**Curriculum & Pedagogy**

**Program Committee Report 2012**

**Co-Chairs:** Debra Freedman and Erik Malewski

**Committee Members:** Miryam Espinosa-Dulanto, Will Letts, Zahra Murad, Laura Rychly,

With utmost respect, the program committee submits this final report.

Please note, this report must be read in tandem with the CFP and the 2012 Program (located on the program committee page). The current committee believes that these two documents provide a great deal of information concerning our process specific to the priority deadline, CCP designation, guiding questions, town halls, program development and presentation, and organizing time for the mentoring strand.

This year we utilized Google docs to organize proposals. The committee developed a form and included the link on the CFP. Using Google docs definitely helped with the organization process. As all submissions remained in the cloud and were accessible to the committee.

We used the application Dropbox for communications concerning blind-reviews, mentoring, and program development. Giving access in the cloud to all committee members definitely sped up the process without clogging up email in-boxes.

All proposal submissions went through a blind review process. Many thanks to the reviewers and the time they took to offer constructive feedback to presenters.

We received 182 paper proposals; 155 proposals made it onto the final program.

* There were a number of reasons that proposals did not make it onto the program: 5 proposals were rejected; those choosing the mentoring strand were asked to focus on one paper, only; Hurricane Sandy; illness; personal emergencies; presenters access to funding.

An online program including all presentation abstracts and presenter information was posted on the C&P website.

***Issues we had to be aware of throughout our process:***

* *Distributing CFP by end of March/first week in April.*
* *Encouraging participants to submit proposals in a timely manner.* We would attribute this largely to our “priority” deadline (and location). This is the second year we have used a priority deadline. The priority deadline definitely motivates folks to send in proposals. The Program Committee encourages the use of the priority deadline for all future CFPs.
* *Sending out of multiple communications to multiple sources in order to reach as many potential presenters as possible*. We strongly encourage similar work for the Program Committee in the future. DIV B is always willing to send information via their list serve. As well, JCT/Bergamo folks will post information on their website. Moreover, Jim Kilbane created an advertisement and bought ad space in various international venues (i.e., *Rethinking Schools).*
* *Organizing the program to maximize attendance.* This year we intentionally structured the program, trying to balance and foreground Conversation Centres with symposium and workshops. When possible, we tried to place Conversation Centres in particular timeslots, except where unavoidable (do to timeslot requests/room needs). We did this to alleviate competition with bigger sessions which often draw bigger crowds. In addition, we worked hard to combine those who requested mentoring with more seasoned conference presenters and we worked hard to place CCP proposals throughout/within all conference sessions.
* *Making program available at least 1-2 month/s before the conference.*

***Recommendations***

There were concerns that were raised concerning noise levels in the ballroom: was it too much commotion or a room alive with a great buzz? We recommend that the 2013 committee consider how to use the rooms differently – perhaps having 1 Conversation Centre in each room and placing 2 Conversation Centres in Ballroom at same time. Note that having 7 presentations going on at one time worked well for attendance at sessions.

It is important that the committee realizes the time commitment involved in putting together the program. Organizing the review process, coordinating the schedule, planning for food, matching presentations into Conversation Centres. Moreover, the Council Chair must be informed at all stages of the process.

The committee should be mindful of placement of graffiti wall and the photo installation. Perhaps consider a more central placement or better advertisement of expectations.

The 2012 Program Committee is available for consultation at any time.

***The 13th Annual Curriculum and Pedagogy Conference***

November 7-10, 2012

New Orleans, LA

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

**Priority Deadline for Proposal Submissions: JUNE 30, 2012**

*Proposals received by June 30, 2012 are given priority in terms of placement on the program. Because of the peer review and schedule development processes, proposals received after July 31, 2012 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 backgrounds—including academic workers, graduate students, school and district administrators, PreK-12 teachers, and many more cultural and educational workers from community groups and organizations—who hope to analyze, 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. We gather together to deepen our critical insights into the historical, political, personal, aesthetic, spiritual, social, and cultural 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.

