

39TH ANNUAL

What Is to be Done? On Curriculum Theory and a Critique of the Present

November 1st – 3rd, 2018

Bergamo Center
Dayton, Ohio

www.jctonline.org

Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2018 Bergamo Conference on Curriculum Theory and Classroom Practice. In keeping with years past, keynotes from prominent and provocative scholars, spotlight sessions on new work and new directions for the field, and targeted programming for graduate students continue to be integral to our program. Our conference theme this year is “What is to be Done? On Curriculum Theory and a Critique of the Present” and our hope is for both critical reflection on the past/present/future possibilities of both our contemporary moment and the field to be a part of our continuing conversations. This year we are excited to highlight explorations in relation to connecting curriculum theorizing with students/teachers of color and LGBTQ youth, new methodologies, indigeneity and postcolonial/transnational organizing, and resistance to contemporary education policy. As always, our efforts are to create spaces to continue the effort to provide a diverse range of scholarship and perspectives in relation to curriculum studies. We are also highlighting the scholarship of several curriculum colleagues with panels of scholars at diverse points in their career. As many know, the annual Bergamo Conference has played a pivotal role in the history of curriculum studies since 1979 and, as such, the primary task of the program is to provide a wide array of papers and panels in which we all contribute. Every year we look forward to coming together with you all and sharing around each other’s work around curriculum in its many forms and this year is no different. Welcome to you all.

Bergamo Leadership Team

At-A-Glance

THURSDAY

8:00-9:00 am	Breakfast
Noon - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 1-5
2:45 - 4:00 pm	Sessions 6-10
4:15 - 5:45 pm	Spotlight Session
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00-11:55 pm	Social Hour/Cash Bar

FRIDAY

8:00 - 9:00 am	Breakfast
9:30 - 10:45 am	Sessions 13-17
11:00 am - 12:15 pm	Spotlight Session
12:15 - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 19-23
2:45 - 4:00 pm	Sessions 24-29
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 - 11:55 pm	Social Hour/Cash Bar

SATURDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Session 32-36
10:45 am - Noon	Spotlight Session
Noon - 1:00 pm	Lunch
1:15 - 2:30 pm	Session 38-41
2:45 - 4:00 pm	Session 42-46
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Dinner
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 - 11:55 pm	Socializing/Cash Bar

Acknowledgements

Putting together a conference requires quite a few people and listing every contribution would be impossible. As always, I do hope that we can continue the open dialogue on how to continue to push the work of the journal, the Bergamo Conference, and the field of curriculum studies itself so please do try to attend the special session on The State of Bergamo and JCT on Friday morning. As this is our last year as the Leadership team, our intent is go through some the changes we've put in place and overall health of the organization. It has been an honor to serve in this role and we remain committed to seeing us continue to grow.

Nina Asher, Nicole Guillory, and David Stovall deserve special thanks for their willingness to deliver the three 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) and Spotlight sessions—they once again promise to be thoughtful and provocative.

Thanks to **Gabe Huddleston**, Managing Editor of the Journal of Curriculum Theorizing, and **Jayna McQueen**, our graduate assistant from Texas Christian University, for all of the work in organizing the program and keeping track of all the logistics required. This conference would truly not be possible without their thoughtful and meticulous work. The staff of the Bergamo Center too has been wonderful to work with and we appreciate their work and responsiveness. Lastly, special thanks to the Graduate Student Advisory Council and its leadership duo of **Whitney Roach** and **Scott Jarvie**. This group has proved vital to the continuing growth of this conference.

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

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

Robert Helfenbein
President, *Foundation for Curriculum Theory*
Editor, *Journal of Curriculum Theorizing*
Theodorea Berry
Vice-President, *Foundation for Curriculum Theory*
Associate Editor, *Journal of Curriculum Theorizing*
Gabriel Stephen Huddleston
Managing Editor, *Journal of Curriculum Theorizing*
Treasurer, *Foundation for Curriculum Theory*
Section Editors, *Journal of Curriculum Theorizing*
Aparna Tarc
Walter S. Gershon
Roland W. Mitchell
Xin Li
Conference Leadership Team
Isabel Nunez
Graduate Student Paper Award Chair
Jim Garrett
Graduate Student Council Liaison
Annie Winfield, Roger Williams University
Secretary, *Foundation for Curriculum Theory*
Graduate Assistant
Jayna McQueen

Keynote Addresses

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

Beyond Dualisms: Interdependence and Possibilities in Education

Nina Asher

Ed.D. University of Minnesota-Twin Cities



Biography: Nina Asher is a professor in the Department of Curriculum and Instruction, University of Minnesota-Twin Cities (UMN-TC). She is an affiliate faculty member in the Department of Gender, Women and Sexuality Studies (GWSS) and the Interdisciplinary Center for the Study of Global Change (ICGC) at UMN-TC. Nina writes in the areas of postcolonialism and feminism, globalization, critical perspectives on multiculturalism, and Asian American studies in education. She has published over 30 articles and book chapters and her work has appeared in such leading national and international journals as the *Educational Researcher*, *Teachers College Record*, *Postcolonial Directions in Education*, *International Journal of Qualitative Studies in Education*, and *Discourse: Studies in the Cultural Politics of Education*, among others.

Abstract:

Looking also at the past, I consider the present-day relevance of working through dualistic thought in order to move towards interdependence and new possibilities in education and the larger social context. Heightened polarities of race, class, nation, and gender mark the current U.S. context, even as activism is on the rise. Hotly contested contradictions – for instance, Facebook and Nike capitalism and activism, and the apparent divergence of transgender and feminist discourses alongside an increasing recognition of gender fluidities – permeate our discussions and our very lives on and off our campuses.

Drawing on postcolonial and feminist theories in relation to curriculum, I work through dualisms to engage the critical power of interdependence. I present this discussion in four sections: “Roots and Branches” and “Head and Heart” (both drawing on autobiography, feminism, curriculum) and “Here and There & Then and Now” (drawing on the works of James Baldwin and Hanif Kureishi as an illustrative example) and “Present and Future” (working towards possibilities).

