 pm	Lunch/ Board Meeting
1:15- 2:30 pm	Sessions 50-56
2:45 - 4:00 pm	Sessions 57-62
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

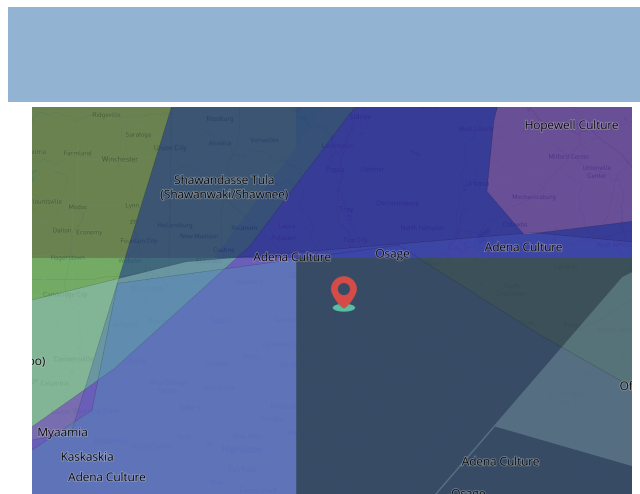
Acknowledgments

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 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. Isabel Nuñez and Dr. Karim Mattar 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.

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**.

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 2026

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and Journal of Curriculum Theorizing (JCT) Editors (2025-2030)

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Tristan Gleason, California State Polytechnic University- Humboldt

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JCT Managing Editors

Kelly Waldrop, Miami University (2019–2024)

Gabriel Huddleston, Texas Christian University
(2013–2019)

Past Leadership

Keynote Addresses



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

“Borders Within and Without: Curriculum and Crossing”

Isabel Nuñez, Purdue University- Fort Wayne

Biography:

Isabel Nuñez is professor of educational studies and dean of the School of Education at Purdue University Fort Wayne. She holds a Ph.D. in Curriculum Studies from the University of Illinois, Chicago; an M.Phil. in Cultural Studies from Birmingham University; and a J.D. from UCLA Law. She has been a classroom teacher in Los Angeles and Birmingham, England; a newspaper journalist in Tokyo; and a visiting professor at the University of San Francisco. She has published four books with Teachers College Press and a textbook with McGraw Hill. She has authored chapters in books from Peter Lang, Routledge, SAGE, the Oxford University Press, and the Cambridge University Press. Her work has appeared in *Curriculum Inquiry*, *Educational Studies*, the *Journal of Curriculum Theorizing*, and *Teachers College Record*.



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

“Palestine and the People's University”

Karim Mattar, University of Colorado- Boulder

Biography:

Karim Mattar’s work engages Palestine studies, the humanities, and higher education. A descendant of survivors of the Palestinian Nakba of 1948, his scholarship and public work explore questions of culture, memory, and responsibility across generations. He is the author of *Specters of World Literature: Orientalism, Modernity, and the Novel in the Middle East* and co-editor of *The Edinburgh Companion to the Postcolonial Middle East*, and is currently completing two book projects focused on ethics, pedagogy, and Palestine.

In addition to his academic work, Mattar is an active community organizer and public intellectual, working locally and nationally to advance conversations around Palestinian literature, history, and academic freedom. His teaching and research span comparative Middle Eastern literatures, critical theory, and the role of higher education in addressing urgent global challenges.

Opening Plenary

Thursday, 12:00 – 1:00 PM, Roncalli Assembly

Welcome Back to Bergamo

Welcome back to the Bergamo Retreat Center for the 46th Annual Conference of the Foundation for Curriculum Theory and the Journal of Curriculum Theorizing: the Bergamo Conference on Curriculum Theory and Classroom Practice.

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

Opening Remarks

As we gather around the theme Curriculum in a *World of Borders: Engaging Decolonial Struggles and Confronting Imperial Legacies*, we recognize that questions of curriculum, knowledge, and belonging are inseparable from questions of land, displacement, sovereignty, memory, and ongoing colonial relations. We therefore uplift the **Native American Indian Center of Central Ohio (NAICCO)** and its Land Back NAICCO campaign, an Indigenous-led initiative seeking to acquire land in Ohio as a place for Native community, culture, gathering, ecological stewardship, and thriving. The campaign reminds us that engaging decolonial struggles requires us to think beyond the borders of our conference rooms and institutions and to attend to the lands, histories, and communities with which our work is entangled. We invite participants to listen to NAICCO in their own voices, learn about their work, and consider what it means to confront imperial legacies while building relationships toward different futures. Watch NAICCO's [videos](#) and learn about [Land Back NAICCO campaign](#).

Curriculum Improv: Thinking, Playing, Becoming

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
Alycia Elfreich, Montana State University

To kick off our gathering, we invite you to play, improvise, take a few intellectual risks, and perhaps make a little productive trouble. Working together, participants will create quick, spontaneous skits inspired by the ideas, tensions, absurdities, characters, and complicated questions that animate curriculum studies. Consider this our invitation to loosen the script, meet one another through play, and begin the conference by remembering that curriculum can be something we perform, disrupt, reinvent, and create together.

Provoking Dialogue(s)

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

Asian Diaspora Curriculum Theorizing

DIALOGUERS:

Ming Fang He, Georgia Southern University

Suniti Sharma, Saint Joseph's University

Min Yu, Wayne State University

Dinny Risri Aletheiani, Yale University

Abstract

The panel presents Asian diaspora curriculum theorizing as part of a broader project examining Asian diasporas as theories, methodologies, and praxes. Drawing on decolonizing, deimperializing, feminist, Indigenous, critical race, and diaspora traditions, it challenges racialized, gendered, colonial, imperial, and other intersecting forms of oppression.

It centers Asian diaspora memories, histories, experiences of belonging/unbelonging, and processes of becoming as legitimate and consequential sources of curriculum knowledge.

Through interdisciplinary, intersectional, and multiperspectival approaches, the panel seeks to resist deficit narratives while recognizing Asian diasporas' contributions and cultivating collective well-being and thriving. The four presentations explore unbelonging and alternative futures, feminist curriculum theorizing, youth curriculum theorizing, and theatre/performance as pathways toward more expansive Asian diaspora imaginaries and futurities.

