

## ***The 12th Annual Curriculum and Pedagogy Conference***

**October 19-22, 2011**

**Akron, Ohio**

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

### **Priority Deadline for Proposal Submissions: JUNE 30, 2011**

*Proposals received by June 30, 2011 are given priority in terms of placement on the program. Because of the peer review and schedule development processes, proposals received after July 30, 2011 may not be guaranteed a spot.*

The Curriculum and Pedagogy Conference is an annual gathering of diverse individuals seeking academic enrichment and professional engagement who are committed to educational reform and social change. The conference opens spaces to advance the ideals of progressive curriculum and democratic leadership in education through dialogue and action. The conference organizers seek to bring together individuals from diverse settings, including academics, graduate students, school district administrators, PreK-12 teachers, and all other cultural and educational workers from community groups and organizations who hope to integrate, interrogate, and develop theories and practices for educational change and social justice.

The conference fosters an open and affirming environment for democratic community building, collective scholarship, and social action. In the spirit of visionaries such as Maxine Greene, John Dewey, George Counts, Alice Miel, Horace Mann Bond, and others, we gather together to deepen our critical insights into the historical, political, personal, aesthetic, spiritual contexts of our work. We engage this work within a perspective that regards curriculum studies as integral to the fabric of everyday public life and wholly connected to the daily pedagogical practices of/within/about schools, as well in educational phenomena that exist in anomalous, extra-institutional, and diverse spaces and moments.

We invite proposals that re-consider the limits of education, of curriculum, of pedagogy; Lather (2007) writes about getting lost in the limits, of refusing a desire to know and rather to “find what goes beyond what we know” (Lather, 2007, p. 13). Getting lost, Lather argues, is a way of living with/in risk, anxiety, and tension. Our hope is that getting lost will afford us alternate possibilities, new understandings, and a rethinking of entrenched beliefs concerning social justice, curricular theorizing and practices, and pedagogical practices.

Lather, P. (2007). *Getting lost: Feminist efforts toward a double(d) science*. Albany, NY: SUNY Press.

Some representative questions to guide proposal writing:

- What does it mean to get lost – physically, emotionally, and/or intellectually – for participation in curriculum, in pedagogy?
- How do we as theorists, citizen teachers, scholars, practitioners, and activists re/enact and/or de/construct curriculum, pedagogy?

- What is the field of curriculum and pedagogy about at present, in its historical moments, and/or in its future moments?
- What should curriculum and pedagogy mean from an internationalized and globalized standpoint?
- What are the clusters of theory and practice in contemporary curriculum and pedagogy in relation to schools, in relation to educative experiences?
- How do our modes of inquiry, as both scholars and practitioners, work to rearticulate curriculum, pedagogy, and the notion of education itself?

***Proposal Submission Process--All proposals undergo a blind review.*** Proposals should be submitted electronically (if using an attachment make sure document is in .pdf, .rtf, .doc, or .docx) to candp2011@gmail.com. *Please direct any questions about the proposal process to Program Co-Chairs, Jennifer Snow at jennifersnow@boisestate.edu or Debra Freedman at dfreedma@uoguelph.ca*

***To ensure integrity of review process please use the format below in the order indicated:***

1. **Title of proposal**
2. Specify **three to five identifying words/phrases** that best qualify your proposal (e.g., curriculum history, public pedagogy, critical theory, leadership, cultural studies, popular culture, etc.)
3. If appropriate, indicate if you would like the proposal to be considered for the Browning Caucuses' **Colouring Curriculum and Pedagogy** designation. We invite proposals that draw on the topics of race and knowledge production, curriculum and the nation, race and the Academy, and colonization and schooling, which were focal points in our discussions last year. We also invite proposals that theorize, analyze, dream, problematize and deconstruct and challenge the pervading hetero-patriarchal white supremacy of the field and how it manifests in the field of curriculum studies and which engage with critical race, anti-racist, postcolonial, anti-colonial, decolonizing, and/or Indigenous scholarship. Scholars who identify or work with communities of colour and/or who draw on the activist and intellectual traditions of peoples of colour, third world feminism, Indigenous liberation/sovereignty, civil rights, and anti-colonial movements are particularly encouraged to submit papers. For additional information please contact, Cole Reilly at CReilly@towson.edu or Zahra Murad at zahra\_murad@yahoo.ca.
4. If appropriate, **indicate if you are a new or inexperienced conference presenter interested in being mentored** by a more senior C&P member. Mentoring participants share their papers electronically with mentors and other mentees three weeks prior to the conference. Then, mentors and mentees participate in a **mentoring workshop** on the first day of the conference prior to the scheduled paper/roundtable presentations. For additional information, please contact kris sloan at kriss@stedwards.edu.