Keynote Addresses



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

A Love Letter to Black Women

Nichole Guillory

Ph.D. Kennesaw State University

Biography: Nichole A. Guillory is a Professor of Curriculum and Instruction in the Department of Secondary and Middle Grades Education and an affiliated faculty member in the Interdisciplinary Studies Department at Kennesaw State University. She currently teaches courses in critical multiculturalism in teacher education and hip hop feminism in interdisciplinary studies. Drawing on the intersections of black feminist theory and curriculum theory, her scholarship focuses on problematizing fixed notions of black women's identities in predominantly white universities in the South, where Black women's encounters with white students and colleagues are often reflective of the old South's race and gender politics. Drawing on hip hop feminism, she also writes about the representation of black women in hip hop discourses.

Abstract:

"A Love Letter to Black Women" is a tribute to the writing/theorizing of Mamie Till-Mobley and Sybrina Fulton, Black mothers who have changed how we talk about, think through, and act against state sponsored violence against Black bodies. Situating the present moment through Christina Sharpe's (2016) conception of living "in the wake," I first explore what it means as a Black mother to live in constant fear of death and what it means that Black bodies are always connected to danger and disaster. I then propose that the memoirs of Till-Mobley and Fulton offer a praxis of mothering in the wake, a pedagogy for resisting death—physical and psychic—and caring for ourselves and our children in/against a genocidal culture.

Keynote Addresses

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

Because They Have Come for Us, What are We Prepared to Do?: Into the Struggle for Curriculum Studies and Educational Foundations



David Stovall

Ph.D., University of Illinois at Chicago

Biography: Dr. Stovall is Professor of African-American Studies and Criminology, Law & Justice at the University of Illinois at Chicago (UIC). His scholarship investigates three areas 1) Critical Race Theory, 2) the relationship between housing and education, and 3) the intersection of race, place and school. In the attempt to bring theory to action, he works with community organizations and schools to develop curriculum that address issues of equity and justice. His work led him to become a member of the Greater Lawndale/Little Village School of Social Justice High School design team and manifests itself in his involvement with the Peoples Education Movement.

Abstract:

Curriculum Studies (CS) and Social Foundations (SF) Departments are currently being scrapped across the U.S. in colleges and universities. Because CS and SF have always occupied a contested space in education, it is critical for those of us in the disciplines to engage a praxis of solidarity to fight the current onslaught. Where some read the current moment as a forgone conclusion, it can also be viewed as a moment to collectivize our strategies by building a resistance that simultaneously challenges the conventions of the academy. This presses us to forge allegiances beyond the university and into our communities that are also resisting and building.

Spotlight Sessions

Thursday, 4:15 – 5:45 PM, Darby

On the Work of Bill Doll

PRESENTERS

Petra Hendry, Jacqueline Bach, Dave Flinders, Denise Egea, Walter Gershon

This panel will commemorate the life and work of William E. Doll (1931-2017). Bill Doll was an internationally renowned teacher, teacher educator, and curriculum theorist whose life was marked by his commitment, work ethic, passion, and unrelenting desire to advance curriculum studies internationally. As a curriculum scholar, William Doll's intellectual work explored the interconnections between pragmatism, post-modernism, and complexity theory. Drawing on John Dewey's concept of change as transformation, not transmission, Doll understood educational experience as never being able to be pre-set or pre-determined. Educational experience, for Bill, was neither linear, predictable, or controllable, but influenced by Piaget, he understood growth as the result of complex interactions and dynamic processes of disequilibrium. He revealed in chaos as absolutely necessary for the perturbation, play and unpredictability necessary for generative intellectual thought. His brilliant critique of modernist curriculum in which, reason, science, control, method and efficiency oriented curriculum toward the technical coalesced in the publication of his masterful *A post-modern perspective of curriculum* (1993). In this work, he threaded the needle from, Dewey through Piaget, Prigogine, Bruner and Whitehead to articulate a view of curriculum grounded in his 4R's: relationship, richness, rigor and recursion. Throughout the 1980's into the early 2000's Bill was a fixture at Bergamo. This panel will not only re-member his contributions in this space, but elaborate on the profound impact that his work has had on the field of curriculum theory, through his scholarship, but also through his generous, laughter-filled spirit.

Friday, 11:00 – 12:15 PM, Darby

State of Bergamo and the Journal for Curriculum Theorizing

PRESENTERS

Robert Helfenbein, Gabriel Huddleston

Robert Helfenbein (Editor of the *Journal of Curriculum Theorizing* and President for the Foundation for Curriculum Theory) and Gabriel Huddleston (Managing Editor of the *Journal of Curriculum Theorizing* and Program Chair for the Bergamo Conference) will discuss their last six years leading both the journal and the conference. Both will share the accomplishments of the past six years and the transition to the new leadership team. There will be time for a brief question and answer period.

Provoking Dialogue(s)

Emphasizing influential scholarly texts within the curriculum field, the Provoking Dialogue(s) sessions offer an opportunity for critical scholarly engagement for authors, editors, dialoguers, and audience members.

Friday, 4:15–5:45 PM, Darby

M. Francyne Huckaby's (2019) Researching Resistance: Public Education after Neoliberalism

DIALOGUERS

M. Francyne Huckaby, Arlo Kempf, Isabel Nunez, Walter Gershon, Ying Wang

M. Francyne Huckaby's (2019) forthcoming publication, *Researching Resistance: Public Education After Neoliberalism*, serves two vital functions. First, it explores, explicates, and encourages critical qualitative research that engages the arts and born-digital scholarship. Second, it offers options for understanding neoliberalism, revealing its impact on communities, and resisting it. The book delves into strategies for engaging neoliberalism, Black feminist cyborg theoretical assumptions, web-based film project, and arts-based methodology. The book explores how Huckaby walks the fault line between film and ethnography, researcher and participant, and community organizations and activism.