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

The Ever-Becoming Scholar: Transing Academic Life Beyond Arrival

DIALOGUERS:

Whit Roach, University of South Carolina

Chelsea Verrette, Texas Christian University

Erik Parsons, DePaul University

Romena M. Garrett Holbert, Wright State University

Emmiyan Ferro Diaz, California State University- Sacramento

Brian Loughridge, California Lutheran University

Abstract

The panel uses “transing” as a practice of continual becoming that challenges academia’s demand for fixed identities, categories, legitimacy, and recognizable trajectories of success.

Drawing on borderlands, in-betweenness, and trans relationality, it reframes the “outsider” and “in-between” not as deficient positions awaiting belonging, but as generative locations for movement, multiplicity, and transformation.

It critiques academic binaries—such as novice/expert, outsider/insider, contingent/secure, and failure/success—that determine who and what becomes institutionally recognizable.

Through personal narratives, imagination, and dialogue, the panel embraces unfinishedness and becoming without requiring arrival, treating ambiguity and relationality as intellectual possibilities.

Ultimately, participants are invited to collectively resist academia’s exclusionary and colonial boundaries and imagine scholarship grounded in curiosity, co-creation, interdisciplinarity, intersectionality, and epistemological inclusivity.

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

Lingering Narratives on Understanding Curriculum Epistemicide: Possibilities and Complicated Conversations

DIALOGUERS:

Daniel Ness, St. John's University

Wanying Wang, St. John's University

Richard D. Sawyer, Washington State University, Vancouver

James P. Burns, University of New Mexico

Karenanna Boyle Creps, Michigan State University

Todd A. Price, National Louis University

Morna McDermott McNulty, Towson University

Rouhollah Aghasaleh, California State Polytechnic University- Humboldt

Tristan Gleason, California State Polytechnic University- Humboldt

Abstract

The dialogue examines curriculum epistemicide as the erasure and disposability of ways of knowing, cultures, and human lives within contemporary political and educational conditions.

It invites an open-ended “complicated conversation” rather than a fixed definition, asking who defines knowledge, truth, and epistemicide—and whose knowledge counts. Against propaganda, social media, AI-generated discourse, and blurred boundaries between fantasy and empirical reality, it calls for critical interrogation and intellectual open-mindedness. The contributors explore epistemicide through curriculum theory, currere, ability, Gaza and Israel, A/R/Tography, psychic speech, and digital “clickbait” culture.

Together, the papers cultivate Aoki’s “creative tensionality,” using difference, subjective experience, and dialogue to open new possibilities for understanding curriculum and knowledge.

Spotlight Sessions

Friday, 10:45 AM–12:00 PM, Roncalli Assembly

Past and Present Places: Getting with the Time(s) of Curriculum Theorizing

CHAIR: *Boni Wozolek*, Penn State University, Abington College

DIALOGUERS:

Janet Miller, Columbia University

William (Bill) Schubert, University of Illinois Chicago

Theodora Regina Berry, Bloomfield College

Robert Helfenbein, Mercer University

Sandra Vanderbilt, George Washington University

Abstract

The panel examines the history, evolution, and continuing significance of curriculum theorizing as an interdisciplinary approach to understanding education, knowledge, power, identity, and experience.

It highlights curriculum theory's flexibility across diverse areas while asking whether it remains a primary intellectual lens or has increasingly become a supporting framework within educational research.

Using *sankofa*—"go back and get it"—the panel revisits the field's intellectual inheritance to recover ideas and possibilities that risk being lost.

Against declining institutional support for curriculum studies and the effects of neoliberal schooling, panelists consider the field's historical and contemporary meanings, contributions, and trajectories.

Ultimately, the panel seeks to (re)define curriculum studies while affirming curriculum theorizing as a means of resisting and refusing oppression across educational spaces, practices, and curricula.

Friday, 1:15–2:30 PM, Roncalli Assembly

Beyond the moribund: An intergenerational dialogue of the field's futurities

CHAIR: *Boni Wozolek*, Penn State University, Abington College

DIALOGUERS:

Denise Taliaferro Baszile, Wayne State University

Ming Fang He, Georgia Southern University

Jerry Rosiek, University of Oregon

Min Yu, Wayne State University

Ann G. Winfield, Roger Williams University

Abstract

The panel examines the future(s) of curriculum theorizing amid recurring claims of the field's decline and increasingly restrictive institutional conditions. Bringing *sankofa* ("go back and get it") into dialogue with futurisms, it approaches past, present, and future as interconnected resources for reimagining curriculum studies.

Rather than asking whether curriculum theory is simply "alive" or "dead," panelists consider what should be carried forward, reconsidered, reimagined, or refused from the field's intellectual inheritance.

Against contemporary conditions of standardization, surveillance, artificial intelligence, neoliberal schooling, and struggles over whose knowledge matters, curriculum theorizing provides resources for questioning what education is and might become. Ultimately, the panel treats curriculum's future as neither fixed nor predetermined, but something collectively theorized, contested, imagined, and created.

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 16th

12:10 - 12:40 PM — GRADUATE STUDENTS ONLY!
2:30 - 2:45 PM
4:00 - 4:15 PM

Saturday, October 17th

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 Land Back **NAICCO** (Native American Indian Center of Central Ohio) campaign.

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 Student 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. The Graduate Student Council meets on Friday October 16, 2026 1:15- 2:30 PM in Barrett.

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 or Kirsten Robbins Kirsten.Robbins@oneonta.edu

JCT Graduate Student Paper Award

Classroom Practice.