As a result of conversations that emerged out of last year's C&P Conference gathering, we are inviting proposals that explore the following questions in an effort to ‘use what has already been thought as a provocation and a call to invention’ (Ellsworth, 2005, p. 165):

* How do notions of power, privilege, and supremacy enable and/or constrain a liberating praxis of curriculum and pedagogy?
* What is the field of curriculum and pedagogy about at present, in its historical moments, and/or in its future moments?
* How do historical and contemporary practices of power, privilege and supremacy interrelate with efforts toward an internationalized and globalized curriculum and pedagogy?
* What "theoretical mosaics" might help us make sense of contemporary school practices and the educative experiences of students, teachers, and administrators?
* What are the potentially empowering and subjugating implications of gathering in New Orleans after Katrina?
* How do power, privilege, and supremacy help organize pedagogies and curricula of disaster ("disaster capitalism" and "shock doctrines")?
* How do our modes of inquiry, as both scholars and practitioners, work to re/articulate curriculum, pedagogy, and the notion of education itself?
* How do we design curricula and implement pedagogies that reveal systemic inequities, avoid student and teacher despair, and move toward activism?
* How do we, as activists, as curriculum workers, teach thoughtfully in an era of standardization and high stakes testing?
* How does the intersection of university, school, and community (or the collaboration of parents, teachers, students and professors) promote/influence equitable schooling?

Ellsworth, E. (2005). *Places of learning: Media, architecture, and pedagogy*. New York: Routledge.

***Proposal* Submission Process--**Submit proposals electronically at <https://docs.google.com/spreadsheet/viewform?formkey=dEtOSmlpTEg4am5tZzlCU2hsM1VTeHc6MQ>

When submitting your proposal, be prepared with the following information:

1. **Title of proposal**
2. **Presenter information**
3. Specify **three identifying words/phrases** that best qualify your proposal (e.g., curriculum history, public pedagogy, critical theory, privilege, power, supremacy, leadership, cultural studies, popular culture, etc.)
4. Indicate if you would like your proposal to be considered for the Browning Caucuses’ **Colouring Curriculum and Pedagogy (CCP)** designation. Proposals considered for this designation:

* draw from such topics as race and knowledge production, curriculum and the nation, race and the Academy, and/or colonization and schooling.
* theorize, analyze, dream, problematize, deconstruct, and/or challenge the pervading hetero-patriarchal white supremacy of the field and how it manifests in the field of curriculum studies.
* 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](mailto:CReilly@towson.edu) or Zahra Murad at [zahra\_murad@yahoo.ca](mailto:zahra_murad@yahoo.ca).

1. Indicateif 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 presenting at the conference. Moreover, mentors and mentees have the opportunity to participate in a variety of mentoring activities throughout the conference. For additional information, please contact kris sloan at [kriss@stedwards.edu](mailto:kriss@stedwards.edu).
2. Indicate **proposal type** (note that the term paper refers toscholarly writing, reflective writing, visual representations and/or multi-media**.**)
3. **Individual Paper:** Individual paper submissions will be grouped together by the program committee (no more than 3 papers in a grouping) to form a more intimate Conversation Centre. Conversation Centres will be the primary venue for individual paper submissions. Conversation Centres will provide for an intense hour of conversations between/with presenters and attendees concerning related and emergent topics. Technology is not provided for Conversation Centre sessions; presenters are welcome to bring their own laptops; wireless internet access is available on site.
4. **Symposium**:A symposium is a proposal consisting of 3 or more papers addressing a related topic/idea outlined by proposers. Symposia are an hour in length.
5. **Book Talks**:If you have recently published a book and would like to share your work, this venue would be perfect for you. Book Talks are an hour in length.
6. **Workshop/Public Action/Art Exhibition**: This year we will have a number of spaces available throughout the program for workshops/public actions/art exhibitions. These types of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy. Presentation time and venue is flexible and dependent on presenter needs with these types of presentations—please be sure to indicate special needs when addressing #6 below.

7. Indicate **audio, visual, technology, and/or space/time needs**. Please note, technology is not provided for Conversation Centre sessions; Wireless Internet access is available on site.

* If you are proposing a workshop/public action/art exhibition please indicate the type of space you need (large room, outdoors, street, etc.), technology requests (audio-visual, projectors, etc.), and time needed for this particular session.
* If you are proposing a symposium, we will have a very limited number of laptops and projectors available for use, please indicate technology requests (audio-visual, projectors, etc.).

1. 50 word abstract – we will include this brief statement in the online conference program.

9. 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.

10. While we cannot guarantee individual requests for scheduling presentations (especially if proposals are received after June 30, 2012), we will do our best to respond to extenuating scheduling circumstances. If necessary, please indicate any extenuating scheduling circumstances the program committee needs to be aware of.

Please direct any questions about the proposal process to Program Co-Chairs, Erik Malewski or Debra Freedman at[CandP2012@gmail.com](mailto:CandP2012@gmail.com).