Saturday, 10:45 AM – 12:00, Darby

Theodora Berry's (2018) States of Grace: Counterstories of a Black Woman in the Academy

DIALOGUERS

Theodora Berry, Kimberly Jenkins, Kyra Shahid, Denise Taliaferro-Baszile

Dr. Berry's (2018) "States of Grace: Counterstories of a Black Woman in the Academy" recognizes, acknowledges, and centers race and gender through the embodiment of Black womanhood in the academy in the context of grace. Encapsulated in concepts of grace, this book reveals the dynamic, multidimensional presence of a scholar who brings her wholeness into her scholarship and teaching, providing insights and guidance along the way.

Provoking Dialogue(s)

Saturday, 4:15 AM – 5:45 PM, Darby

Ligia (Licho) López López's (2018) *The Making of Indigeneity, Curriculum History, and the Limits of Diversity*

DIALOGUERS

Peter Appelbaum, Sandro Barros, Reagan Mitchell, Isabel Nuñez, Sam Rocha, Boni Wozolek, Gabriel Huddleston, Licho López López

Conceptually rich and grounded in cutting-edge research, this book addresses the often-overlooked roles and implications of diversity and indigeneity in curriculum. Taking a multidisciplinary approach to the development of teacher education in Guatemala, López provides a historical and transnational understanding of how "indigenous" has been negotiated as a subject/object of scientific inquiry in education. Moving beyond the generally accepted "common sense" markers of diversity such as race, gender, and ethnicity, López focuses on the often-ignored histories behind the development of these markers, and the crucial implications these histories have in education – in Guatemala and beyond – today.

Book Sale

The annual Bergamo Book Sale is back! We will offer a number of titles for sale at discounted prices during the conference. There will also be opportunities to order additional titles at a discounted rate. Books will be put out for perusal on Friday morning. The sale will take place during the following times:

Friday, November 2nd

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

Saturday, November 3rd

9:00 - 9:30 AM
10:45 - 11:00 AM
2:30 - 2:45 PM

Much thanks goes to the various publishers for providing copies and their continued support of the conference.

Social Activities

We want to encourage participants to be happy, healthy, and whole while on their academic journey. Bergamo's unique surroundings leads to engagement of mind, body, and spirit while helping to channel creative energy.

Our Graduate Student Council will be planning more social events, so check out the registration table for the latest updates.

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

Get to know someone new or reconnect with familiar friends during the Bergamo cocktail hour. Join fellow scholars in thoughtful conversation during this relaxed time together.

SESSION 1 CURRICULUM AND ONTOLOGY

1:15-2:30 PM, BARRETT

ONTOLOGY AS ERASURE: THE ONTOLOGICAL TURN IN NEW MATERIALISM

Alycia Elfreich, Indiana University

WHAT DO WE OWE EACH OTHER, NOW? DECONSTRUCTING ACADEMIC ETHICS AND GENEROSITY IN THE ONTOLOGICAL TURN

Mel Kutner, University of Georgia

A CURRICULUM WITHOUT A CREATION OF CULTURAL DIVERSITY AND A CONTAINMENT OF CULTURAL DIFFERENCES

kaori shimizu, Louisiana State University

SESSION 2 CURRICULUM AND AFFECT THEORY

1:15-2:30 PM, BORDEAUX

WHEN YOU DON'T HAVE THE WORDS: THE AFFECTIVE POSSIBILITIES AND CONSEQUENCES OF CLASSROOM DISCUSSIONS AROUND #MeToo

Lauren Elizabeth Reine, Michigan State University

Alecia Beymer, Michigan State University

INTERNATIONAL ANXIETIES: WORKING ACROSS EDUCATIONAL MARGINS TOGETHER

Walter Gershon, Kent State University

Abdulrahman Almarshedy, Kent State University

EXORCISING DEMONS: RETHINKING CURRICULA AND SCHOOL SPACES THROUGH KATHERINE MCKITTRICK'S DEMONIC GROUNDS

Jenna Kamrass Morvay, Teachers College, Columbia University

SESSION 3

1:15-2:30 PM, DARBY

PANEL

THE EVOLVING INFLUENCES ON THE CURRICULUM FIELD

Participants:

Kelly P Vaughan, Purdue University Northwest

Chair:

Isabel Nunez, Indiana University-Purdue University Fort Wayne

SESSION 4 CURRICULUM AND SPIRITUALITY

1:15-2:30 PM, HOELLE

A CURRICULUM OF THE MARGIN: MINDFUL LEARNINGS AT A BUDDHIST TEMPLE

Chau Vu, Louisiana State University

FAITH-RELIGION AS QUALITATIVE RESEARCH POSITIONALITY

Vincent W Youngbauer, Mercer University

SESSION 5 CURRICULUM AND POST-TRUTH

1:15-2:30 PM, SARAGOSSA

TEACHER IDEOLOGY AND CURRICULUM DECISION-MAKING IN THE TRUMP ERA

Peter Nelson, Michigan State University

THE EPISTEMOLOGICAL ERROR OF TEACHING "TRUTH" IN AN ERA OF "FAKE NEWS"

Briana Michelle Bivens, University of Georgia

COMPLICATED CONVERSATIONS OF RACE & EDUCATION

Whitney Neumeyer Roach, Texas Christian University

Ying Wang, Texas Christian University

Melody Doddy, Texas Christian University

SESSION 6 CURRICULUM AND THE SELF

2:45-4:00 PM, BARRETT

CURRICULUM REDUX: CHRONICLING A FRAGMENTED LIFE TOWARD...

Thomas Poetter, Miami University, Oxford, Ohio

DIALOGUING WITH HERSELF: EXPLORING FEMINIST PEDAGOGY THROUGH SELF-STUDY

Sarah Wells Kaufman, DePaul University

FROM STUDENT TO TEACHER AND BACK AGAIN: THE REHABILITATION OF A DOCTORAL CANDIDATE

Jayna McQueen, Texas Christian University

SESSION 7

2:45-4:00 PM, BORDEAUX

PANEL

ARE CURRICULUM THEORISTS PHILOSOPHERS OR WHAT?