This award will be presented to one graduate student in recognition of an outstanding paper presented at the 2026 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 in a World of Borders: Engaging Decolonial Struggles and Confronting Imperial Legacies* 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 2026 Bergamo Conference on Curriculum Theory and

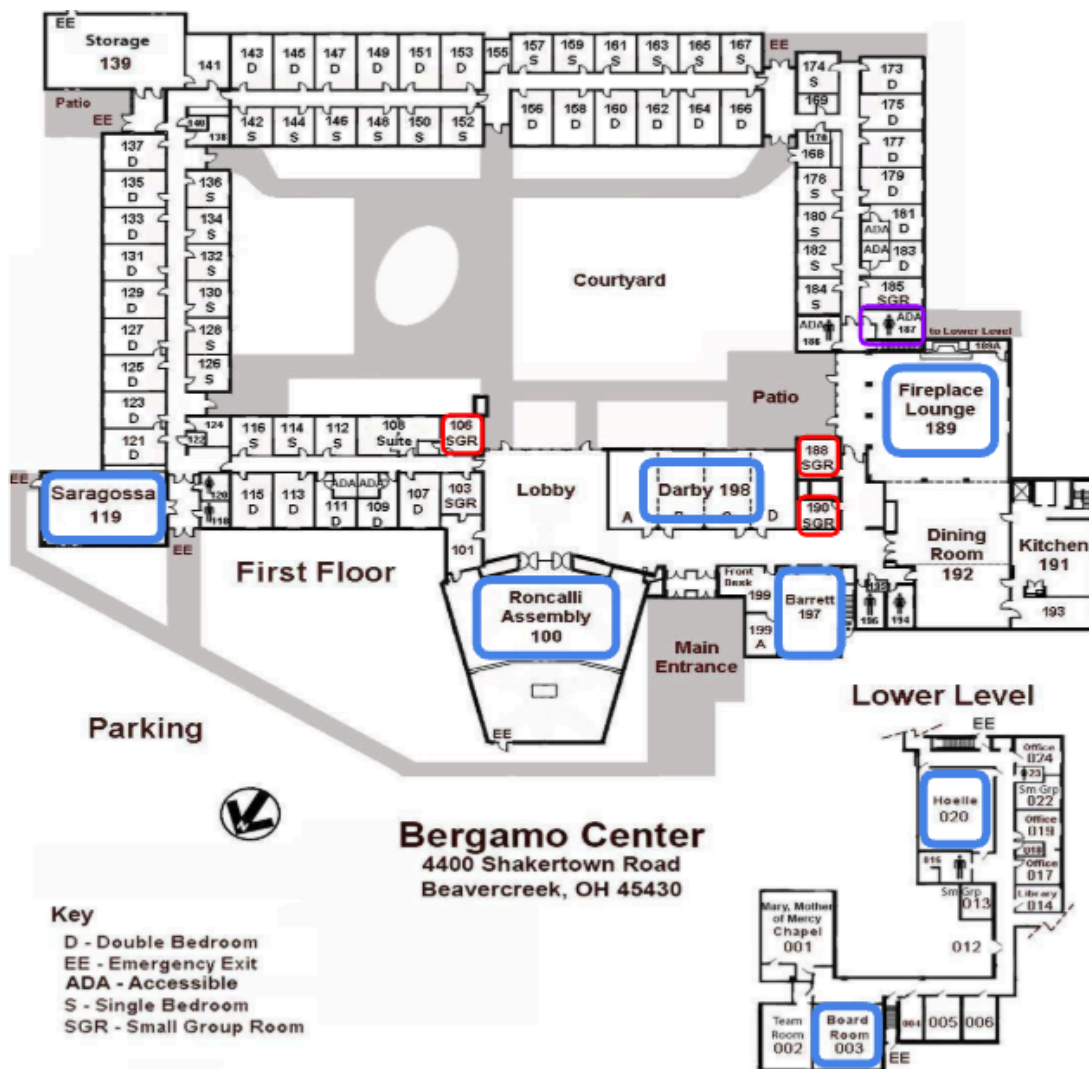
The completed paper must be submitted by **5 p.m. EST on Monday, October 5, 2026**, via email to Isabel Nuñez at: isnunez@pfw.edu. Submissions must be single-authored by the graduate student and may not exceed 20 pages (excluding references, tables, and appendices). Names and university affiliation should 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# 48 & 49.

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

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 15, 2026

OPENING PLENARY

12:00-1:00 PM, RONCALLI ASSEMBLY

Curriculum Improv: Thinking, Playing, Becoming

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; *Alycia Elfreich*, Montana State University

SESSION 1

PANEL

1:15-2:30 PM, RONCALLI ASSEMBLY

THE BIOPOLITICS OF CHILDHOOD: CURRICULUM, GOVERNANCE, AND THE QUESTION OF THE FUTURE

Jameson Goetz, CUNY Graduate Center; *Jim Burns*, University of New Mexico

SESSION 2 WORKSHOP

1:15-2:30 PM, FIRESIDE LOUNGE

DISSERTATIONS ARE HEGEMONIC HAZING: CHANGE MY MIND

Erik Parsons, DePaul University

SESSION 3 BLACK FEMINIST CULTURAL KNOWLEDGE, ART, AND CURRICULUM

1:15-2:30 PM, DARBY

IN SEARCH OF CURRICULAR “CEREMONIES” (WYNTER, 1984) OF A BLUE EPISTEME

Destini Collins, George Washington University

BECOMING OTHERWISE: BLACK WOMEN, PARIS, AND THE TRANSNATIONAL ORIGINS OF BLACK AMERICAN ART EDUCATION

Adrienne Pickett, independent scholar

SESSION 4 DECOLONIZING OFFICIAL KNOWLEDGE: INDIGENOUS AND LOCAL CURRICULUM

1:15-2:30 PM, HOELLE

A KNOWLEDGE WITH THE COMMUNITY: ENACTING TRIBAL HISTORY/SHARED HISTORY IN AN URBAN INDIGENOUS CONTEXT

Sage Hatch, University of Oregon

CURRICULUM AT THE COLONIAL BORDER: INDIGENOUS LANGUAGE, EPISTEMIC ERASURE, AND SELF-DETERMINATION IN BANGLADESH

Jurana Aziz, Indiana University, Bloomington

SESSION 5 QUEER/TRANS SOCIAL WORLDS, IDENTITY, AND LIVABILITY

1:15-2:30 PM, BARRETT

PEDAGOGY OF BADNESS: RETHINKING THE MORAL BORDERS OF CURRICULUM THROUGH HIJRA SOCIAL WORLDS

Samrat Sharma, Pennsylvania State University

FEMININITY, MASCULINITY, AND THE STRESS PLACED ON TRANSGENDER & NON-BINARY INDIVIDUALS

Ryan Bronner, Independent

SESSION 6 AUTOETHNOGRAPHY, VULNERABILITY, AND CULTURAL RESISTANCE

1:15-2:30 PM, BOARDROOM

THE ATTACK ON DEI AND THE RESULT OF RESISTANCE TO IMPERIAL LEGACIES: THE DOXING STORY OF ONE POST-SECONDARY EDUCATORS’ DISRUPTED PRIVACY, PEACE, AND PERSONHOOD

