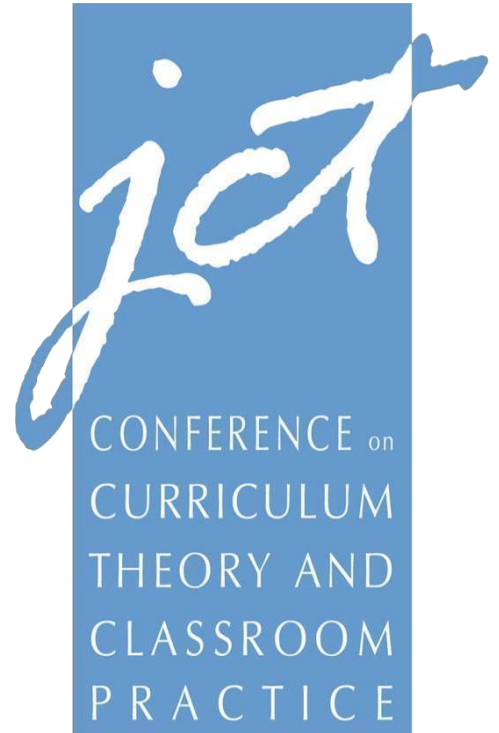




44th ANNUAL MEETING

October 17th – 19th, 2024

CONFERENCE THEME:

Peace Education and Curriculum

Bergamo Center
Dayton, Ohio

www.jctonline.org

Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2024 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 “Peace Education and Curriculum” 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 critical race theory (CRT), 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 and sharing each other’s work in curriculum in its many forms, and this year is no different.

Welcome to you all,

Conference Leadership Team

At-A-Glance

THURSDAY

11:00 - 12:00 pm	Lunch
12:00 - 1:00 pm	Opening Plenary
1:15 - 2:30 pm	Sessions 1-5
2:45 - 4:00 pm	Sessions 6-10
4:15 - 5:45 pm	Provoking Dialogue
6:00 - 7:00 pm	Break for Dinner on Your Own
7:30 - 8:30 pm	Graduate Students with the Keynote Speakers
9:00 - 11:00 pm	Social Hour/Cash Bar

FRIDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Sessions 13-18
10:45 - 12:00 pm	Sessions 19-23
12:00 - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 24-28
2:45 - 4:00 pm	Sessions 29-33
4:15 - 5:45 pm	Session 34 (Provoking Dialogue)
6:00 - 7:00 pm	Break for Dinner on Your Own
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 - 11:00 pm	Social Hour/Cash Bar

SATURDAY

8:00 - 9:00 am	Breakfast
9:15 - 10:30 am	Sessions 36-40
10:45 - Noon	Sessions 41-45
12:00 - 1:00 pm	Lunch
1:15 - 2:30 pm	Sessions 46-50
2:45 - 4:00 pm	Sessions 51-55
4:15 - 5:45 pm	Session 56 (Provoking Dialogue)
6:00 - 7:00 pm	Break for Dinner on Your Own
7:30 - 9:00 pm	KEYNOTE ADDRESS
9:00 - 11:00 pm	Social Hour/Cash Bar

Acknowledgments

Putting together a conference requires quite a few people and listing every contribution would be impossible, but we have to name a few people who have had a great impact on the journal and conference this year.

Special thanks to Professor Ming Fang He and Professor William F. Pinar for their willingness to deliver the two keynote addresses at this year's conference and thanks go to the Leadership Team and other scholars for organizing the all-conference sessions. In addition, special thanks go to all the varied scholars involved in the Provoking Dialogue(s) sessions—they once again promise to be thoughtful and provocative.

Thanks to **Kelly Waldrop**, Managing Editor of the *Journal of Curriculum Theorizing*, and **Emmanuel Acheampong**, Program Chair and Conference Organizer. 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.

We also hope that you will take time to introduce yourself and interact with the new JCT Editors and Conference Hosts and Presidents of the Foundation for Curriculum Theory who begin their six-year terms in 2025, Rouhollah Aghasalah and Tristan Gleason.

Thanks also go to Miami University for providing financial support for the Bergamo Conference and the Journal. And thanks go to the various publishers and authors who donated books for the book sale display this year.

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

Tom Poetter, Miami University

President, *Foundation for Curriculum Theory*

Editor, *Journal of Curriculum Theorizing*

JCT and Conference Team

Managing Editor, JCT

Kelly Waldrop, The Publish House

Program Chair

Emmanuel Acheampong, Miami University

Associate Editors, JCT

Denise Taliaferro Baszile, Wayne State

Brian Schultz, Miami University

Section Editors, JCT

Aparna Tarc, York University

Boni Wozolek, Penn State University-Abington

Roland W. Mitchell, Louisiana State University

Paul Eaton, Sam Houston State University

Xin Li, California State University Long Beach

Jody Googins, Xavier University

Vanessa Winn, University of Dayton

Keynote Addresses



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

“Seeking Peace through Diaspora Curriculum”

Ming Fang He, Georgia Southern University

Biography:

Ming Fang He is Professor of Curriculum Studies at Georgia Southern University. She has been teaching at the graduate, pre-service, and in-service levels in the United States, Canada, Hong Kong, and China. She explores education, curriculum, and life in-between the Eastern and Western philosophy with a focus on Confucius, John Dewey, Tsunesaburo Makiguchi, Daisaku Ikeda, Weiming Tu, Martha Nussbaum, and Edward Saïd. She has written about cross-cultural narrative inquiry of language, culture, and identity in multicultural contexts, cross-cultural teacher education, curriculum studies, activist practitioner inquiry, social justice research, exile curriculum, diaspora curriculum, narrative of curriculum in the U. S. South, and Asian diaspora studies. Her current research is expanded to the education of ethnic minorities and disenfranchised individuals, groups, tribes, and societies, particularly Asian diasporas, in the United States, Canada, Hong Kong, Mainland China, and other international contexts.



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

“The Subjective Necessity of Non-violence” (Dr. Pinar will be delivering his keynote address remotely)

William F. Pinar, University of British Columbia

Biography:

William F. Pinar - <https://edcp.educ.ubc.ca/william-pinar/> - taught at the University of Rochester from 1972 until 1985, when he moved to Louisiana State University, where served as the St. Bernard Parish Alumni Endowed Professor until 2005, when he accepted the Canada Research Chair (CRC) at the University of British Columbia. After two terms as CRC, in 2019 Pinar was named the Tetsuo Aoki Professor in Curriculum Studies. He is the author, most recently, of *A Praxis of Presence* (Routledge, 2023)

Opening Plenary

Thursday, 12:00 – 1:00 PM, Darby

Welcome Back to Bergamo

Welcome back to Bergamo Retreat Center for our 44th Annual Conference of the Journal of Curriculum Theorizing, The Bergamo Conference on Curriculum Theory and Classroom Practice. I want to take a few minutes before the conference begins to share some thoughts about my six-year run as Editor of JCT and President of FCT, about the importance of our shared work in the field and in this setting and introduce this year's conference.

