

10th Anniversary Meeting of the Curriculum and Pedagogy Conference

October 7-10, 2009

Decatur, Georgia

www.curriculumandpedagogy.org

***Engaging the Possibilities and Complexities of Hope:
Utterances of Curriculum and Pedagogy's Past, Present and Future***

Proposal Submissions Deadline: June 30, 2008

Hope is the worst of evils, for it prolongs the torments of man.

- Nietzsche

There may be hope to be found in the challenges now being raised to the congealing of evangelism and racial right wing thinking as they have affected the schools. There may be hope to be found in the appearance of small schools, the interest in teaching as a fostering of dialogue and a search for meaning responsive to diversity and difference.

- Maxine Greene

“Hope” is the thing with feathers – That perches in the soul – And sings the tune without words – and never stops – at all –

- Emily Dickinson

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 John Dewey, Maxine

Greene, 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 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.

The **10th Anniversary meeting of the Annual Curriculum and Pedagogy Conference** will take place on **October 7-10, 2009 in Decatur, GA.** In light of (re)vitalized engagement in political, social, and education issues in the United States and abroad, this year's conference will attend to the ways in which we might engage the possibilities and complexities of hope. As a theoretical construct, as perhaps the deepest source of human faith and despair, and as an oft evoked utterance in times of promise and pain, we invite papers and presentations that consider hope, in all its varied iterations, in curriculum, theory, practice, and thought.

The 2009 conference in Decatur, Georgia seeks participants who will draw upon their educational and lived experiences as well as their intellectual thought and reflections to garner evidences for and complications of hope. On hope, bell hooks (2003) writes, "Educating is always a vocation rooted in hopefulness. As teachers we believe that learning is possible, that nothing can keep an open mind from seeking after knowledge and finding a way to know" (p. xiv). We would like to open a space to problematize, deconstruct, complicate, and negotiate what it means to have hope, be hopeless and/or "rooted in hopefulness."

The C & P conference continues to serve as a space for engagement and dialogue over crucial matters of curriculum in contemporary schooling within a postmodern society.

Some representative questions that reflect the conference theme are:

- What is hope? Why are we, as human beings and scholars, so captivated by the notion of hope?
- How might we speak of/to the pedagogical possibilities of hope in new ways?
- Where have we witnessed hopeful and/or hopeless educational practices and what calls us to characterize them as such?
- How might we lead others to (re)conceptualize hope for democracy, social justice and meaningful pedagogies and curriculum?
- What is the role of curriculum theory and pedagogies of hope in the new social movements for eco-justice and socially just global economics?
- In what ways do our current educational contexts encourage and discourage hope?
- How might we engage current social and political events with an educative hopefulness?

Program Strands

Proposals should be submitted according to one of the following conference strands intended to encourage (but not limit) deliberate lines of inquiry:

Arts and Alternative Inquiry for Social Change

Proposals for this strand should include visual art, performing arts, performances, fiction, personal essays, other forms of creative writing (both completed and in progress) that promote social change and address this year's theme. Submissions of works in progress are welcomed and will be shared and discussed in a workshop format. The vision for this strand is to emphasize inquiry that engages artists, educators, scholars, and community activists who practice various art media to examine social issues of democracy, equity, and community change. Alternative presentation locations can include visual art gallery format, dramatic/movement spaces, and indoor and outdoor public spaces within and around the conference location. Additionally, this strand includes a writing workshop format that serves as an experimental space to explore works in progress. This space serves for anyone, beginners and seasoned writers alike, who would like collaborative, small group input on their writing process and discussion of their work. *For additional information please contact the strand chairs, Chris Higgins at chrishiggins25@hotmail.com or Morna McDermott at mmcdermott@towson.edu. Proposals for this strand should be submitted by June 30th to: candpaber@gmail.com*

Mentoring

New or inexperienced conference presenters submitting single-authored proposals/papers (e.g., graduate students, recent graduates, PreK-12 teachers and administrators new to scholarly conference presentation, and any others who may just be joining us) are warmly invited to submit their proposals to the Mentoring Strand. Presentations will be made in small groups of graduate students, recent graduates, and first-time conference attendees with similar research interests or questions. Participants, joined by one or two faculty mentors and other interested conference participants, will take part in focused, small-group discussions of their work. Presenters will exchange drafts of their work prior to the conference to facilitate active discussion at the conference. Proposals for the mentoring strand ought to reflect a line of inquiry compatible with one of the other strands listed here. *For additional information, please contact the strand chair, Kris Sloan at kriss@stedwards.edu. Proposals for this strand should be submitted by June 30th to: candpmentoring@gmail.com*

Public Moral Leadership

Proposals for this strand should be grounded in the notions of moral knowledge, actions, dispositions, and beliefs in leadership. Particular attention should be paid to moral leadership as situated in schools, programs, and society for the advancement of democracy. *For additional information, please contact the strand chair, Jake Burdick at steven.burdick@asu.edu. Proposals for this strand should be submitted by June 30th to: candppml@gmail.com*

Social Action, Then and Now

Proposals for this strand should address historical and contemporary ideas and actions that can inform deliberations about democratic struggles and social change within schools and within the broader civil society. *For additional information, please contact the strand chair, Jenn Snow at jennifersnow@boisestate.edu.* **Proposals for this strand should be submitted by June 30th to: candpsatn@gmail.com.**