Angela Miller-Hargis, University of Cincinnati Blue Ash

SESSION 7**PANEL****2:45-4:00 PM, RONCALLI ASSEMBLY****FROM FIXED BORDERS TO COLLECTIVE ENTANGLEMENTS: INTRA-ACTIVE RECONFIGURATIONS IN A TRANSNATIONAL CURRICULAR LANDSCAPE***Rebecca Brown*, University of Hawaii at Hilo; *Qian Chen*, Northern Arizona University; *Priscila Alvarado*, Colegio Albert Einstein; *Alisa Ashley*, Northern Arizona University**SESSION 8****PANEL****2:45-4:00 PM, SARAGOSSA****BEYOND "PUBLISH OR PERISH": REIMAGINING WHAT COUNTS AS SCHOLARSHIP IN HIGHER EDUCATION***Romana M. Garrett Holbert*, Wright State University; *Erik Parsons*, DePaul University**SESSION 9 CRIPPING CURRICULUM: INCLUSION, DIFFERENCE, AND GOVERNANCE**
2:45-4:00 PM, DARBY**LEARNING AND UN/LEARNING TOGETHER: RETHINKING DIS/ABILITY IN COMMUNITIES OF PRACTICE***Kelly P. Vaughan*, Lewis University; *Jamie Buffington-Adams*, Indiana University East; *David Hernández-Saca*, University of Northern Iowa**THE COLONIAL CLINIC OF SCHOOLING: CARE, CURE, AND THE GOVERNANCE OF EDUCATIONAL DIFFERENCE***Olivia LaRue Jolliff*, Lees-McRae College**SESSION 10 EPISTEMIC BORDERS, DECOLONIZATION, AND CURRICULUM DESIGN****2:45-4:00 PM, HOELLE****NUCLEUS, LATTICE, WHISKER: HOW BORDERS ARE BUILT, AND THE TWO THINGS THEY CANNOT CONTROL***Shanna Robinson*, Michigan State University**SESSION 11 TRANSNATIONAL LANGUAGE LEARNING, TEXTBOOKS, AND BELONGING****2:45-4:00 PM, BARRETT****"IN BURMA, I NEVER KNEW WHAT TIME IT WAS, BUT WE HAD MORE TIME': REFUGEE YOUTH FROM MYANMAR COMPARE SCHOOLING IN SOUTHEAST ASIA AND THE UNITED STATES"***Michael Bienz*, Indiana University Bloomington**QUESTIONING ELT TEXTBOOKS: INTEGRATING UN SDGS TO TEACH CRITICAL GENDER AWARENESS IN ESL CLASSROOMS.***Hajra Pardesi*, Austin Community College, Austin, TX**EMBODIED DYNAMICS OF FIGURATIVE LANGUAGE IN AN ENGLISH LANGUAGE LEARNER CLASSROOM***Evan Kraus*, Towson University**SESSION 12 CURRICULUM, IMAGINATION, AND THE TROUBLE OF REALITY****2:45-4:00 PM, BOARDROOM****THE MOST DELIGHTFUL MUSEUM OF CURRICULUM'S IDEAS***Sandro R Barros*, Michigan State University**HIGH STRANGENESS IN PLATO'S CAVE: EDUCATION AND NON-ORDINARY REALITY***Thomas Falk*, University of Dayton**OPENING UP THE REAL***Wade Tillett*, University of Wisconsin-Whitewater**FIRESIDE CHAT SESSION****GRADUATE STUDENTS****2:45-4:00 PM, FIRESIDE LOUNGE****FIRESIDE CHAT WITH KEYNOTE SPEAKER ISABEL NUÑEZ***Alycia Elfreich*, Montana State University; *Kirsten Robbins*, State University of New York at Oneonta; *Isabel Nuñez*, Purdue University- Fort Wayne

PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

**ASIAN DIASPORA CURRICULUM
THEORIZING**

Ming Fang He, Georgia Southern University; *Suniti Sharma*,
Saint Joseph's University; *Min Yu*, Wayne State University;
Dinny Risri Aletheiani, Yale University

SOCIAL EVENT

FUNDRAISER

6:30–9:00 PM, LILY'S DAYTON- 329 E 5th St

Friday, October 16, 2026

SESSION 14

PANEL

9:15-10:30 AM, RONCALLI ASSEMBLY

REIMAGINING CURRICULUM THEORY AS DIALECTICAL CORRESPONDENCE

Susan Adams, Butler University; *Kelly Vaughn*, Lewis University; *Jamie Buffington Adams*, Indiana University East; *Sandra Vanderbilt*, George Washington University; *Dowan McNair Lee*, University of the District of Columbia; *Jeremy Horner*, Carmel Clay Schools; *Bill Schubert*, University of Illinois Chicago

SESSION 15

WORKSHOP

9:15-10:30 AM, SARAGOSSA

LIVING A PHILOSOPHY OF “YES, AND...” IN HIGHER EDUCATION: RADICAL ACCEPTANCE AND CO-CREATION AS FUNDAMENTAL TO AUTHENTICITY AND BELONGING

Erik Parsons, DePaul; *Romena M. Garrett Holbert*, Wright State University; *Amanda Wiehe Lopes*, University of Massachusetts Boston; *Carolyn D. Sealfon*, Ronin Institute for Independent Scholarship 2.0

SESSION 16 LANGUAGE, ORALITY, AND DIASPORIC CURRICULUM

9:15-10:30 AM, DARBY

"WHAT ARE YOU TALKING ABOUT?" UNSETTLING IMPERIAL LEGACIES IN SCHOOLING THROUGH LOCALIZED ORALITY AND DECOLONIAL RESISTANCE IN WEST TIMOR (INDONESIA) AND NIGERIA

Maria Regina Jaga, Purdue University; *Christabel Kanayo Anumenechi*, Purdue University