Tom Poetter, Miami University

President, Foundation for Curriculum Theory & Editor, JCT

A Ficto-Critical Fool's Journey through Tarot-Guided Currere

Morna McNulty, Towson University

Toby Daspit, University of Louisiana

This performative session delves into the narrative of the Fool's journey through the lens of currere. We explore how the interplay between memory and the spontaneity of tarot readings reveals storied elements. Using the 22-card Major Arcana sequence, we investigate the four phases of the currere process. Our session includes a series of "Fool's Journey Spread" readings, where each card represents a phase of currere and a facet of the Fool's journey. This relates to the theme of peace and non-violence by using tarot readings to re-imagine systems of oppression and/or opportunity as they invite or disrupt development of individual agency toward social change.

Provoking Dialogue(s)

Thursday, 4:15–5:45 PM, RONCALLI ASSEMBLY

A Panel Discussion of Susan Mayer's Book, *Practicing Pragmatism Through Progressive Pedagogies: A Philosophical Lens for Grounding Classroom Teaching and Research* (Routledge, 2024)
Confabulating Complicated Conversation

DIALOGUERS:

Chair: Patrick Roberts (Northern Illinois University)
Discussants: Brian Schultz (Miami University)
Jim Burns (University of New Mexico)
Respondent: Susan Mayer (Independent Scholar)

Abstract

In the socio-political context of 2024, does the classical pragmatism of John Dewey and Williamson have anything to offer curriculum theorists who are interested in forging new lines of inquiry into peace and democratic education? This question will guide critical engagements with Susan Mayer's new book *Practicing Pragmatism through Progressive Pedagogies* (2024, Routledge).

Friday, 4:15–5:45 PM, RONCALLI ASSEMBLY

A Panel Discussion of Tom Poetter's book, *Curriculum Fragments: A Currere Journey through Life Processes* (Routledge, 2025)

DIALOGUERS:

Morna McNulty Towson University
Brian Schultz, Miami University
Brian Casemore, George Washington University
Denise Taliaferro Baszile, Wayne State
Evan Kraus, Catonsville High School
Respondent: Thomas S. Poetter, Miami University

Abstract

Curriculum Fragments by Tom Poetter is a porous, powerful and candid narrative that illustrates how self-reflection intersects with our educational journeys. It invokes the pain and challenges required to do curriculum work with what Maxine Greene called a "wide-awakeness." In this session, we explore aspects of the narrative-as-inquiry process including definitions of curriculum fragments and the method of currere in the field of curriculum studies.

Saturday, 4:15 PM – 5:45, RONCALLI ASSEMBLY

A Panel Discussion of Isabel Nunez and Kelly Vaughan's book
Enacting Praxis: How Educators Embody Curriculum Studies (Teachers College Press, 2023)

DIALOGUERS:

Kelly Vaughan, Lewis University

Isabel Nunez, Purdue University Fort Wayne

William Schubert, University of Illinois at Chicago

Janet Miller, Teacher's College, Columbia University

Boni Wozolek, Penn State University, Abington College

Abstract

The authors are joined by two influential curriculum studies scholars featured in the text: Janet Miller and William Schubert. After an overview of the book, each panelist will be asked to discuss: What was learned by reading how practitioners embodied your scholarship in their work in classrooms and communities? What can be learned from the successes and challenges in integrating curriculum theorizing and classroom practice? How can intergenerational conversations and connections between emerging scholars and more experienced scholars impact the field?

Book Sale

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

Friday, October 18th

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

Saturday, October 19th

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.

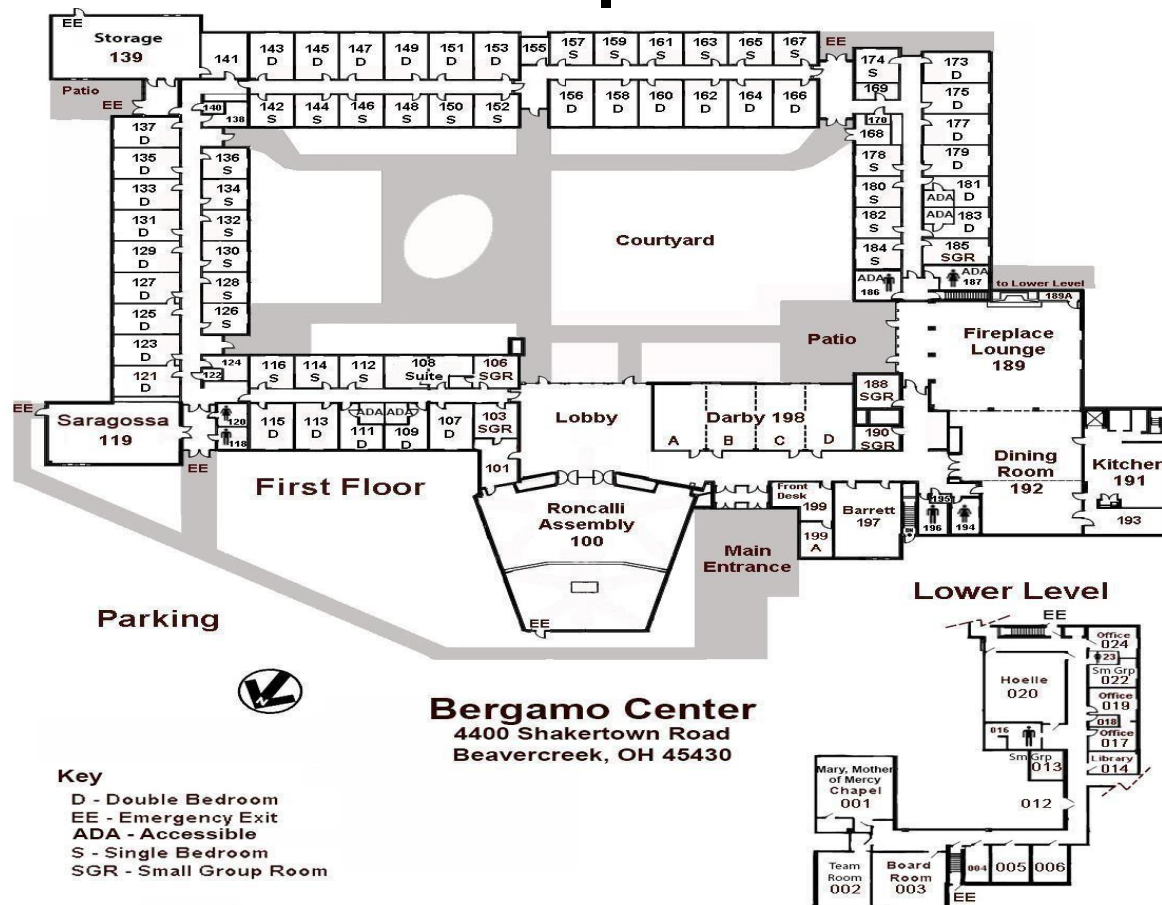
Bergamo's unique surroundings lead to engagement of mind, body, and spirit while helping to channel creative energy.

