

**Call for Proposals**  
**45th Annual Bergamo Conference on**  
**Curriculum Theorizing and Classroom Practice**  
**October 16–18, 2025 | Dayton, Ohio**

**Theme: *Curriculum Theorizing and the Architecture of Authority***

We are pleased to invite proposals for the 45th Annual Bergamo Conference on Curriculum Theorizing and Classroom Practice. This year's theme, *Curriculum Theorizing and the Architecture of Authority*, invites scholars, educators, artists, activists, and students to explore curriculum as a site of power, struggle, and possibility in the face of rising authoritarianism and reactionary politics.

An intensifying struggle over the purpose and control of education marks the contemporary moment. The rise of authoritarian conservatism, emboldened white nationalism, and reactionary movements against diversity, equity, and inclusion (DEI) has positioned curriculum as a battleground for ideological warfare. Policy initiatives to restructure governance, censor scholarship, and reshape public education threaten to narrow the possibilities of critical inquiry and democratic life.

We examine how authority is architected through curriculum—how knowledge is legitimized, constrained, or subverted in the face of mounting political interventions. Drawing from historical, philosophical, and theoretical traditions, we invite authors to consider the following questions:

- How do shifting power structures seek to reorder education?
- What forms of governance and surveillance emerge in moments of ideological retrenchment?
- How might educators and theorists resist and reimagine the role of curriculum in an era of reactionary control?
- How can creativity, playfulness, and joy inform our work of curriculum as resistance?
- In what ways does curriculum theorizing encourage thinking outside the lines in the current moment of reduced resources for teachers, students, and researchers?

By interrogating the entanglements of power, knowledge, and pedagogy, this theme calls for a reckoning with the responsibilities of curriculum theorizing in confronting the forces that seek to discipline thought, restrict possibility, and reshape the very foundations of educational institutions.

We look forward to conversations about how curricular praxes, in their myriad forms, offer paths toward more just futures—even as we remain mindful that progress is not linear, and that histories of oppression, exclusion, and authoritarianism have a way of resurfacing when left unexamined.

### **Keynote Speakers**

- **LaGarrett J. King** – 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.

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

- **Jairo I. Fúnez-Flores** – 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.

**Title:** *Curriculum Theorizing in Times of Genocide and Collective Resistance*

**Proposal Guidelines:**

We invite proposals for individual papers, panels, symposia, alternative session formats, and artistic contributions that align with the conference theme. Each proposal should include:

- Title
- Abstract (up to 500 words)
- References
- Names and affiliations of all presenters
- Special requests or accessibility needs

**Proposal Submission:** [hum.link/Bergamo2025](https://hum.link/Bergamo2025)

**Key Dates:**

**Deadline to Submit:** August 11, 2025

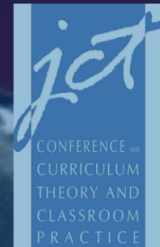
**Notification of Acceptance:** August 25, 2025

**Conference:** October 16–18, 2025

Please direct questions to the Conference Committee at [raghasaleh@jctonline.org](mailto:raghasaleh@jctonline.org) or [tgleason@jctonline.org](mailto:tgleason@jctonline.org)

Join us as we come together in critical dialogue, celebration, and resistance—rethinking the curriculum's role in shaping, challenging, and reimagining authority.

**45TH**  
**BERGAMO CONFERENCE**  
ON



**CURRICULUM THEORIZING & CLASSROOM  
PRACTICE**

**2025 THEME:**

**CURRICULUM THEORIZING  
AND THE ARCHITECTURE  
OF AUTHORITY**



**LAGARRET J. KING**  
University at Buffalo

**Keynote Speakers**



**JAIRO I. FÚNEZ-FLORES**  
Texas Tech University

**OCTOBER 16- 18  
2025**

**SUBMISSION**

[HUM.LINK/BERGAMO2025](https://hum.link/bergamo2025)



[raghasaleh@jctonline.org](mailto:raghasaleh@jctonline.org)  
[tgleason@jctonline.org](mailto:tgleason@jctonline.org)

<https://www.jctonline.org/conference/>  
Bergamo Center for Lifelong Learning  
4400 Shakertown Rd, Beavercreek, OH