CURRICULUM BEYOND THE CLASSROOM: EMBLINGUINALISM AND THE DECOLONIAL WORK OF EVERYDAY DIASPORIC LIFE

Yetunde S. Alabede, Michigan State University's College of Education; *Sandro R. Barros*, Michigan State University's College of Education

SESSION 17 PARTICIPATION, AGENCY, AND POWER IN CLASSROOM REFORM

9:15-10:30 AM, HOELLE

RECENTERING STUDENT PERSPECTIVE AS A DECOLONIAL PRAXIS IN CLASSROOM BEHAVIORAL RESEARCH

M. R. Lemen, George Washington University; *Yi Zhou*, George Washington University

ANTIRACIST CURRICULUM IN SUPERPOSITION

Alexander B. Pratt, University of Memphis

LEARNING MUST BE ACTIVE, BUT AT WHAT COST AND TO WHAT END? A GENEALOGY OF ACTIVE LEARNING IN COMPUTER SCIENCE EDUCATION

James Sheldon, Texas Tech University; *Alison Mirin*, CUNY Graduate Center

SESSION 18 WOUNDED KNOWLEDGE: AFFECT, TRAUMA, AND CRITICAL TURN

9:15-10:30 AM, BARRETT

THE WOUND IS STILL FRESH: AN INFRAORDINARY EXAMINATION OF EDUCATION

Darshana Devarajan, Independent Researcher

WOUNDED KNOWLEDGES: AFFECT, CURRICULUM, AND COLLECTIVE RESILIENCE

Alycia Elfreich, Montana State University

DECOLONIZATION AS A SLOGAN SYSTEM: AMBIGUITY, UPTAKE, AND THE ADMINISTRATIVE LIFE OF A CRITICAL TURN

Stephanie Masta, Purdue University

SESSION 19 PLACE, ECOLOGY, AND RELATIONAL/INDIGENOUS KNOWLEDGE

9:15-10:30 AM, BOARDROOM

LESSONS LEARNED: MICRONESIA AND EMBODIED TERRITORIES OF SACRIFICE ZONES

Jayvaughn Fredrick Peter, Purdue University

TRADITIONAL ECOLOGICAL INQUIRY PROGRAM: YOUTH CENTERED, COMMUNITY DRIVEN AND ELDER GUIDED.

Sage Hatch, University of Oregon

THE CLOSED DOOR CLASSROOM IS A MYTH: OSMOSIS OF CURRICULUM AND CULTURE IN SCHOOL SETTINGS

Joanna Batt, University of Cincinnati

SESSION 20 **SPOTLIGHT SESSION**
10:45 AM-12:00 PM, RONCALLI ASSEMBLY

PAST AND PRESENT PLACES: GETTING WITH THE TIME(S) OF CURRICULUM THEORIZING

Boni Wozolek (chair/discussant), Penn State University, Abington College; Janet Miller, Columbia University; William (Bill) Schubert, University of Illinois Chicago; Theodora Regina Berry, Bloomfield College; Robert Helfenbein, Mercer University, Sandra Vanderbilt, George Washington University

SESSION 21
INTERPRETATION & (RE)MEMBERING AS CURRICULAR PRAXES
10:45 AM-12:00 PM, FIRESIDE LOUNGE

A SUBVERTING-SUBALTERN SUBJECT: (RE)MEMBERING SPIVAK'S SUBALTERN, (RE)IMAGINING SUBVERSIVE EDUCATIONAL FUTURES

Maham Shah, University of Georgia

AT THE BORDER OF INTERPRETATION: A HAVRUTA LABORATORY FOR CURRICULUM, EMPIRE, AND ETHICAL DISAGREEMENT

Anna Block, Texas Christian University

USING THE WORKS OF AUDRE LORDE TO EXPLORE CURRICULA OF AUTHENTICITY AND EMPOWERMENT

Edward Podsiadlik, University of Illinois Chicago

SESSION 22 AI, LEARNING TECHNOLOGIES, AND THE PRODUCTION OF STUDENT SUBJECTIVITY
10:45 AM-12:00 PM, SARAGOSSA

BECOMING STUDENT IN THE LMS ASSEMBLAGE

Gregg Lightfoot, SUNY Oneonta; Kirsten Robbins, SUNY Oneonta

CONSTRUCTING LEARNING, DIS/ABILITY AND DIFFERENCE: A CASE STUDY OF GOOGLE'S GEMINI NOTEBOOK AS CURRICULAR TECHNOLOGY

Lucy Zhang, Teachers College Columbia University

DEVELOPING MATHEMATICAL AUTONOMY, INQUIRY, CRITICALITY, AND EQUITY (MAICE) IN THE AGE OF GENERATIVE ARTIFICIAL INTELLIGENCE

Abayomi S Abodunrin, Ball State University

SESSION 23 **SPOTLIGHT**
SESSION
1:15-2:30 PM, RONCALLI ASSEMBLY

BEYOND THE MORIBUND: AN INTERGENERATIONAL DIALOGUE OF THE FIELD'S FUTURITIES

Boni Wozolek (chair/discussant), Penn State University, Abington College; Denise Taliaferro Baszile, Wayne State University; Ming Fang He, Georgia Southern University; Jerry Rosiek, University of Oregon; Min Yu, Wayne State University, Ann G. Winfield, Roger Williams University

SESSION 24
COUNTER-MAPPING AND ARTS-BASED INQUIRIES
1:15-2:30 PM, FIRESIDE LOUNGE

PORTABLE BORDERS, DISCIPLINED BODIES: A PLACE-WORK STUDIO ON SOVIET SCHOOLING AND IMPERIAL HABIT

Anna Block, Texas Christian University

FUTURE THROUGH SELF-DETERMINED CULTURAL IMAGERY

Ramona Dwyer, Purdue University

SESSION 25 **GRADUATE STUDENTS**
COUNCIL
1:15-2:30 PM, BARRETT

GRADUATE STUDENTS COUNCIL MEETING

Alycia Elfreich, Montana State University; *Kirsten Robbins*, State University of New York at Oneonta