***All proposals undergo a blind review.***

**NOTE: ALL PRESENTERS MUST BE REGISTERED TO HAVE THEIR NAME APPEAR ON THE PROGRAM. IF REGISTRATION IS NOT COMPLETED BY OCTOBER 10, 2012 YOUR NAME WILL NOT BE LISTED ON THE PROGRAM.**

**Registration Note**

eRegistration for the 12th Annual Curriculum and Pedagogy Conference will be available in August of 2012. Go to <[www.curriculumandpedagogy.org](http://www.curriculumandpedagogy.org)> for details.

***Thank you for your interest and participation.***

**The 13th Annual**

**Curriculum and Pedagogy Conference**

**November 7-10, 2012**

**New Orleans, LA**

The Curriculum and Pedagogy Conference (C&P) is a democratic space where members create and learn from one another in an effort to foster educational reform and social change. As a member of this organization, you are responsible for creating our vision and for keeping this space safe for all.

This year’s conference program represents a range of quality scholarship, critical thought, and public engagement, ones reflected in a multiplicity of theoretical perspectives, provocative inquiries, and unique expressions. We know you will find your time with us fulfilling, challenging, and engaging.

Please take advantage of the opportunities this conference provides by engaging in sessions designated as Colouring Curriculum and Pedagogy (CCP), by contributing in Town Halls, and by dialoguing with colleagues in workshops, conversation centres, book talks, and/or symposia. Whether engaging in conversation or activism, dialoguing with a colleague, or listening to/thinking about new theoretical perspectives, we hope you will leave New Orleans and C&P inspired, rejuvenated, and energized to continue the important work of curriculum and pedagogy.

The volunteers who keep the organization, its publications, and this conference running are dependent on you to make this conference a success. If you have any questions about the conference or the organization, do not hesitate to ask a question of a council member. You will, no doubt, notice the ASK ME buttons on their nametags.

So make the effort to meet new people, take the time to exchange ideas, and be sure to enjoy the cultures of New Orleans!

Thank you for joining us this year!

Sincerely,

Debra Freedman, Program Committee Co-Chair

Erik Malewski, Program Committee Co-Chair

Miryam Espinosa-Dulanto, Program Committee

Laura Rychly, Program Committee

Will Letts, Program Committee

Zahra Murad, Program Committee

**Message from the Chair**

Welcome to the 13th Annual Curriculum & Pedagogy Conference. I am happy to see many new faces and, as always, to reconnect with those I have met long ago.

It has been an exciting year for C&P. The Journal of Curriculum and Pedagogy began its second year of publication with Taylor & Francis and its first year using Scholar One (the editors were real excited about it.). We redesigned our website. We made a three-year commitment to holding the conference in New Orleans to strengthen our ability to connect with the local educational community, which led to Saturday sessions where local educators and conference attendees will have the opportunity to develop connections. We had record numbers register for the conference and that provided a large selection of strong and thoughtful presentations. The Democracy & Education Committee was formed in response to member requests that the council focus on, and develop the Town Hall conversation for, ways we can work against the barriers maintained by systemic power, privilege, and supremacy.

As we have grown and our organization has increased its efforts to foster its mission, our Council members have had to increase their participation. I thank them for their efforts throughout the year and would ask that you do so when you have an opportunity. Thank you to Stephen Carpenter as he rotates off the editorship of the journal, particularly for his guiding us, along with Stephanie Springgay, through the transition to Taylor & Francis. The conference is a huge undertaking and that task predominantly falls on the shoulders of the Chairs of the Program and Site Committees. Deb Freedman has done a spectacular job in shepherding the program development through its record number of proposals and ably assisted by the entire Program Committee; so kudos to all! It was Erik Malewski’s suggestion and footwork that brought us to New Orleans and the efforts of the Site Committee in making the space ours. Keeping tabs on all of the registrations and necessary communication was the registrar, Laura Jewett – thanks Laura! Our mentoring process has grown every year with over 50 requesting a mentor -- much thanks to kris sloan for coordinating mentors and mentored.  In addition I would like to thank Dawn LaFargue and Brian Beabout for their invaluable assistance in helping me make connections to local educators.

Enjoy the conference!

Jim Kilbane

Chair, 2012

**AWARDS**

***James T. Sears Award***

This year, Boni Wozolek, a doctoral student at Kent State University, has received the James T. Sears Award for her paper, “The Nested Nature of M/Othering; Complicating Curriculum Conversations.” Boni wrote a sophisticated excursive path to follow in understanding the problematic tensions of holding the positions of both mother and academic, one that also expressed the powers and shackles of navigating both positions as a woman of color.