Theory in Motion

Theory often informs practice as well as practice may inform theory. Proposals for this strand should be grounded within the everyday lives of PreK-12 and university education in which praxis, the intersection of theory and practice, is made real. *For additional information, please contact the strand chair, Jenny Sandlin at jennifer.sandlin@asu.edu.* **Proposals for this strand should be submitted by June 30th to: candptheory@gmail.com**

Transformative Curriculum Development

Pedagogical notions and theories are represented and enacted within classrooms in material ways. Proposals for this strand should address issues related to curricular materials or instructional models either currently in use or in design for PreK-12 and university settings. Historical analyses are also welcomed. *For additional information, please contact the strand chair, Jenn Milam at jennm@lsu.edu.* **Proposals for this strand should be submitted by June 30th to: candptcd@gmail.com**

Making Meaning of Research, Measurement and Assessment

Mainstream practices of research, measurement and assessment dominate current policies and practices in education. A curriculum wisdom paradigm challenges such narrowly constructed theories and practices by strongly regarding participants' understanding of the world. This strand welcomes proposals that challenge mainstream or narrowly-focused assessment and inquiry in the planning, evaluation and interpretation of curriculum and other processes in education. *For additional information, please contact the strand chair, Patti Bullock at plb12@psu.edu.* **Proposals for this strand should be submitted by June 30th to: candpmmrma@gmail.com**

Reflections and Visions – The 10th Anniversary Commemorative Strand

In the Fall of 1999, several curriculum scholars and graduate students met informally at Bergamo to discuss the creation of a new curriculum group and annual conference. This group included Jim Sears, Kathleen Kesson, Jim Henderson, Louise Allen, Patrick Slattery, Susan Edgerton, Kris Sloan, Tom Kelly, Dan Marshall, Roy Graham, and Mara Sapon-Shevin, who convened around a desire to advance complicated conversations and academic research among curriculum studies and pedagogies. Then, in 2000, the C & P group held its first formal organizational meeting in New Orleans during AERA. The group incorporated in 2000 with Jim Sears, Louise Allen, Jim Sanders and Patrick Slattery as founding officials. The first C & P conference was planned and held at Balcones Springs, TX that same year.

This year, 2009, marks the 10th anniversary of the Curriculum & Pedagogy Group's Annual Conference. In this strand, we invite papers, reflections, performances, and all other art forms that acknowledge our past, celebrate the present and sustain our future work.

Anniversary Strand papers and presentations will be specially denoted in the conference program. *For additional information, please contact the strand chair, Audrey Dentith at adentith@sbcglobal.net. Proposals for this strand should be submitted by June 30th to: anniversary2009@gmail.com.*

Proposal Format

Submission Process and Deadline

Curriculum and Pedagogy scholarship is characterized by commitments to advancing the complicated conversations of curriculum studies, theory, and practice with intellectual rigor. Proposals should be submitted electronically to the email address provided within each strand description no later than midnight, **June 30, 2009**. *Please direct any questions about the proposal process, strand description, or conference theme to a Strand Chair (email address noted within each strand description) or Program Chair, Jenn Milam at jennm@lsu.edu.*

All proposals will undergo a blind review.

Proposal Guidelines and Format

To ensure the integrity of review and follow up, please use the format below in the order indicated here:

- 1. Title of proposal**
- 2. Indicate presentation venue**

a. Roundtable Paper

Please note that technology is not provided; presenters are welcome to bring their own laptops; wireless internet access is available on site.

b. Performance-Based/Art Exhibition

Please describe the performance or exhibition, type of space needed (large room, outdoors, etc.), and technology requests (audio-visual, projectors, etc.). We will have a very limited number of laptops and projectors available for use.

c. Multiple Paper Session/Panel

Proposal of a group of 3 or more scholarly papers addressing a related topic/idea. Technology requests will be honored if possible but cannot be guaranteed. We will have a very limited number of laptops and projectors available for use.

d. Public Presentation

In keeping with the mission of the Curriculum and Pedagogy conference and this year's theme we will be sponsoring sessions in "public venues" (outside of the conference hotel). Such venues may include: local independent book stores, outside in the town square gazebo, or in local schools and community centers. Typical conference papers, round tables, poster sessions and symposiums can take place in these venues but we also invite sessions that would foster a more critical and public dialogue.

IMPORTANT: Please be very clear about your audio/visual/technology needs. We will do our best to accommodate requests as they are received.

3. Strand Name

Please indicate the Conference Strand (see descriptions above) which your proposed paper/presentation most reflects in theme and purpose.

4. Abstract

Please limit your abstract to 30 words maximum – we will include this brief statement in the conference program.

5. Description

Provide a 2-3 paragraph scholarly description of proposed work including content, purpose, and how it is related to/supportive of the conference theme. **Please include references/works cited.**

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

6. Name and Contact Information

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

7. 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.)

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 consider individual requests for scheduling presentations, we will do our best to respond to extenuating circumstances. Please indicate particular circumstances (in your proposal) you may have regarding the scheduling of your presentation. While we will try, we cannot, however, guarantee that we will be able to accommodate all such requests. Please honor the **June 30th deadline** in order to help facilitate our planning and scheduling for the conference. It is not our intention this year to extend the deadline for proposals.*

*Thank you, in advance, for your interest and participation in the
Curriculum and Pedagogy Group.*