Thursday, 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.

Facilities and Map

Quiet Rooms: 188/190
Nursing Room: 106

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



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

THURSDAY, OCTOBER 17

OPENING PLENARY
12:00 -1:00 PM, RONCALLI ASSEMBLY

WELCOME TO THE 2024 BERGAMO CONFERENCE

*Tom Poetter, Miami University
Editor, JCT, and Conference Host*

A FICTO-CRITICAL FOOL'S JOURNEY THROUGH TAROT GUIDED CURRERE

*Presenters:
Morna McNulty, Towson University
Toby Daspit, University of Louisiana*

SESSION 1 IDENTITY AND CURRICULUM

1:15-2:30 PM, DARBY

AM I TRULY MY MOTHER'S DAUGHTER? AN AUTOETHNOGRAPHIC EXPLORATION OF IDENTITY AND EDUCATIONAL LEGACY

Chelsea Lynne Murry, Louisiana State University

TRAVERSING BORDERS, IDENTITIES, AND ABILITIES- MAKING PROCESSES: A CRITICAL NARRATIVE OF TRANSNATIONAL CURRICULUM LITERACY EXPERIENCES

Seungwoo Hwang, Michigan State University

GROUNDENESS AND UPROOTEDNESS: DECISION MATTERS

Arisandy Johnson, Arizona State University

SESSION 2 HIGHER EDUCATION CURRICULUM ISSUES

1:15-2:30 PM, BARRETT

PEACEBUILDING AND PROTEST: ACADEMIC FREEDOM UNDER THREAT

*Sandra Vanderbilt, George Washington University
Rouhollah Aghasaleh, California State Polytechnic University*

EFFECT OF VERTICAL ALIGNMENT ON ELEMENTARY, MIDDLE, AND HIGH SCHOOL MUSIC PROGRAMS

Tamekia Holliday, Calcasieu Parish School Board

SESSION 3 PANEL WORKSHOP

1:15-2:30 PM, HOELLE

NEGOTIATING THE INNER AND OUTER DIMENSIONS OF DIALOGUE IN HISTORY, THEATER, AND ANTI-RACIST EDUCATION

Presenters:

*Brian Casemore, George Washington University
Liam Goff, Washington Latin Public Charter School
David Kongstvedt, The George Washington University
Catherine Wigginton Greene, George Washington University*

SESSION 4 PEACE AND CURRICULUM

1:15 - 2:30 PM, RONCALLI ASSEMBLY

THE MAY OF ALL

Karl Martin, Kent State University

STANDARDS IS CURRICULUM EPISTEMICIDE: RESISTING IATROGENIC IMPLEMENTATION

Daniel Ness, St. John's University

LATIN LANDSCAPES OF EXCLUSION AND VIOLENCE THROUGH THE RIGHT TO EDUCATION

Silvia Morelli, National University of Rosario

WHERE IS PEACE?

Dormetria Robinson Thompson, Miami University

SESSION 5 GLOBAL CURRICULUM ISSUES

1:15-2:30 PM, SARAGOSSA

FROM A KNOWLEDGE TO COMPETENCE - BASED CURRICULUM: INSIGHTS INTO IMPLEMENTATION TO INFORM PRE-SERVICE TEACHER EDUCATION PROGRAMS IN UGANDA

George Wilson Kasule, Kyambogo University

EXPLORING 'EVERYDAY PEACE' WITHIN PEACE EDUCATION IN SOUTH KOREA

Hyelin Kim, The University of Georgia

TEACHER COMPETENCY IN PHONEMIC AWARENESS INSTRUCTION

Prince Oduro, Miami University

THURSDAY, OCTOBER 17

SESSION 6 PANEL WORKSHOP

2:45-4:00 PM, HOELLE

THE WORLD, WHERE WE MEET AND ACT AND SPEAK TO EACH OTHER: A PANEL DISCUSSION

Presenters:

Tesni Ellis, York University

Timothy Martin, York University

Jenna D'Andrea, York University

Holt Stuart-Hitchcox, York University

SESSION 7 IDENTITY AND THE CURRICULUM

2:45-4:00 PM, BARRETT

SECOND INTERLUDE: A QUEERED THEOPOIESIS OF "GRAPPLING WITH THE (IM)POSSIBILITY OF ANTI-VIOLENCE: JIU-JITSU AS AN EMBODIED PRAXIS OF MATTERING (.) DIFFERENTLY"

Elissa Bryant, EdAffect

DIVERSITY WITH DENIAL OF GENDER AND SEXUALITY IN THE 2022 REVISED CURRICULUM OF SOUTH KOREA

Woomok Jeong, University of Wisconsin-Madison

BALDWIN'S QUEER CURRICULUM: A REFLECTION ON GIOVANNI'S ROOM

Paul Eaton, Sam Houston State University

TOWARDS CRITICAL MAD/CRIP OF COLOR PEDAGOGY: CONFRONTING THE ONGOING CRISIS OF SAFETY BELONGING, AND WELL-BEING FOR LGBTQ CHILDREN

Jameson Goetz, City University of New York, Graduate Center

SESSION 8 PANEL WORKSHOP

2:45-4:00 PM, DARBY

ENTANGLEMENTS AND APPRECIATIONS: DR. LATHER AND MRS. MILLER

Presenters:

Patti Lather, Ohio State University

Janet Miller, Teachers college

Elizabeth Macedo, universidade do estado do rio de janeiro

SESSION 9 CURRERE AND AUTOBIOGRAPHY

2:45 - 4:00 PM, RONCALLI ASSEMBLY

ROLE FOR INITIATIVE: HOW CAN CONCEPTS FROM TABLETOP ROLE PLAYING GAME THEORY ENHANCE CURRICULUM

Kevin Smith, Cardiff University

GROWING INTO PRACTICES OF NONVIOLENCE THROUGH FAMILY TRAUMA AND CLASSROOM DIFFICULTIES

Liesa Smith, Tulsa School of Arts and Sciences

Naomi Smith, Oklahoma State University

CURRERE AND HUMANIZING PEDAGOGIES IN TEACHER EDUCATION: CHASING JOY DURING THE SUMMER OF SNOOP

Lori Meier, East Tennessee State University

SESSION 10 PANEL WORKSHOP

2:45-4:00 PM, SARAGOSSA

CULTURAL STUDIES OF EDUCATION AND ITS REFUSALS

Presenters:

Gabriel Huddleston, TCU

Robert Helfenbein, Mercer University

Justin Spencer, Mercer University

Matthew Cook, Mercer University

Jose Serna, Texas Christian University

Jason Manriquez, Texas Christian University

Alicia N. Bannerman, Mercer University

THURSDAY, OCTOBER 17

SESSION 11 PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

A PANEL DISCUSSION OF SUSAN MAYER'S BOOK, *PRACTICING PRAGMATISM THROUGH PROGRESSIVE PEDAGOGIES: A PHILOSOPHICAL LENS FOR GROUNDING CLASSROOM TEACHING AND RESEARCH* (ROUTLEDGE, 2024) CONFABULATING COMPLICATED CONVERSATIONS

Presenters:

Patrick Roberts, Northern Illinois University

Brian Schultz, Miami University

Jim Burns, University of New Mexico

Susan Mayer, Independent Scholar

SESSION 12 FIRESIDE CHAT

7:30-8:30 PM, FIREPLACE LOUNGE

GRADUATE STUDENTS ARE INVITED TO MEET FOR AN INFORMAL CONVERSATION WITH THE KEYNOTE SPEAKERS AT THE FIREPLACE JUST OFF THE BERGAMO DINING ROOM.

FRIDAY, OCTOBER 18

SESSION 13 CURRICULUM ISSUES

9:15-10:30 AM, BARRETT

TENDING THE BEAR, AND THE QUESTION OF STUDY

Robert Helfenbein, Mercer University

GERALD MANLEY HOPKINS, SJ: MASTER ARCHITECT OF THE COMPANY OF POETS

Timothy Wesley, Loyola University Chicago

SEEKING TEACHERS: THE EXTRA - PRAGMATIC CURRICULUM OF CONSCIOUSNESS

Laura Jewett, The University of Texas Rio Grande Valley

Dalia Mendoza, The University of Texas Rio Grande Valley

IN PURSUIT OF PEACE AS A BIPRODUCT OF LOVE

Stacy Johnson, An Eagle's Wing Academic Support Services

SESSION 14 PANEL WORKSHOP

9:15-10:30 AM, SARAGOSSA

BOOK TALK ~~ WALKING AWAY: REFUSING AND RESISTING REACTIONARY CURRICULUM MOVEMENTS

Presenters:

Alexander Pratt, Pennsylvania State University, Altoona

Sage Hatch, University of Oregon

Mary John Adkins-Cartee, Grand Valley State University

Alycia Elfreich, Montana State University

Kirsten Robbins, SUNY Oneonta

Rachel Cushman, University of Oregon

Discussant: *Jerry Rosiek, University of Oregon*

SESSION 15 PANEL WORKSHOP

9:15-10:30 AM, HOELLE

WHAT MAKES A CHILD A SOLDIER FOR PEACE? ARMISTICE IN THE CURRICULUM OF VIOLENCE

Presenters

Kyle Chong, Michigan State University

Emma Paulson, ORS Impact

Kasun Gajasinghe, Michigan State University

Gabrielle Warren, University of Toronto

Joel Berends, Michigan State University

SESSION 16 THE CLASSROOM AND CURRICULUM ISSUES

9:15-10:30 AM, RONCALLI ASSEMBLY

INSTITUTIONALIZING NARRATIVES OF PAIN AND SUFFERING: WOMEN'S TEXTILES IN THE COLOMBIAN TRANSITIONAL JUSTICE IMAGINARY

Diana Barrero, University of Toronto

DECOLONIZING EDUCATION AND K-12 SCIENCE CURRICULUM: A CANADIAN CURRICULUM STUDIES PROJECT

Stella Kim, York University

NAVIGATING THE PITFALLS: ANALYZING MISSTEPS IN PEACE PEDAGOGY AND CURRICULUM DEVELOPMENT

Chiquita Hughes, Miami University

PEACE - A LENS AND AN APPROACH

Amy Baldrige, Greene County Educational Service Center

SESSION 17 PHILOSOPHY AND CURRICULUM

9:15-10:30 AM, DARBY

TOWARDS A CURRICULUM OF FUTURE PEACE: THE SOCIO-POLITICAL DANGERS OF CURRICULAR MESSIANISM AND EXCEPTIONALISM

Jason Manriquez, Texas Christian University

BEYOND THE RAPTURE: REREADING REVELATION AS AN APOCALYPTIC CURRICULUM

Matthew Cook, Mercer University

THE SCIENCE OF READING AS A CURRICULUM PROBLEM: FROM A TEACHER EDUCATOR'S PERSPECTIVE

Sun Young Lee, Wichita State University

FALSE DICHOTOMIES AND THE CASE OF THE MISSING NUANCE: A NEW MATERIALIST APPROACH TO DEPOLARIZATION EDUCATION DISCOURSES

Ellouise VanBerkel, York University

SESSION 18 PANEL WORKSHOP AND ACTIVITIES

9:15-10:30 AM, FIREPLACE LOUNGE

GRATITUDE, CARE, & COMMUNITY: DISABILITY THEORIZING AND CURRICULA OF PRESENCE

Presenters:

Sandra Vanderbilt, George Washington University

Kelly Vaughan, Lewis University

Jamie Buffington-Adams, Indiana University East

FRIDAY, OCTOBER 18

SESSION 19 GLOBAL CURRICULUM ISSUES

10:45-12:00 PM, BARRETT

TRANSPACIFIC CURRICULUM HISTORY: JOHN DEWEY AND THE QUESTION OF GLOBAL WHITENESS

Sun Young Lee, Wichita State University

A CONTINUATION OF LANGUAGE COLONIALITY AND LINGUISTIC IMPERIALISM IN PAKISTAN

Syed Hassan Raza, Miami University

A PHOTO- ETHNOGRAPHIC STUDY OF INTRA-URBAN SCHOOL POVERTY: IMPLICATIONS OF POLICY ON SOCIAL JUSTICE EDUCATION

Mastano Dzimbiri, Miami University

Abisola Adegunju, Miami University

THE WORLD LANGUAGE CLASSROOM AS A SITE OF EXPLORATION AND SELF-FORMATION: SUBJECTIVITY IN THE ENCOUNTER WITH DIFFICULT KNOWLEDGE

Carola Goldenberg, The George Washington University

SESSION 20 PANEL WORKSHOP

10:45-12:00 PM, RONCALLI ASSEMBLY

IS WHITE INNOCENCE LURKING IN THE PROSE OF POSTFOUNDATIONAL CURRICULUM INQUIRY? THAT AND OTHER CHALLENGES OF WRITING AGAINST IMPERIAL EPISTEMOLOGIES

Presenters:

Jerry Rosiek, University of Oregon

Sage Hatch, University of Oregon

Alexander Pratt, Pennsylvania State University, Altoona

MaryJohn Adkins-Cartee, Grand Valley State University

Tristan Gleason, California State Polytechnic University

SESSION 21 PANEL WORKSHOP

10:45-12:00 PM, HOELLE

RESISTING EVERYDAY VIOLENCE IN EDUCATIONAL SPACES: REIMAGINING PEACE ACROSS INSTITUTIONS AND GEOGRAPHIES

Presenters:

Kasun Gajasinghe, Michigan State University

Joel Berends, Michigan State University

Darshana Devarajan, Michigan State University

Alyssa Morley, Michigan State University

SESSION 22 TEACHER EDUCATION CURRICULUM

10:45 - 12:00 PM, SARAGOSSA

BEYOND A ZONE OF PROXIMAL DEVELOPMENT: NUANCED SOCIOPOLITICAL DEVELOPMENT INSTRUCTION IN 3RD PERIOD SCIENCE

Dom Repucci, Pueblo Academy of Arts/Pueblo School District 60
Scott Sander, Miami University

A PRAXIS OF AGENTIC HOMEPLACE: REIMAGINING ELEMENTARY STUDENT TEACHING SUPERVISION

Charlene Cornwell, SUNY Cortland

EXPERIENCE IN TEACHING: USING CURRERE TO FOSTER ACADEMIC RESILIENCE

Darling Boateng, Miami University

READING TO EACH OTHER IN OUR HOME LANGUAGE: A RIGHT TO CURRICULAR SPACE THROUGH THE AESTHETIC ENCOUNTER

Cathy Benedict, Teachers College Columbia University

SESSION 23 THE CLASSROOM AND CURRICULUM ISSUES

10:45-12:00 PM, DARBY

A COMPLICATED, SOUL-ULAR CONVERSATION: SPIRITUAL WARFARE IN TODAY'S EDUCATIVE SPACES

Justin Spencer, Mercer University

18 YEARS IN: "EXCESSIVE STORIES FROM MY CLASSROOM AND HOW THEY CAN CULTIVATE PEACE"

Alicia Bannerman, Mercer University

THE CURRICULUM OF MEMORY: DISRUPTING STASIS IN PURSUIT OF LIBERTY

Ann Winfield, Roger Williams University

TEACHING THE SCIENCE OF READING CRITICALLY

Cheu-jei Lee, Purdue University Fort Wayne

FRIDAY, OCTOBER 18

SESSION 24 RACE AND CURRICULUM ISSUES

1:15-2:30 PM, BARRETT

A CALL FOR RESTORATIVE JUSTICE: PRACTICES FOR ADDRESSING THE CRIMINALIZATION OF BLACK GIRLS IN SCHOOLS

Tyaira Smith, Miami University

NO JUSTICE, NO PEACE: AN ANGRY BLACK FEMINIST TAKES ON THE LIMITATIONS OF PEACE

Candice Mason, University of Illinois Chicago

PEACE AND THE GHOSTS OF SOUTHERN TRADITIONS: CAN WE FIND A WAY FORWARD?

Amanda Harper, Georgia Southern University

BLACK PARENTS AS CO-CREATORS OF PARENT PARTICIPATION

Marie Stamps, Queens County Educators for Tomorrow

SESSION 25 CURRICULUM ISSUES

1:15-2:30 PM, SARAGOSSA

"OUR OWN WENDY RED STAR": AN ART-BASED CURRICULUM FOR TEACHING SURVIVANCE IN EARLY CHILDHOOD

David Vining, Columbia Greenhouse Nursery School

EDUCATION AND DISABILITY STUDIES

Ashley Johnson, Miami University

DECOLONIZATION OF PSYCHIC SPACE

Armiya Muhammed, Existentially Urban

TRANSFORMATIVE DIALOGUE: EMBEDDING PEACE INTO EDUCATIONAL PRACTICES THROUGH COLLABORATIVE COMMUNICATION

Stephanie Turner, DePaul University

Erik Parsons, DePaul University

SESSION 26 PANEL WORKSHOP

1:15-2:30 PM, HOELLE

CURRICULUM THEORIZING & UNIVERSITY LEADERSHIP

Presenter:

M. Francyne Huckaby, Texas Christian University

SESSION 27 HIGHER EDUCATION AND CURRICULUM

1:15 - 2:30 PM, RONCALLI ASSEMBLY

APORIAS, OTHERNESS, AND A CURRICULUM OF DECOLONIZED COSMOPOLITANISM

Wanying Wang, St. John's University

CENTERING STUDENTS' VOICES IN CURRICULUM INQUIRY

Nicole Macon-McKendree, Michigan State University

Jodi Hutchings, Counseling Centers of Michigan

Emmanuel Chima, Michigan State University

Amanda Woodward, Michigan State University

TEACHING WITNESSING: CREATING MEANINGFUL CHANGE IN COLLEGE CLASSROOMS WITH VISUAL CULTURE

Alice Yu-Chin Cheng, The Ohio State University

INTERSECTING MOMENTS AWAKEN POTENTIALITY IN THE INTERCONNECTED, ONGOING PRACTICE OF NONVIOLENCE

Heidi Jenkins, Northeastern State University

Jennifer Williams, Oklahoma State University

SESSION 28 PHILOSOPHY AND EDUCATION

1:15-2:30 PM, DARBY

WHAT (EDUCATIONAL) SOUND STUDIES CAN TEACH (EDUCATIONAL) POSTHUMANISM

Walter Gershon, Rowan University

(NATIVE) AMERICAN PRAGMATISM & REFUSAL

Sage Hatch, University of Oregon

CONTEMPLATING CURRICULUM CALLINGS OF PEACE AND NONVIOLENCE VIA LIVED EXPERIENCE

Molly Quinn, Louisiana State University

IKEDA DAISAKU ON ARTIFICIAL INTELLIGENCE AND HUMAN EDUCATION AT THE POSTHUMAN TURN

Jason Goulah, DePaul University

FRIDAY, OCTOBER 18

SESSION 29 PANEL WORKSHOP

2:45-4:00 PM, BARRETT

NONVIOLENCE EDUCATION, TRANSFORMATIONAL UNDERSTANDING AND SYSTEM CHANGE

Presenters:

Hongyu Wang, Oklahoma State University: “*Nonviolence, Integrative Power, and Educational Independence*”

Naomi Poindexter, Oklahoma State University: “*Unraveling Violent Chords Through Nonviolent Understanding*”

Liesa Smith, Tulsa School of Arts and Sciences: “*The Transformation of Schools Through Nonviolent Systems-Level Practices of School Leadership*”

SESSION 30 PEACE AND CURRICULUM

2:45-4:00 PM, SARAGOSSA

USING BELL HOOKS' PEDAGOGY OF HOPE TO IMAGINE A CURRICULUM OF PEACE IN A VIOLENT WORLD

Kimberly Sampson, Mercer University

“MANHATTA IS A LENAPE WORD”: CURRICULAR MOVEMENT TOWARD AND AWAY FROM PEACE

Rachel Talbert, Teachers College Columbia University

WHAT KNOWLEDGE IS OF MOST WORTH? REFLECTION ON ISRAEL, GAZA WAR, TRUTH, AND THE BANALITY OF EVIL

James Burns, University of New Mexico

SESSION 31 PANEL WORKSHOP

2:45-4:00 PM, DARBY

JCT SPECIAL ISSUE PREVIEW: FICTIONAL FUTURITIES AND SPECULATIONS

Presenters:

Morna McNulty, Towson University

Tom Poetter, Miami University

Toby Daspit, University of Louisiana

Kelly Waldrop, The Publish House

SESSION 32 GLOBAL CURRICULUM

2:45 - 4:00 PM, RONCALLI ASSEMBLY

POTRAYAL OF SOCIAL CONFLICT PAKISTANI PUBLIC - SCHOOL TEXTBOOKS AND THEIR POTENTIAL FOR FOSTERING STUDENTS' PEACEBUILDING CITIZENSHIP CAPACITIES

Shahid Hussain, Louisiana State University

VISUALITY IN CURRICULUM: FABRICATING PEACE AND RECOVERY BY COLONIAL AFFECT IN DIFFICULT HISTORY

Younsun Choi, University of Wisconsin-Madison

INTEGRATING PEACE EDUCATION IN RURAL MALAWI'S EDUCATIONAL CURRICULUM: ADDRESSING STRUCTURAL INEQUITIES AND ENHANCING GIRLS' EDUCATION

Diana Kajasiche, Miami University

EXPLORING INTERCULTURAL COMMUNICATION COMPETENCE DEVELOPMENT IN PRE-DEPARTURE PROGRAMS FOR INTERNATIONAL STUDENTS IN THE UNITED STATES

Irene Lutterodt, Southern Illinois University, Carbondale

SESSION 33 THE CLASSROOM AND CURRICULUM ISSUES

2:45-4:00 PM, HOELLE

STRUCTURE, WONDER, AND CRAFT: CURRICULAR IMAGINATION AND REFLECTIVE PRACTICE WITH THREE-DIMENSIONAL PAPER ARTIFACTS

Ellen Moll, Michigan State University

Stephen Thomas, Michigan State University

VEILED YET VISIBLE, VIOLENCE IN EDUCATIONAL CURRICULA

Jihan Haidar, Florida International University

DOES TEACHING FICTION TEACH REALITY?

Christopher Cruz, The Paideia School

NONVIOLENT CURRICULUM IN THE EXPERIENTIAL LEARNING PROCESS OF IN-SCHOOL PROGRAMS

Toni Carmichael, Wildlife Discovery Center, LLC

& Friends of the Wildlife Discovery Center, NFP

Robert Carmichael, Wildlife Discovery Center

FRIDAY, OCTOBER 18

SESSION 34 PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

A PANEL DISCUSSION OF TOM POETTER'S BOOK, *CURRICULUM FRAGMENTS: A CURRERE JOURNEY THROUGH LIFE PROCESSES* (ROUTLEDGE, 2024)

Presenters:

Morna McNulty Towson University

Brian Schultz, Miami University

Brian Casemore, George Washington University

Denise Taliaferro Baszile, Wayne State

Evan Kraus, Catonsville High School

Respondent: Thomas S. Poetter, Miami University

SESSION 35 KEYNOTE

7:30 - 9:00 PM, RONCALLI ASSEMBLY

MING FANG HE, GEORGIA SOUTHERN UNIVERSITY

"Seeking Peace Through Diaspora Curriculum"

SATURDAY, OCTOBER 19

A SPECIAL ALL CONFERENCE SESSION

8:00 - 9:00 AM, DARBY

CHARTING NEW HORIZONS: A DIALOGUE WITH THE FUTURE STEWARDS OF THE JOURNAL OF CURRICULUM THEORIZING

Presenters:

Rouhollah Aghasaleh, California State Polytechnic University

Tristan Gleason, California State Polytechnic University

Jody Googins, Xavier University

Vanessa Winn, University of Dayton

Aparna Tarc, York University

Boni Wozolek, Penn State University, Abington College

Paul Eaton, Sam Houston State University

Roland Mitchell, LSU

Asilia Franklin-Phipps, SUNY New Paltz

Xin Li, California State University, Long Beach

Sandra Vanderbilt, George Washington University

Thomas S. Poetter, Miami University

SATURDAY, OCTOBER 19

SESSION 36 CURRICULUM ISSUES

9:15-10:30 AM, BARRETT

PEACE THROUGH POST-OPPOSITIONAL PEDAGOGY

Kim Skarns, Oklahoma State University

THEORIZING PEACE EDUCATION BASED ON CONSENT

Melissa Bradford, DePaul University

HARMONIOUS ENDEAVOURS THROUGH ENVIRONMENTAL ECOLOGY

Brandi Brownsowski-Durow, UW-Madison

PEACE, VALUE CREATION, AND HUMAN EDUCATION: DAISAKU IKEDA'S CONTRIBUTION TO CURRICULUM STUDIES

Jason Goulah, DePaul University

SESSION 37 PANEL WORKSHOP

9:15-10:30 AM, SARAGOSSA

THE END OF THE LINE, OR JUST THE BEGINNING? CURRICULUM WINDOWS 2010S AND STUDENT AUTHORSHIP

Presenters:

Thomas Poetter, Miami University

Abisola Adegunju, Miami University

Abubakar Bala, Miami University

Anastashia Blesi, Miami University

Angela Eagle, Miami University

Asma Khan, Miami University

Asad Ikemba, Miami University

Jamie Anzano, Miami University

Peter Kofi, Miami University

Eunice Laryea, Miami University

Sarah Meaney, Miami University

Prince Oduro, Miami University

Penny Yan, Miami University

Tiffani Maher, Miami University

SESSION 38 PANEL WORKSHOP

9:15-10:30 AM,

REFLECTIONS ON "NOTES ON TEACHING IN MISSISSIPPI": A SYMPOSIUM ON THE CURRICULUM OF THE FREEDOM MOVEMENT

Presenters:

Jim Garrett, University of Georgia

Caroline Cook, University of Georgia

Hyelin Kim, University of Georgia

Montu Miller, Clarke County Public Schools

Adam Schultz, University of Georgia

Ethan Smith, Clarke County Public Schools.

Lora Smothers, University of Georgia

SESSION 39 THE CLASSROOM AND CURRICULUM

9:15 - 10:30 AM, RONCALLI ASSEMBLY

HIGH ACHIEVING, BUMPY LANDING: HOW NARRATIVE INQUIRY CAN HELP PRACTITIONERS CULTIVATE AN ENVIRONMENT OF PEACE AND UNDERSTANDING IN AP CALCULUS CLASSROOMS

Ryan Peterson, Texas Christian University

SYNTHESIZING PEACE: THE ROLE OF GENERATIVE AI IN FOSTERING PEACEFUL IDENTITIES THROUGH SYNESTHETIC LEARNING

Mila Zhu, Southeastern Oklahoma State University

PEACEBUILDING AMIDST THE CULTURE WARS IN MIDDLETOWN, OHIO

Thomas Falk, University of Dayton

SESSION 40 CURRICULUM ISSUES

9:15-10:30 AM, DARBY

MADAM PRESIDENT COMES OF AGE- HAS THE TIME FINALLY COME?

Cole Reilly, Towson University

EPISTEMIC VIOLENCE AND DISABILITY- EVASIVENESS

Ryan Collis, York University

Katherine Barron, York University

Ellouise VanBerkel, York University

REFUSING SETTLER GRAMMARS: ENGAGING SURVIVANCE TO CREATE POSSIBILITIES

Sage Hatch, University of Oregon

SATURDAY, OCTOBER 19

SESSION 41 PANEL

10:45-12:00 PM, RONCALLI ASSEMBLY

WILLIAM H. SCHUBERT AND JANET L MILLER IN CONVERSATION ABOUT CURRICULUM

William Schubert, University of Illinois at Chicago

Janet Miller, Columbia University

SESSION 42 PANEL WORKSHOP

10:45-12:00 PM, SARAGOSSA

IMPROVISATION AS NON-AUTHORITARIAN PRAXIS: A WORKSHOP EXPLORING A PRAGMATIC PHILOSOPHY AND PLAYFUL PRACTICE OF LEARNING AND DEVELOPMENT

Presenters:

Erik Parsons, DePaul University

SESSION 43 CURRICULUM ISSUES

10:45-12:00 PM, DARBY

CURRICULUM CURATION: TEXT SELECTION IN A HIGH SCHOOL CLASSROOM

Kelly Vaughan, Lewis University

Jackson Vaughan-Lee

TASTE OF TRANSGRESSION: GASTRONOMY AS A FEMINIST PEDAGOGY

Mila Zhu, Southeastern Oklahoma State University

THE DISCONTINUITIES OF EVERYDAY LIFE: CONJURING

Wade Tillett, University of Wisconsin - Whitewater

THE EDUCATIVE AS VIOLENT

Brad Bierdz, Loudoun County Schools

SESSION 44 HIGHER EDUCATION CURRICULUM ISSUES

10:45 - 12:00 PM, BARRETT

INVITING AND AMPLIFYING VOICE IN DEGREE PROGRAM (RE) DESIGN PROCESSES

Emmanuel Chima, Michigan State University

Michael Lockett, Michigan State University

Amanda Woodward, Michigan State University

A CURRICULUM OF MENTORING THROUGH CRITICAL SCHOLARLY IMAGINATION

Susan Adams, Butler University

CURRICULUM IN THE VIRAL AGE

Todd Price, National Louis University

SATURDAY, OCTOBER 19

SESSION 45 PANEL WORKSHOP

1:15-2:30 PM, BARRETT

DIALOGUE AS A CURRICULUM OF PEACE

Presenters

Isabel Nunez, Purdue University Fort Wayne

Melissa Bradford, DePaul University

Brad Oliver, Purdue University Fort Wayne

Joe Ohlinger, Purdue University Fort Wayne

SESSION 46 PANEL WORKSHOP

1:15-2:30 PM, SARAGOSSA

THE CONFESSIONAL AND THE SHARING OF BEING IN CURRICULUM THEORIZING

Presenters:

Christopher Cruz, The Paideia School

James Burns, University of New Mexico

Brian Casemore, George Washington University

Aparna Tarc, York University

SESSION 47 CURRICULUM ISSUES

1:15-2:30 PM, HOELLE

"EVERYONE SEEMS HAPPY...AND QUEER!": SEX EDUCATION AND QUEER(ED) CURRICULA OF CONSENT

Boni Wozolek, Penn State University, Abington College

EDUCATION AS A JOURNEY OF HEALING

Patricia Liu Baergen, Thompson Rivers University

Nicole Lee, Art Education at Nova Scotia College of Art and Design (NSCAD) University

SEXUALITY EDUCATION AT THE APEX: THEORIZING JUST SEXUAL FEATURES THROUGH HOSPITALITY ETHICS AND ASSET PEDAGOGIES

Jacob DesRochers, Queen's University

FAMILIAL INFLUENCES FOR LATINA SCIENTISTS: THE IMPORTANCE OF FAMILY AND EDUCATORS IN NONVIOLENCE CURRICULUM STUDIES

Toni Carmichael, Wildlife Discovery Center, LLC & Friends of the Wildlife Discovery Center, NFP