SESSION 26 METHOD, EPISTEMOLOGY, AND THE POLITICS OF PERCEPTION
1:15-2:30 PM, SARAGOSSA

METHODS ACT: RADICALIZING ‘POSITIONALITY’ IN QUALITATIVE EDUCATION RESEARCH

Christopher Kirchgasser, University of Wisconsin–Madison

FROM BACON TO SPENCER: DECONSTRUCTING OUR WAYS OF KNOWING

Matthew J. O. Cook, Mercer University

SESSION 27 **PANEL**
2:45-4:00 PM, RONCALLI ASSEMBLY

POSTFOUNDATIONAL PRAXIS: ANTI-RACIST EFFORTS IN CURRICULUM DISCOURSE

Patti Lather, Ohio State University; *Janet Miller*, Teachers College; *Jerry Rosiek*, University of Oregon; *Tristan Gleason*, California State Polytechnic University, Humboldt

SESSION 28 **WORKSHOP**
2:45-4:00 PM, FIRESIDE LOUNGE

FILAMENTS OF RUPTURE: CURRENT ORACLE CARDS AS FERAL INQUIRY

Morna McDermott McNulty, Towson University

SESSION 29 BEYOND SCHOOL WALLS: ENCLOSURE, BELONGING, AND UNCOMMON EDUCATIONAL SPACES
2:45-4:00 PM, DARBY

COLONIAL EDUCATIONAL BORDERS AND THE CURRICULUM OF UNCOMMON SPACES: TOWARD A DECOLONIAL AND ABOLITIONIST CURRICULUM IMAGINATION

Christabel Kanayo Anumenechi, Purdue University, West-Lafayette; *Maria Regina Jaga*, Purdue University, West-Lafayette

ATTENTIVE BELONGING AGAINST THE ENCLOSURE OF CURRICULUM

Daniel McClain, Reynoldsburg City Schools

BUILDING IN BORDERLANDS: A MICROSCHOOL MYTHOPOETIC

Jamie Buffington-Adams, Indiana University East

SESSION 30 LITERATURE AS CURRICULUM: GLOBAL ETHICS, SELFHOOD, AND REFORM
2:45-4:00 PM, HOELLE

BEYOND THE STORY: JIHAD LITERACIES, SAVING THE THIRD WORLD WOMAN, AND OUR RESPONSIBILITY AS EDUCATORS

Haia Z. Haidari, The Ohio State University

LITERARY SELFHOOD AS CURRICULUM AND METHOD IN VALUE-CREATING EDUCATION FOR GLOBAL CITIZENSHIP

Jason Goulah, DePaul University

TWO DIALECTICS, THE PROCESS BEHIND THE EDUCATIONAL REFORM NOVEL

Timothy J. Wesley, Wayne State University

SESSION 31 CURRICULUM VIOLENCE, RESTORATIVE PRACTICE, AND STUDENT SAFETY
2:45-4:00 PM, BARRETT

ANTIBIOSIS: NGSS, METABOLIC LITERACY, AND THE BIOLOGY OF WAR

Mallory Mattimore-Malan, Michigan State University

SESSION 32 QUEER TEMPORALITIES, ARCHIVES, AND HISTORY
2:45-4:00 PM, BOARDROOM

FOLDING TIME: QUEER INTERRUPTIONS/IRRUPTIONS IN HISTORY EDUCATION

Sandra J Schmidt, Teachers College, Columbia University

**THE OTHER HALF OF THE ARCHIVE:
GENDERED AND RACIALIZED SAVOIR
IN FRENCH THEORY**

Britt-Marie Zeidler, UW-Madison

**OUT OF TIME: QUEERING CURRERE
AND THE TEMPORALITIES OF
BECOMING**

Whit Roach, University of South Carolina

PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

**THE EVER-BECOMING SCHOLAR:
TRANSING ACADEMIC LIFE BEYOND
ARRIVAL**

*Whit Roach, University of South Carolina; Chelsea Verrette,
Texas Christian University; Erik Parsons, DePaul University;
Romana M. Garrett Holbert, Wright State University;
Emmiyan Ferro Diaz, California State University
Sacramento; Brian Loughridge, California Lutheran
University*

KEYNOTE

7:30-9:00 PM, RONCALLI ASSEMBLY

**BORDERS WITHIN AND WITHOUT:
CURRICULUM AND CROSSING**

Isabel Nuñez, Purdue University- Fort Wayne

SOCIAL HOUR

9:00-11:00 PM, FIRESIDE LOUNGE

Saturday, October 17, 2026

SESSION 33

PANEL

9:15-10:30 AM, RONCALLI ASSEMBLY

A CONTINUING JOURNEY OF CURRERE: TOWARD A FLUID, EMBODIED, AND ATTUNED SELF-UNDERSTANDING

Wanying Wang, St. John's University; *James Burns*, University of New Mexico; *Tristan Gleason*, California State Polytechnic University, Humboldt; *Morna McDermott McNulty*, Towson State University; *Daniel Ness*, St. John's University; *Todd A. Price*; *National Louis University*

SESSION 34

WORKSHOP

9:15-10:30 AM, SARAGOSSA

SCRIPTED CURRICULUM PAST AND PRESENT: NOW WHAT?

Thomas Poetter, Miami University; *Alyssa DeZeeuw*, Miami University; *Connor Goodpaster*, Miami University; *Anthony Rose*, Miami University; *Sydney Singleton*, Miami University; *Elijah Fenwick-Sanders*, Miami University; *Becky Schulz*, Miami University; *Lois Blay*, Miami University; *Susan Korea*, Miami University; *Erin Laffrey*, Miami University

SESSION 35

PANEL

9:15-10:30 AM, FIRESIDE LOUNGE

A/R/TOGRAPHIC QUILTING FOR LIBERATORY ARTS-INTEGRATED CURRICULAR TRANSFORMATION

Karenanna Boyle Creps, Michigan State University; *Anthony Dickson*, Michigan State University; *Dominic Hateka*, Michigan State University

SESSION 36

PANEL

9:15-10:30 AM, BARRETT

WHAT MACHINES CANNOT IMAGINE: MEMORY, CREATIVITY, AND ABOLITIONIST FUTURES

Alana Dyson, Georgia Southern University; *Kortlyn McPeck*, Georgia Southern University