Presenters:

Robert Helfenbein, Loyola University Maryland

Susan Mayer, Independent scholar

Sam Rocha, University of British Columbia

Session Organizer:

Sam Rocha, University of British Columbia

SESSION 8 CURRICULUM AND STEM EDUCATION

2:45-4:00 PM, DARBY

SUBVERTING STEM: ANSWERING ECONOMIC AIMS WITH MATERIAL INTELLIGENCE

Jon Sallée, Lewis University

THE IMPACT OF STEM CURRICULUM: A QUANTITATIVE STUDY OF PROJECT LEAD THE WAY IN 4TH GRADE CLASSROOMS

Kirsten Robbins, Indiana University School of Education – IUPUI

Catherine Bhatena, Indiana University School of Education, Indianapolis

VIDEO GAME STREAMING AS CURRICULUM

Gabriel Huddleston, Texas Christian University

Vanessa Haddad, Niagara University

SESSION 9 CURRICULUM AND TEACHER EDUCATION

2:45-4:00 PM, HOELLE

CRITICAL REFLECTION IN AN URBAN TEACHER PREPARATION PROGRAM: MEETING THE CHALLENGES

William Alan Kerns, Harris-Stowe State University

ENACTING CURRICULUM CHANGE TO PREPARE CRITICALLY MINDED NEW TEACHERS: WHAT IS TO BE DONE?

John Pascarella, University of Southern California

DANGEROUS THINKING: EPISTEMIC DISOBEDIENCE IN TEACHER EDUCATION

Ramon Vasquez, University of Dayton

SESSION 10 CURRICULUM AND TEACHER EDUCATION II

2:45-4:00 PM, SARAGOSSA

TURNING TOWARD ONE ANOTHER, NOT AGAINST ONE ANOTHER: WARRIORS FOR TEACHER EDUCATION

Susan R. Adams, College of Education, Butler University

DAYDREAMING IN DIVERSITY CLASS: CONSCIOUSNESS RAISING AMONG TEACHER EDUCATION CANDIDATES

Matthew Green, University of Louisiana at Lafayette

Valin Jordan, University of Louisiana at Lafayette

“THINGS THEY CAN’T HELP BUT BE APPALLED OVER”: ATTEMPTING TO TEACH EMPATHY TO WHITE STUDENTS

Erik Shaver, Ball State University

SESSION 11

4:15—5:45 PM, DARBY

SPOTLIGHT SESSION

On the Work of Bill Doll

Presenters:

Jacqueline Bach, Louisiana State University

Dave Flinders, University of Indiana Bloomington

Denise Egea, Nazarbayev University

Walter Gershon, Kent State University

Session Organizer:

Petra Hendry, Louisiana State University

SESSION 12

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Nina Asher

Beyond Dualisms: Interdependence and Possibilities in Education

Presenter:

Nina Asher, University of Minnesota-Twin Cities

SESSION 13 CURRICULUM AND THE STRUCTURES OF SOCIETY

9:30-10:45 AM, BARRETT

BOUTIQUE PEDAGOGY: STUDENT CHOICE IN CURRICULUM

Christian George Gregory, Columbia University

CURRICULUM, PROVEN PRACTICES, DOMINANT DISCOURSES AND SAFE CITIZENSHIP: INCREMENTALLY IMPROVING THE STATUS OF THE QUO

Scot Wilson, Indiana University - Bloomington

SESSION 14 CURRICULUM AND YOUNG LEARNERS

9:30-10:45 AM, BORDEAUX

CALLING ATTENTION TO YOUNG LEARNING BODIES: PERFORMING PRACTICES ENABLED BY CURRICULAR POSSIBILITIES IN PLACEMENT CLASSROOMS

Kajal Sinha, University of Georgia

JUST DON'T CALL IT SOCIAL JUSTICE: CREATING EMERGENT, CONTEXTUAL, AND ACTION-FOCUSED CURRICULUM IN A THIRD GRADE CLASSROOM

Brian D. Schultz, Miami University

Stephanie Pearson, Kramer Elementary School, Talawanda School District

WHO'S RESPONSIBLE?: EXPLORING PRESERVICE AND INSERVICE ELEMENTARY TEACHER NOTIONS OF RESPONSIBILITY FOR TEACHING DIVERSE STUDENTS

Chloe Bolyard, Missouri State University

Vanessa Winn, Miami University

SESSION 15

9:30-10:45 AM, FIRESIDE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CURRICULAR CONVERSATIONS WITH DR. NICHOLE GUILLORY

Presenter:

Nichole Guillory, Kennesaw State University

Chair:

Alecia Beymer, Michigan State University

SESSION 16

9:30-10:45 AM, HOELLE

PANEL

MONSTERS AND CURRICULUM INQUIRY: IMAGINING ALTERNATIVES

Presenters:

Morna McDermott, Towson University

Robert Helfenbein, Loyola University Maryland

Gabriel Huddleston, Texas Christian University

Shelby Janicki, Towson University

Chris Osmond, Appalachian State University

Session Organizer:

Morna McDermott, Towson University

SESSION 17 CURRICULUM, NARRATIVES, AND THE ART OF STORYTELLING

9:30-10:45 AM, SARAGOSSA

ORAL HISTORY AND STORYTELLING FOR SOCIAL CHANGE

Guillermo Fredy Vodniza, Teacher at Winnipeg School Division 1

THE HISTORICAL ESFARRAPADOS

Mateus Lorenço Hernandez, University of British Columbia

THERE IS HOPE: BLACK GIRLS' STORIES OF STRENGTH

Sandra Vanderbilt, George Washington University

THE AESTHETICS AND CURRICULUM OF DEPRESSION AND LOSS IN JILLIAN AND MARIKO TAMAKI'S THIS ONE SUMMER

David Lewkowich, University of Alberta

SESSION 18

11:00-12:15, DARBY

SPOTLIGHT SESSION

The State of Bergamo and the Journal for Curriculum Theorizing

Presenters:

Robert Helfenbein, Loyola University Maryland

Gabriel Huddleston, Texas Christian University

Session Organizer:

Gabriel Huddleston, Texas Christian University

SESSION 19 CURRICULUM AND WRITING

1:15-2:30 PM, BARRETT

THE ART OF WRITING: EXPRESSIVE ARTS TECHNIQUES IN THE RHETORIC AND COMPOSITION CLASSROOM

Peaches E Hash, Appalachian State University

WRITING EXPERIENCES NOT EXPERIENCED AS A WAY OF CROSSING OVER: TRAUMATIC MEMORY AND WORKING-THROUGH IN POETRY AND IMAGE

David Lewkowich, University of Alberta

SESSION 20 CURRICULUM AND THE ARTS

1:15-2:30 PM, BORDEAUX

EXPLORING PHOTOGRAPHY AS A FORM OF ARTS-BASED RESEARCH IN ADDITION TO PHOTOVOICE

Wanfei Huang, Michigan State University

SOUNDING AN ALARM: MYOPIA OF ARTS BASED RESEARCH

Walter Gershon, Kent State University

SESSION 21 CURRICULUM AND METHOD

1:15-2:30 PM, DARBY

METHOD AS METHOD ACT III

Gabriel Huddleston, Texas Christian University

Sam Rocha, University of British Columbia

THE AFFECTIVE ARCHIVE AS METHOD

Jenna Kamrass Morvay, Teachers College, Columbia University

TROUBLING METHOD: NARRATIVE RESEARCH AS BEING METHOD

Paul Eaton, Sam Houston State University

Petra Hendry, Louisiana State University

Roland Mitchell, Louisiana State University

SESSION 22

1:15-2:30 PM, HOELLE

PANEL

UNFURLING NONREPRESENTATIONAL THEORY

Presenters:

Scott Jarvie, Michigan State University

Alecia Beymer, Michigan State University

Sandro Barros, Michigan State University

Cori McKenzie, SUNNY Courtland

Michael Lockett, Michigan State University

Chair:

Sandro Barros, Michigan State University

SESSION 23 CURRICULUM AND MARGINALIZATION

1:15-2:30 PM, SARAGOSSA

DISRUPTING THE NATION'S "FARMED THOUGHTS": A DISCIPLINARY PERSPECTIVE THROUGH THE EYES OF A SCHOOL LIBRARIAN

Jade Calais, University of Louisiana at Lafayette

Expulsion and the Hidden Curriculum of Subjugation

Kirsten Robbins, Indiana University School of Education – IUPUI

Diversifying Curriculum and Cultivating Cultural Competence in Students

Laura Kieselbach, East Stroudsburg University

Re-understanding Our Curricular Legacy: Missing and Misunderstood Voices

Racheal M Rothrock, Miami University

Ganiva Reyes, Miami University

SESSION 24 WHAT IS TO BE DONE?

2:45-4:00 PM, BARRETT

LAST CHANCE U: WHAT IS TO BE DONE WITH STUDENT ATHLETES NOBODY ELSE WANTS?

Jacqueline Bach, Louisiana State University

WHAT IS TO BE DONE WITH "WHAT IS TO BE DONE"?

Addyson Frattura, University of British Columbia

PROMISING TRUTHS: SINCERITY & EDUCATION

Scott Jarvie, Michigan State University

SESSION 25 ON CURRICULUM THEORIZING

2:45-4:00 PM, BORDEAUX

CURRICULUM AS COGNIZING MACHINE: FROM BARAD TO HAYLES TO TSING

Gabriel Huddleston, Texas Christian University

Robert Helfenbein, Loyola University Maryland

TIME CAPSULES, STORYTELLING, AND PUSHING BACK ON CURRICULUM THEORIZING

Brian D. Schultz, Miami University

LA RÉTINE DÉCOLLÉ: QUEER TRANSLANGUAGING, NON-RETINAL ART OF CURRICULUM, AND THE PROBLEM OF RETURN

Peter Appelbaum, Arcadia University

SESSION 26

2:45-4:00 PM, DARBY

PANEL

CELEBRATING THE ENDURING CONTRIBUTIONS OF C. A. BOWERS

Presenters:

*Audrey M Dentith, North Carolina A&T University
Jennifer S. Thom, University of Victoria British Columbia
Dave Flinders, University of Indiana Bloomington*

Chair:

Audrey M Dentith, North Carolina A&T University

SESSION 27

2:45-4:00 PM, FIRESIDE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CURRICULAR CONVERSATIONS WITH DR. NINA ASHER

Presenter:

Nina Asher, University of Minnesota-Twin Cities

Chair:

Alecia Beymer, Michigan State University

SESSION 28

2:45-4:00 PM, HOELLE

PANEL

CREATING CURRICULUM STUDIES PUBLICATIONS: WRITING FOR OUR LIVES

Presenters:

*Tasneem Amatullah, State University of New York Oneonta
Chloe Bolyard, Missouri State University
Dominique Brown, Miami University, Oxford, Ohio
Jennifer Edwards, Miami University, Oxford, Ohio
Ashley C. Johnson, Miami University, Oxford, Ohio
Sarra J Grubb, Indiana University Kokomo
Peggy Larrick, Wilmington College, Wilmington, Ohio
Mary Montavon, Miami University, Oxford, Ohio
Don Murray, Miami University, Oxford, Ohio
Mike Neri, Miami University, Oxford, Ohio
Thomas Poetter, Miami University, Oxford, Ohio
Genesis Ross, Miami University, Oxford, Ohio
Cindy Sanders, Miami University, Oxford, Ohio
Katherine Smith, Miami University, Oxford, Ohio
Denise Taliaferro Baszile, Miami University*

*Angela Trubceac, Miami University, Oxford, Ohio
Kelly Waldrop, The Publish House
Vanessa Winn, Miami University, Oxford, Ohio*

Chair:

Thomas Poetter, Miami University, Oxford, Ohio

SESSION 29 CURRICULUM, SELF-REFLECTION, AND METACOGNITION

2:45-4:00 PM, SARAGOSSA

A DESCRIPTIVE STUDY OF TEACHER CANDIDATES' REFLECTIVE THINKING DURING LITERACY TUTORING CLINICAL EXPERIENCES

Rhonda Lisa Aguiton, Bowling Green State University

Susanna Hapgood, University of Toledo

TEACHING AND JAZZ: THE POWER OF ENSEMBLE

Ramya Sivaraj, University of Minnesota

Geri Von Grey, University of Minnesota

Carol Cousins, University of Minnesota

WHEN TO STOP: CRITICALLY QUESTIONING OUR RESEARCH

Sandra Vanderbilt, George Washington University

SESSION 30

4:15-5:45 PM, DARBY

PROVOKING DIALOGUES

M. Francyne Huckaby's (2019) Researching Resistance: Public Education after Neoliberalism

Participants:

Fran Huckaby, Texas Christian University

Arlo Kempf, University of Toronto

Isabel Nunez, Indiana University-Purdue University Fort Wayne

Walter Gershon, Kent State University

Ying Wang, Texas Christian University

Chair:

Jayna McQueen, Texas Christian University

SESSION 31

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. Nichole Guillory

A Love Letter to Black Women

Presenter:

Nichole Guillory, Kennesaw State University

SESSION 32 RACE, IDENTITY, AND CURRICULUM

9:15-10:30 AM, BARRETT

DECOLONIZING THE COLONIZERS IN PREDOMINANTLY WHITE RURAL PLACES OF SCHOOLING

Peggy Larrick, Wilmington College

MY SKIN, MY EYES: RE-READING RACIAL IDENTITY USING WHITE PRIVILEGE AND WHITE RACIAL SHAME FRAMEWORKS

Elise Toedt, University of Minnesota

SEARCHING FOR OTHER BROWN FACES: BLACK FEMALE EXPERIENCES OF SCHOOLING AND THE ACADEMY

*Valin Jordan, University of Louisiana at Lafayette
Kay S. Rone Wilson, University of Louisiana Lafayette
Jourdan S. Alsobrook, University of Louisiana at Lafayette*

SESSION 33 GLOBAL INTERNATIONAL PERSPECTIVES

9:15-10:30 AM, BORDEAUX

CURRICULUM OVERHAUL IN CAMEROON: EDUCATION FOR POLITICAL AND SOCIOECONOMIC EMPOWERMENT

Michael Ndemanu, Ball State University

A LIVED GLOBAL CURRICULUM

Ana Carolina Diaz Beltran, The Pennsylvania State University

SESSION 34

9:15-10:30 AM, DARBY

PANEL

EMERGING SCHOLARS IN CURRICULUM THEORY

Presenters:

Abdulrahman Almarshedy, Kent State University

Dominique Brown, Miami University

Jayna McQueen, Texas Christian University

Rachel Talbert, George Washington University

Liang Wang, UW-Madison

Chair:

Robert Helfenbein, Loyola University Maryland

SESSION 35 CURRICULUM, LANGUAGE, AND LITERACY

9:15-10:30 AM, HOELLE

DECONSTRUCTING BILINGUAL THREAT INVERSION: UNCOVERING AND ADDRESSING MONOLINGUAL METONYMY IN SCHOOLSCAPES

*Steve Przymus Daniel PRZYMUS, Texas Christian University
Gabriel Huddleston, Texas Christian University*

FOUR DIMENSIONS OF CRITICAL LITERACY: WHAT THEY ARE AND WHAT SHOULD BE CHANGED

Cheu-jei Lee, Purdue University Fort Wayne

HEAR NO EVIL * SEE NO EVIL * SPEAK NO EVIL* --

(IM)POSSIBILITIES OF TRANSFORMATIVE PEDAGOGY AND CAREER TRAJECTORY

Devorah Kennedy, Alice Lloyd College; Sarrah J Grubb, Indiana University Kokomo; Michelle McLeese, Alice Lloyd College

READING DISNEY'S MULAN AS CURRICULUM FROM A THIRDSPACE

Ying Wang, Texas Christian University

SESSION 36 CURRICULUM AND FICTION

9:15-10:30 AM, SARAGOSSA

BEYOND EMPIRICISM: THE ROLE OF FICTION IN PHENOMENOLOGICAL RESEARCH

James Sheldon, University of Arizona

SHIFTING PARADIGMS: AN EXAMINATION OF POSTMODERN EDUCATION IN DANIELEWSKI'S HOUSE OF LEAVES

Danielle Marie Klein, Louisiana State University

SESSION 37

10:45-12:00 PM, DARBY

PROVOKING DIALOGUES

Theodorea Berry's (2018) States of Grace: Counterstories of a Black Woman in the Academy

Participants:

Kyra Shahid, Xavier University

Kimberly Jenkins, Miami (OH) University

Theodorea Berry, University of Texas at San Antonio

Chair:

Denise Taliaferro-Baszile, Miami University

SESSION 38

1:15-2:30 AM, BARRETT

PANEL

AUGUSTINE'S CONFESSIONS AND CURRICULUM

Presenters:

Tim Leonard, St. Xavier University Chicago

Anna Ryoo, University of British Columbia

Chairs:

Sam Rocha, University of British Columbia

Mateus Hernandez, University of British Columbia

SESSION 39 CURRICULUM, DYSTOPIA, AND THE FUTURE

1:15-2:30 AM, BORDEAUX

ALTERNATIVE VALUES: IMAGINING A NON-DYSTOPIAN UNIVERSITY

Paul Eaton, Sam Houston State University

CULTURAL TRACE AND THE OTHER: CURRICULUM FOUNDATIONS AND REASON IN DYSTOPIAN FUTURES

Bryan Wright, OISE / University of Toronto

PROPHETIC CULTURAL LEADERS CRITIQUING THE PRESENT FOR THE IMAGINATION OF SOCIAL JUSTICE

Darius D. Prier, Duquesne University

SESSION 40 CURRICULUM, FEMINISM, AND MOTHERS

1:15-2:30 AM, DARBY

INCLUSIVE EDUCATION & ABLEIST SYSTEMS: MOTHERS' PERSPECTIVES ON INCLUSIVE EDUCATION

Kelly P Vaughan, Purdue University Northwest

MOTHERING, LIGHTENING CROTCH, AND MILKLASH: NEGOTIATING CAPITALS OF SHAME

Boni Wozolek, Loyola University Maryland

TOWARD A FEMINIST THEORY OF CHANGE: LESSONS FROM WOMEN SOCIAL JUSTICE SCHOLARS

Christie C. Byers, George Mason University

SESSION 41

1:15-2:30 PM, FIRESIDE LOUNGE

GRADUATE STUDENT ROUNDTABLE

COMPLICATED CURRICULAR CONVERSATIONS WITH DR. DAVID STOVALL

Presenter:

David Stovall, University of Illinois at Chicago

Chair:

Alecia Beymer, Michigan State University

SESSION 42 CURRICULUM WITH/IN SPACES AND PLACES

2:45-4:00 PM, BARRETT

EXPERIENCING THE DISNEY CURRICULUM IN PERSON: CURRICULUM THEORISTS IN WALT DISNEY WORLD

Gabriel Huddleston, Texas Christian University

Whitney Neumeyer Roach, Texas Christian University

HIDDEN IN PLAIN VIEW: CURRICULUM OF PUBLIC SPACES

Rachel Talbert, The George Washington University

"UN PUÑO DE TIERRA": CURRICULUM AND PEDAGOGY THEORIZING ALONG THE U.S/MEXICO BORDER

Ganiva Reyes, Miami University

SESSION 43 CURRICULUM AND DEMOCRACY

2:45-4:00 PM, BORDEAUX

DEMOCRATIC IDENTITY FORMATION THROUGH DIALOGUE IN A COMMUNITY BASED PHILOSOPHY FOR CHILDREN CLUB

Shana Sanam Khan, Louisiana State University

Shazia Humayun, Louisiana State University

Kim Skinner, Louisiana State University

A CALL TO REJECT FEAR AND RADICALLY REORIENT TO SOLIDARITY TO SAVE SCHOOLS... AND THE REPUBLIC

Boucher Michael, Texas A&M University-San Antonio

WHY SCHOOL COUNCIL? YOUNG PEOPLE AND THE REASONS THEY SERVE ON SCHOOL COUNCILS.

Kevin Smith, Cardiff University

META-IDEOLOGIZING DEMOCRACY

Susan Mayer, Independent scholar

SESSION 44

2:45-4:00 PM, DARBY

PANEL

DISSERTATION STORIES: A NARRATIVE INQUIRY INTO THE DISSERTATION PROCESS

Presenters:

Keri Rodgers, Ball State University

Jocelyn Weeda, Centerville City Schools

Peggy Larrick, Wilmington College

Chair:

Kelly Waldrop, The Publish House

SESSION 46 CURRICULUM AND NARRATIVE

2:45-4:00 PM, SARAGOSSA

BREAKING THE SHELL OF THE LESSER SELF: A DIALOGIC-NARRATIVE INQUIRY INTO HUMAN REVOLUTION

Melissa Bradford, DePaul University

Julie Nagashima, Arizona State University

PSYCHOANALYTICAL ASPECTS OF CURRERE THROUGH A DOUBLED CURRERE

Karl Martin, Kent State University

TESTIMONIES IN EARLY CHILDHOOD: AN INTERSECTION OF CRITICAL CURRERE AND RHIZOMATIC WITNESSING

Sheri Leafgren, Miami University

Allison A Huff, Miami University

SESSION 47

4:15-5:45 PM, DARBY

PROVOKING DIALOGUES

Ligia (Licho) López López's (2018) The Making of Indigeneity, Curriculum History, and the Limits of Diversity

Presenters:

Peter Appelbaum, Arcadia University

Sandro Barros, Michigan State University

Reagan Mitchell, Colgate University

Isabel Nunez, Indiana University-Purdue University Fort Wayne

Sam Rocha, University of British Columbia

Boni Wozolek, Loyola University Maryland

Licho López López, The University of Melbourne

Chair:

Gabriel Huddleston, Texas Christian University

SESSION 48

7:30-9:00 PM, RONCALLI ASSEMBLY

KEYNOTE

Dr. David Stovall

Because They Have Come for Us, What are You Prepared to Do? Into the Struggle for Curriculum Studies and Educational Foundations

Presenter:

David Stovall, University of Illinois at Chicago

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-Jayna McQueen, Ph.D. candidate

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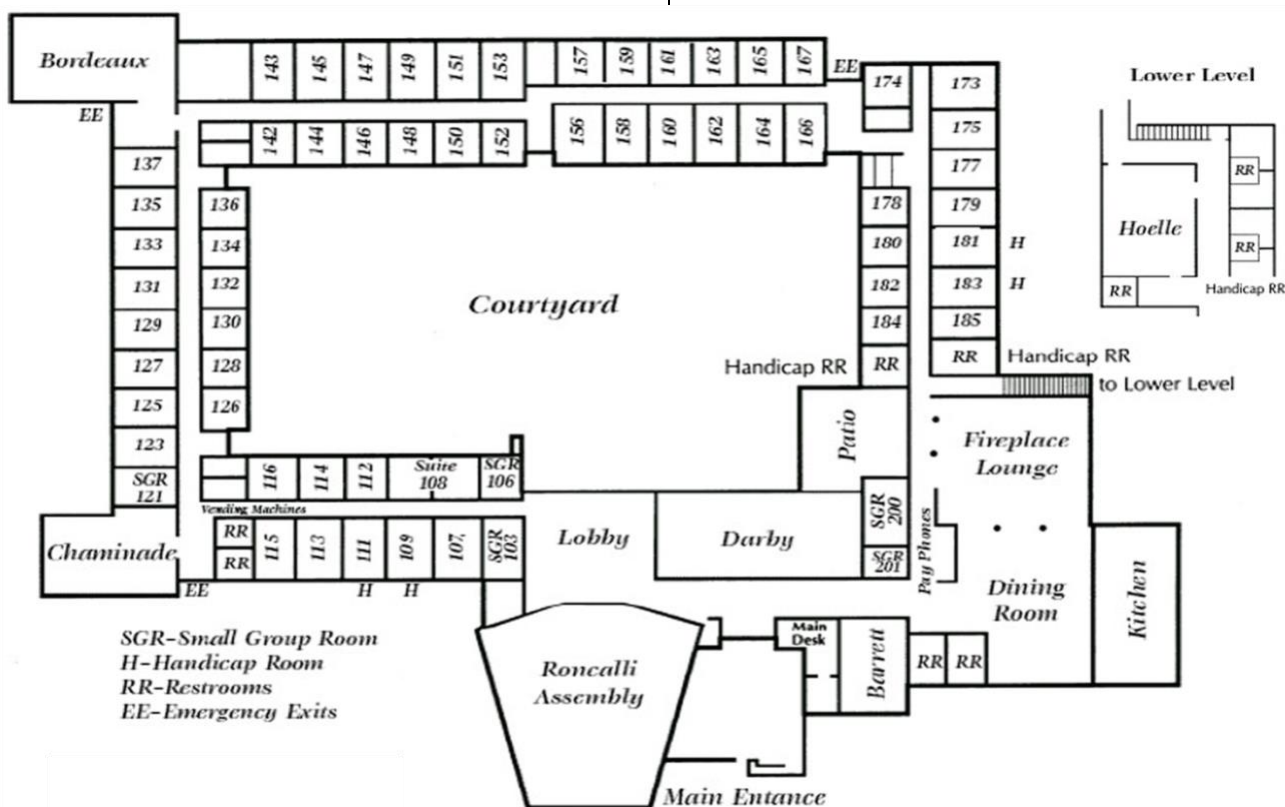
The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or heat.