SESSION 48 PANEL WORKSHOP

1:15 - 2:30 PM, RONCALLI ASSEMBLY

METHODOLOGY AND PRAXIS: THINKING WITH PATTI LATHER

Presenters:

Gabriel Huddleston, Texas Christian University

Susan Adams, Butler University

Robert Helfenbein, Mercer University

Patti Lather, Ohio State University

Janet Miller, Teacher's College, Columbia University

Elizabeth de Freitas, Adelphi University

SESSION 49 CURRERE AND THE CURRICULUM

1:15-2:30 PM, DARBY

"COLLECTIVE BLACK FEMINIST CURRERE AS EXPERIENCED THROUGH THE WORK OF SALT -N-PEPA

Dowan McNair-Lee, University of the District of Columbia

CLAIMING NARRATIVE SOVEREIGNTY IN CULTURAL PRODUCTION

Amir Kalan, McGill University

Bianca Gonzalez, McGill University

CONCEPTUALIZING ART INTEGRATION THROUGH CURRERE

Stephanie Danker, Miami University

R. Darden Bradshaw, University of Dayton

ENACTING CURRICULUM STUDIES FOR PEACE IN OUR ENVIRONMENT: DUOETHNOGRAPHIC EXPLORATION OF OUR PRAXIS

Nozomi Inukai, DePaul University,

Alexandra Cruz, DePaul University

Emily Kraus, DePaul University.

SATURDAY, OCTOBER 19

SESSION 50 TEACHER EDUCATION AND CURRICULUM

2:45-4:00 PM, BARRETT

COOPERATING TEACHERS AS CAREGIVERS

Vanessa Winn, University of Dayton
Jody Googins, Xavier University

EXPLORING PEACE EDUCATION AS THE NULL CURRICULUM

Gulistan Gursel Bilgin, Boğaziçi University
Ozlem Erden-Basaran, TED University

PEACE AND EDUCATION: PRESERVICE TEACHERS' CONCEPTIONS OF PEACE CURRICULA

Bradley Sullivan, University of Oregon

SESSION 51 PHILOSOPHY AND CURRICULUM

2:45-4:00 PM, SARAGOSSA

RAPTURE, SUBMERSION, AND RENE THOM: CURRICULUM AS TOPOLOGICAL CATASTROPHE

Michael Lockett, Michigan State University

RUPTURES AND POSSIBILITIES: SUBVERTING VIOLENCE IN EDUCATION AND CURRICULUM WITH A CHRISTIAN ONTOLOGY OF PEACE

Caleb Land, Mercer University

SESSION 52 PANEL WORKSHOP

2:45-4:00 PM BOARDROOM

A POLYVOCAL RESPONSE TO ACHILLE MBEMBE'S BRUTALISM

Presenters:

Walter Gershon, Rowan University
Robert Helfenbein, Mercer University
Boni Wozolek, Penn State University, Abington College
Jerry Rosiek, University of Oregon
Sage Hatch, University of Oregon

SESSION 53 PHILOSOPHY AND CURRICULUM

2:45 - 4:00 PM, RONCALLI ASSEMBLY

RELATIONAL EMBODIMENT AND ENTANGLEMENT IN EDUCATIONAL RESEARCH: THE KOREAN CULTURAL PRACTICE OF "INYEON"

Dugyum Kim, University of Minnesota-Twin
Cities Younkyung Hong, Ball State University

DAISAKU IKEDA AND THE POETICS OF PEACE, JUSTICE AND VALUE CREATION AS A CURRICULUM OF PEACEBUILDING

Sandra Vanderbilt, George Washington University

REFLECTING ON DAISAKU IKEDA'S 'HUMANITY IN EDUCATION' TOWARDS A PEACE EDUCATION

Sarah Greywitt, Kent State University and MetroHealth

SESSION 54 CURRERE AND CURRICULUM ISSUES

2:45-4:00 PM, DARBY

"I GOT ON THE 36 BUS WITH MY REGALIA ON": A RUMINATION ON PLACE AND PEACE

Dowan McNair-Lee, University of the District of Columbia

EDUCATION AS CURRENCY: FOSTERING PEACE THROUGH KNOWLEDGE IN LIBERTAS

Mila Zhu, Southeastern Oklahoma State University

LESSONS FROM A BLUE GUITAR: SPECULATIVE FABULATION IN ENGLISH EDUCATION

Ashlynn Wittchow, Louisiana State University

CURRERE AS RESISTANCE: DECOLONIZING THE CURRICULUM FOR YOUNG WOMEN OF COLOR

Chinyere Harris, Teachers College, Columbia University

SATURDAY, OCTOBER 19

SESSION 55 THE CLASSROOM AND CURRICULUM ISSUES

2:45-4:00 PM, HOELLE

TOWARDS COLLECTIVE IMAGINARIES: RELATIONAL SURVIVANCE AS EMBODIED CURRICULUM

Alycia Elfreich, Montana State University

Kristen Robbins, SUNY Oneonta

UNSETTLING THE UNSTABLE SETTLER COLONIAL STATE OF CURRICULUM STUDIES IN CANADA

Nyein Mya, University of Ottawa

Nicholas Ng-A-Fook, University of Ottawa

Patrick Phillips, University of Ottawa

Melissa Daoust, University of Ottawa

ON PEACE THROUGH PRAXIS: SOCIAL IMAGINATION AND CRITICAL LITERACY

Nathaniel Cha, University of Illinois at Chicago

Ellen Oberto, University of Illinois at Chicago

Rita Sacay, College of Lake County

FINDING (MOMENTARY) PEACE IN PRESCHOOL

Veronica Bloomfield

SESSION 56 PROVOKING DIALOGUE

4:15-5:45 PM, RONCALLI ASSEMBLY

A PANEL DISCUSSION OF ISABEL NUNEZ AND KELLY VAUGHAN'S BOOK, *ENACTING PRAXIS: HOW EDUCATORS EMBODY CURRICULUM STUDIES*

Presenters:

Kelly Vaughan, Lewis University

Isabel Nunez, Purdue University Fort Wayne

William Schubert, University of Illinois at Chicago

Janet Miller, Teacher's College, Columbia University

Boni Wozolek, Penn State University, Abington College

SESSION 57 KEYNOTE

7:30 - 9:00 PM, RONCALLI ASSEMBLY

(Dr. Pinar will be delivering his address remotely)

WILLIAM F. PINAR, UNIVERSITY OF BRITISH COLUMBIA

"The Subjective Necessity of Nonviolence"