SESSION 37 SCIENTIFIC KNOWLEDGE, CLASSIFICATION, AND COLONIAL EPISTEMOLOGIES

9:15-10:30 AM, DARBY

'BACKWARD,' 'DEFECTIVE,' AND 'MERELY DULL.': EUGENIC EPISTEMOLOGIES OF IGNORANCE

Annie Winfield, Roger Williams University

THERE IS NO LEARNING HERE: EFFECTS OF CURRICULUM VIOLENCE ON BLACK STUDENTS IN K-12 MATHEMATICS

Vada Gray, University of Illinois Chicago; *Carolyn Strong*, Strong Conversations

OUR PYTHAGOREAN CAPTURE

Joshua Montgomery, The Teachers College, Emporia State University

SESSION 38 ATMOSPHERE, CULTURE, AND DIFFICULT KNOWLEDGE IN CLASSROOM LIFE

9:15-10:30 AM, HOELLE

OPENING TO AN AWARENESS OF ATMOSPHERE IN LEARNING ENVIRONMENTS

Sarah D. Greywitt, MetroHealth Simulation Institute

VIGOROUS FLUIDITY AND PERMEABLE BOUNDARIES

Brandi Broskowski-Durow, UW Madison

STRANGERS TO OURSELVES: DIFFICULT KNOWLEDGE AND THE PSYCHIC LIFE OF THE BORDER

Carola Goldenberg, The George Washington University

SESSION 39 PLACE, MEMORY, AND CURRICULUM AS LIVED EXPERIENCE

9:15-10:30 AM, BOARDROOM

BEGINNING AGAIN AND AGAIN: PLACE, MEMORY, AND THE REFUSAL TO LOOK AWAY

Ugena Whitlock, University of South Carolina Upstate

A CURRICULUM OF CORRESPONDENCE AND THE COUNTERPART TO THE

**CREATIVE PERSON: NOTES ON
PLACEMAKING FROM MARGARET
MCFARLAND TO MR. ROGERS**

Sandra Vanderbilt, George Washington University

**WALKING THE LITERARY
CURRICULUM: EMBODIED
CARTOGRAPHY, PLACE, AND THE
TEACHING OF AMERICAN LITERATURE
IN NEW ENGLAND AND THE AMERICAN
SOUTH**

Amanda Harper, Georgia Southern University

SESSION 40

PANEL

10:45 AM-12:00 PM, RONCALLI ASSEMBLY

**EXPANDING CURRICULUM STUDIES TO
SOCIETAL SPHERES BEYOND SPHERES**

William (Bill) Schubert, University of Illinois Chicago; *Wade Tillet*, University of Wisconsin Whitewater; *Ming Fang He*, Georgia Southern University; *Isabel Nuñez*, Purdue University Fort Wayne; *Joe Ohlinger*, Purdue University Fort Wayne; *Edward Podsiadlik*, University of Illinois Chicago; *Brian Schultz*, Miami University; *Kelly Vaughan*, Lewis University

SESSION 44

WORKSHOP

10:45 AM-12:00 PM, SARAGOSSA

**RIGHT DOWN THE DRAIN: THE COSTS
OF SIPHONING BILLIONS OF OHIO
PUBLIC FUNDING INTO PRIVATE
SCHOOL VOUCHERS**

Thomas S. Poetter, Miami University; *Alyssa DeZeeuw*, Miami University; *Susan Korea*, Miami University; *Elijah Fenwick-Sanders*, Miami University; *Erin Laffrey*, Miami University; *Connor Goodpaster*, Miami University; *Amanda Robinson*, Miami University; *Anthony Rose*, Miami University

SPECIAL SESSION

12:00-1:00 PM, BARRETT

FOUNDATION BOARD MEETING

Rouhollah Aghasaleh, California State Polytechnic University- Humboldt; *Tristan Gleason*, California State Polytechnic University- Humboldt; *Jody Googins*, Xavier University; *Vanessa Winn*, University of Dayton; *Sandra Vanderbilt*, George Washington University; *Alycia Elfreich*, Montana State University

SESSION 45

PANEL

1:15-2:30 PM, RONCALLI ASSEMBLY

**WHO ARE WE TAUGHT TO LOVE?
UNLEARNING COLONIAL
MONONORMATIVITY AS A
CURRICULUM OF RESISTANCE**

MaryJohn Pachuta-Rysak, Grand Valley State University; *Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt; *Whit Roach*, University of South Carolina; *Reagan Mitchell*, Independent Scholar; *Boni Wozolek*, Penn State University, Abington College; *Mandy Shunnarah*, Independent Scholar

SESSION 46

PANEL

1:15-2:30 PM, BARRETT

**HOLDING OPEN THE NOT-YET: THE
DIALECTICS OF HOPE IN AN AGE OF
CRISIS**

Brian Casemore, George Washington University; *Sepideh Yasrebi*, University of New Mexico; *James P. Burns*, University of New Mexico

SESSION 47

WORKSHOP

1:15-2:30 PM, FIRESIDE LOUNGE

**PREPARING CURRICULUM
MANUSCRIPTS FOR PUBLICATION:
FROM DRAFT TO SUBMISSION
THROUGH ACTIONABLE REVIEWER
FEEDBACK**

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

*Journal of Curriculum Theorizing Managing Editors

**SESSION 48 ANTIRACIST CURRICULUM,
RESISTANCE, AND COMMUNITY KNOWLEDGE**

1:15-2:30 PM, SARAGOSSA

**PUSHING BOULDERS WITH PURPOSE:
SISYPHUS AND ENACTING ANTIRACIST
CURRICULUM**

Alexander B. Pratt, University of Memphis; *Rachel Privett*, University of Memphis; *Hannah Taylor*, University of Memphis

**WITH GREAT POWER COMES GREAT
RESPONSIBILITY – PARTICULARLY
WHEN OUR SPIDEY SENSES ARE
TINGLING: HOW MIGHT PROGRESSIVE**

**CURRICULAR SCHOLAR/WORKERS
BEST RESIST TO EARNESTLY RECLAIM
TEACHER PREPARATION?**

Cole Reilly, Towson University

**BEYOND DEFICIT THINKING:
REIMAGINING LITERACY THROUGH
COMMUNITY CULTURAL WEALTH**

Lauralee Redmond Fracker, Grand Valley State University

**SESSION 49 TEACHING PALESTINE: POLICY,
ERASURE, AND CURRICULAR
RESPONSIBILITY**

1:15-2:30 PM, DARBY

**SPEAKING OF PALESTINE: AB 715 AND
THE WEAPONIZATION OF
ANTISEMITISM**

Daniel Thalkar, University of San Diego

**WHEN NEUTRALITY BECOMES
ERASURE: THE CASE FOR TEACHING
PALESTINE**

*Ayah Samer, Wright State University; Christa Preston Agiro,
Wright State University*