For additional information visit the Bergamo Center's website at www.bergamocenter.org

Meals are served buffet style in the center's dining room.

Breakfast	7:00 to 8:00 AM	Friday
	8:00 to 9:00 AM	Saturday
Lunch	12:00 to 1:00 PM	Thursday-Saturday
Dinner	6:00 to 7:00 PM	Thursday-Saturday

On Friday and Saturday, please help yourself to complimentary continental breakfast and afternoon snacks available in the lobby.



NOTE: There is an elevator in the back of the kitchen with access to the lower level

CONFERENCE GRID

Thursday, November 1, 2018							
Darby	Barrett	Saragossa	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
8:00-9:00 AM							
Breakfast							
9:00-12:00 PM							
12:00-1:00 PM							
Lunch							
1:15-2:30 PM							
PANEL THE EVOLVING INFLUENCES ON THE CURRICULUM FIELD	Curriculum and Ontology	Curriculum and Post-Truth	Curriculum and Affect Theory		Curriculum and Spirituality		
2:45-4:00 PM							
Curriculum and STEM Education	Curriculum and the Self	Curriculum and Teacher Education II	PANEL ARE CURRICULUM		Curriculum and Teacher Education		

CONFERENCE GRID

			THEORISTS PHILOSOPHERS OR WHAT?				
4:15-5:45 PM							
Provoking Dialogue: On the Work of Bill Doll							
6:00-7:00 PM							
Dinner							
7:30-9:00							
							Keynote: Dr. Nina Asher
9:00-11:55 PM							
Social Hours							

CONFERENCE GRID

Friday, November 2, 2018							
Darby	Barrett	Saragossa	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
7:00-8:00 AM							
Breakfast							
8:00-9:15 AM							
9:30-10:45 AM							
	Curriculum and the Structures of Society	Curriculum, Narratives, and the Art of Storytelling	Curriculum and Young Learners		PANEL MONSTERS AND CURRICULUM INQUIRY: IMAGINING ALTERNATIVES	GRADUATE STUDENT ROUNDTABLE CONVERSATIONS WITH DR. NICHOLE GUILLORY	
11:00 AM-12:15 PM							
SPOTLIGHT SESSION The State of Bergamo and the Journal for Curriculum Theorizing							

CONFERENCE GRID

12:15-1:00 PM							
Lunch							
1:15-2:30 PM							
Curriculum and Method	Curriculum and Writing	Curriculum and Marginalization	Curriculum and the Arts		PANEL UNFURLING NON-REPRESENTATIONAL THEORY		
2:45-4:00 PM							
PANEL CELEBRATING THE ENDURING CONTRIBUTIONS OF C. A. BOWERS	What is to be done?	Curriculum, Self-Reflection, and Metacognition	On Curriculum Theorizing		PANEL CREATING CURRICULUM STUDIES PUBLICATIONS: WRITING FOR OUR LIVES	GRADUATE STUDENT ROUNDTABLE CONVERSATIONS WITH DR. NINA ASHER	
4:15-5:45 PM							
PROVOKING DIALOGUES M. Francyne Huckaby's (2018) Researching Resistance: Public Education after Neoliberalism							
6:00-7:00 PM							

CONFERENCE GRID

Dinner							
7:30-9:00 PM							
							Keynote: Dr. Nichole Guillory
9:00-11:55 PM							
Social Hours							

CONFERENCE GRID

Saturday, November 3, 2018							
Darby	Barrett	Saragossa	Bordeaux	Dining Room	Hoelle	Fireside Lounge	Roncalli Assembly
8:00-9:00 AM							
Breakfast							
9:15-10:30 AM							
PANEL EMERGING SCHOLARS IN CURRICULUM THEORY	Race, Identity, and Curriculum	Curriculum and Fiction	Global International Perspectives		Curriculum, Language, and Literacy		
10:45-12:00 PM							
PROVOKING DIALOGUES Theodora Berry's (2018) States of Grace: Counterstories of a Black Woman in the Academy							
12:00-1:00 PM							
Lunch							
1:15-2:30 PM							

CONFERENCE GRID

Curriculum, Feminism, and Mothers	PANEL AUGUSTINE'S CONFESSIONS AND CURRICULUM		Curriculum, Dystopia, and the Future			GRADUATE STUDENT ROUNDTABLE CONVERSATIONS WITH DR. DAVID STOVALL	
2:45-4:00 PM							
	Curriculum with/in Spaces and Places	Curriculum and Narrative	Curriculum and Democracy				
4:15-5:45 PM							
PROVOKING DIALOGUES Ligia (Licho) López López's (2018) The Making of Indigeneity, Curriculum History, and the Limits of Diversity							
6:00-7:00 PM							
Dinner							
7:30-9:00 PM							
							Keynote:

CONFERENCE GRID

							Dr. David Stovall
9:00-11:55 PM							
Social Hours							