5. Indicate **presentation venue**:

**Please note, roundtable sessions will be the primary venue for paper presentations.**

We will try our best to honor all venue requests, but scheduling limitations may require that some papers be rescheduled as roundtable paper sessions. Should this become necessary, first authors will be contacted during scheduling. While we cannot guarantee individual requests for scheduling presentations (especially if proposals are received after June 30, 2011), we will do our best to respond to extenuating scheduling circumstances. If necessary, indicate any extenuating scheduling circumstances in your proposal.

**a. Workshop** (3 hours): This year we will have a number of spaces available throughout the program for workshops. Proposals to this venue must include substantial group discussion//collaborative activity components.

**b. Book Talks** (1.5 hours): If you have recently published a book and would like to share your work, this venue would be perfect for you.

**c. Roundtable Paper** (1.5 hours): Roundtable sessions allow for one or two papers to be presented to a more intimate audience. Roundtables sessions provide for intense conversation around specific topics. Technology is not provided for roundtable sessions; presenters are welcome to bring their own laptops; wireless internet access is available on site.

**d. Performance-Based/Art Exhibition** (length of session dependent on proposal and presenter needs--please indicate in proposal): Please describe the performance or exhibition, type of space needed (large room, outdoors, etc.), and technology requests (audio-visual, projectors, etc.).

**e. Multiple Paper Session/Panel** (1.5 hours): Proposal of a group of 3 or more scholarly papers addressing a related topic/idea.

**f. Public Presentation** (length of session dependent on proposal and presenter needs--please indicate in proposal): In keeping with the mission of the Curriculum and Pedagogy conference we will be sponsoring sessions in “public spaces” (outside of the conference hotel)--in local independent book stores, in local schools, on the capital steps, in the streets, and/or in community centers. These type of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy.

6. Please be very clear about your **audio/visual/technology needs**. If possible technology requests will be honored for workshops, paper session/panel, and performances; they cannot be guaranteed. We will have a very limited number of laptops and projectors available for use. Wireless Internet access is available on site.
7. Please **limit your abstract to 50 words maximum** – we will include this brief statement in the online conference program.
8. Provide a **description, in no more than 500 words**, of the proposed presentation (including content such as purpose, methodology, discussion, and conclusion, when applicable). In addition, include references/works cited.

*To ensure that all proposals are organized appropriately for blind review, please include the following information on a separate page following the content of your proposal outlined above.*

**Name and Contact Information**

Please include full name, e-mail(s), phone number(s), and address(es) of participant(s)

**NOTE: PRESENTERS MUST BE REGISTERED TO HAVE PRESENTATION APPEAR ON THE PROGRAM. IN THE CASE OF MULTIPLE AUTHORS, AT LEAST ONE PRESENTER MUST BE REGISTERED FOR THE PRESENTATION TO APPEAR. IF REGISTRATION IS NOT COMPLETED BY SEPTEMBER 15, 2011 YOUR PRESENTATION WILL NOT BE LISTED ON THE PROGRAM.**

**Affiliation(s)**

Please indicate positions/appointments for each presenter (K-12 teacher, K-12 administrator, graduate student, university faculty, community agency representative, etc.) as well as the name of school, university or organization. (For example: K-12 teacher, Phillips High School & doctoral student, University of Central Florida.)

**Registration Note**

eRegistration for the 12th Annual Curriculum and Pedagogy Conference will be available in August of 2011. Go to <[www.curriculumpedagogy.org](http://www.curriculumpedagogy.org)> for details.

*Thank you for your interest and participation.*