**SESSION 50 OTHERING, DISCIPLINE, AND
HIDDEN NORMS OF BELONGING**

1:15-2:30 PM, HOELLE

**SOUTH ASIAN WOMEN AND EPISTEMIC
BORDERS IN U.S. HIGHER EDUCATION**

Muna Sapkota, Purdue University

**BEYOND THE CIRCLE: ENGAGING IN
CULTURALLY RESPONSIVE
RESTORATIVE PRACTICES**

Carolyn Strong, Strong Conversations

**THE HIDDEN CURRICULUM OF THE
“GOOD MOTHER”: FAUX
FOUCAULDIAN CARE AND
(UN)MOTHERING OF INTERNATIONAL
MOTHERSCHOLARS IN HIGHER
EDUCATION***

Mahreen Mamoon, Purdue University

**SESSION 51 ALGORITHMIC BORDERS, DATA,
AND IDENTITY**

1:15-2:30 PM, BOARDROOM

**ACROSS ALGORITHMIC BORDERS:
HUMAN ERROR, TRADITIONAL
CHINESE MEDICINE PHILOSOPHY,
AND DECOLONIAL POSSIBILITIES FOR
HOLISTIC CURRICULUM IN THE AI
ERA***

Yi Zhou, The George Washington University

**ALGORITHMIC WIZARD OF OZ: THE
CURRENCE OF CONVICTION IN DATA
INTERPRETATION AND ALGORITHMIC
OPPRESSION**

Kemba Kelly, National Louis University (Chicago)

**RAGING FOR THE MACHINE: HOW
ALGORITHMS COLONIZE IDENTITIES**

Daniel Chapman, Georgia Southern University

SESSION 52

FILM SCREENING

2:45-4:00 PM, RONCALLI ASSEMBLY

**COUNTER-NARRATIVES OF
RESISTANCE: "TRAIL MARKERS" AND
REVISING "WITH ALLENBY IN
PALESTINE"**

*Mona Gazala, Independent Scholar; Mandy Shunnarah,
Independent Scholar*

SESSION 53

PANEL

2:45-4:00 PM, SARAGOSSA

**ONE ROOM SCHOOLS: WHAT IS THE
GOAL OF SCHOOL? CAN IT BE
NEUTRAL?**

*Katherine Winter, Winter School; Megan Embers, Winter
School*

**FIRESIDE CHAT
STUDENTS SESSION**

GRADUATE

2:45-4:00 PM, FIRESIDE LOUNGE

**FIRESIDE CHAT WITH KEYNOTE
SPEAKER KARIM MATTAR**

*Alycia Elfreich, Montana State University; Kirsten Robbins,
State University of New York at Oneonta; Karim Mattar,
University of Colorado- Boulder*

**SESSION 54 PALESTINE, COLONIAL TIME,
AND CURRICULUM UNDER EMPIRE**

2:45-4:00 PM, DARBY

**CENTERING PALESTINE AND A
PRINCIPLED COMMITMENT TO
SOLIDARITY IN JOURNAL ISSUE
EDITING**

Mohammad Jehad Ahmad, Urban Education at the City University of New York Graduate Center; *Rachel Duff*, Urban Education at the City University of New York Graduate Center; *Gabrielle Figueroa*, Urban Education at the City University of New York Graduate Center; *Anisa Yudawanti*, Stanford University

**NECROPOLITICAL CURRICULUM:
LIVING, TEACHING, AND THEORIZING
ACROSS IMPERIAL BORDERS**

MaryJohn Pachuta-Rysak, Grand Valley State University; *Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt

**SESSION 55 ECOLOGICAL ETHICS AND
PERMEABLE CURRICULAR BOUNDARIES**

2:45-4:00 PM, HOELLE

**VEGANISM, AS A HYPER AND
PESSIMISTIC PEDAGOGY**

Jihan Haidar, Florida International University

**VIGOROUS FLUIDITY AND PERMEABLE
BOUNDARIES**

Brandi Browkowski-Durow, UW Madison

**SESSION 56 CURRERE, AUTOBIOGRAPHY,
AND TRAUMA**

2:45-4:00 PM, BOARDROOM

**"A LOVE LETTER TO THOSE WHO
STAYED"**

Chelsea Lynne Murry, East Baton Rouge Parish School System/Louisiana State University

**THE INVISIBLE WOUND:
CURRICULUM-INDUCED TRAUMA,
SYSTEMIC POLICY, AND THE
IMPERATIVE FOR PSYCHOLOGICAL
SAFETY IN EDUCATION**

Carolyn Strong, Grand Valley State University; *Tyffani Monford*, Case Western Reserve University

SESSION 57

WORKSHOP

2:45-4:00 PM, BARRETT

**MAPPING OTHERWISE: REIMAGINING
CURRICULUM THROUGH CRITICAL
CARTOGRAPHY**

Stephanie Gottlob, Prescott College

PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

**LINGERING NARRATIVES ON
UNDERSTANDING CURRICULUM
EPISTEMICIDE: POSSIBILITIES AND
COMPLICATED CONVERSATIONS**

Daniel Ness, St. John's University; *Wanying Wang*, St. John's University; *Richard D. Sawyer*, Washington State University; *James P. Burns*, University of New Mexico; *Todd A. Price*, National Louis University; *Karenanna Boyle Creps*, Michigan State University; *Morna McDermott McNulty*, Towson University; *Rouhollah Aghasaleh*, California State Polytechnic University- Humboldt; *Tristan Gleason*, California State Polytechnic University- Humboldt

KEYNOTE

7:30-9:00 PM, RONCALLI ASSEMBLY

**PALESTINE AND THE PEOPLE'S
UNIVERSITY**

Karim Mattar, University of Colorado- Boulder

SOCIAL HOUR

9:00-11:00 PM, FIRESIDE LOUNGE