Raygine DiAquoi, a doctoral student at Harvard University, received an Honorable Mention for her paper, “’Hopefully They Will See You in a Different Light’: A Critical Race Analysis of Double Consciousness.”

These two insightful pieces appear in *Excursions and Recursions Through Power, Privilege and Praxis*—the edited collection that emerged from our 12th Annual Conference (if you did not receive this book with your registration, we encourage you to order via IAP—see book table in registration area for more information).

***Outstanding Dissertation Award***

This award recognizes scholars who have displayed a unique approach and contribution to the field of curriculum and its interdisciplinary sub/connecting fields. This year we have two recipients for the award:

Dr. Diane Watt, for her dissertation entitled, *Juxtaposing sonare and videre midst curricular spaces: Negotiating Muslim, female identities in the discursive spaces of schooling and visual media cultures*.

Muslims have the starring role in the mass media’s curriculum on otherness, which circulates in between local and global contexts to powerfully constitute subjectivities. This study inquires into what it is like to be a female, Muslim student in Ontario, in this post 9/11 discursive context. Seven young Muslim women share stories of their high schooling experiences and their sense of identity in interviews and focus group sessions. They also respond to images of Muslim females in the print media, offering perspectives on the intersections of visual media discourses with their lived experience. This interdisciplinary project draws from cultural studies, postcolonial feminist theory, and post-reconceptualist curriculum theorizing. Working with auto/ethno/graphy, my own subjectivity is also brought into the study to trouble researcher-as-knower and acknowledge that personal histories are implicated in larger social, cultural, and historical processes. Using bricolage, I compose a hybrid text with multiple layers of meaning by juxtapositing theory, image, and narrative, leaving spaces for the reader’s own biography to become entangled with what is emerging in the text. Issues raised include veiling obsession, Islamophobia, absences in the school curriculum, and mass media as curriculum. Muslim females navigate a complex discursive terrain and their identity negotiations are varied. These include creating Muslim spaces in their schools, wearing hijab to assert their Muslim identity, and downplaying their religious identity at school. I argue for the need to engage students and teacher candidates in complicated conversations on difference via auto/ethno/graphy, pedagogies of tension, and epistemologies of doubt. Educators and researchers might also consider the possibilities of linking visual media literacy with social justice issues.

And, Dr. Laura Rychly, for her dissertation entitled, *Beyond the death of the teacher: Reimagining life in classrooms through receptive discourse.*

Public school classrooms in the United States are places where teachers and students are failing to recognize themselves as agents capable of acting meaningfully in the world. This research poses three ideas to correct such an effect of schooling. The first, the death of the teacher, is a theoretical framework grounded in Poststructural philosophy and employing the methodology of radical hermeneutics that calls for an end of the traditional construct of teacher that is at work in these classrooms. A metaphorical death of the teacher causes her to experience a reduction, no longer hovering above her students, but realigned alongside them. Beyond their metaphorical deaths, teachers no longer name their students or the world according to outside, externally-defined standards. This makes it possible for teachers to receive their students, and this receiving leads to the second idea, which is receptive praxis. Receptive praxis is a way of being with students that recognizes the unique and unknowable experience-derived perspective through which any individual interprets his or her world. The third idea, receptive discourse, is a specific example of receptive praxis. Receptive discourse draws the idea of linguistic relativity together with Lev Vygotsky’s work on the relationship between thinking and speech to show how the words two people share with each other cannot necessarily be assumed to reveal the same meaning to one another. In classrooms this can mean that teachers and students experience mismatches that reject thinking instead of extending it. Receptive discourse encourages teachers to listen beyond the sounds that they hear when students talk to them and then respond to students’ thinking. Responding to students’ thinking encourages students to persist in their efforts to construct meaning, and this reveals to them their agency. This research study concludes with two suggestions for things teachers can begin to do tomorrow to work toward revealing agency in their classrooms, both their own and their students. Teachers can quiet themselves, and they can listen.

**UNIQUE CONFERENCE FEATURES**

***Colouring Curriculum and Pedagogy***

Sessions denoted with a **CCP** are sessions proposed to and accepted by the Browning Caucus for the Colouring Curriculum and Pedagogy designation. We invite your participation and contemplation as we complicate the borders, dialogues, and understandings of curriculum and pedagogy.

***Town Hall Meetings***

On Thursday our Town Hall will focus on the business of the Curriculum and Pedagogy Group. As part of your registration for this conference, you officially become a member. We invite all members to attend this meeting and engage in open and participatory dialogue related to the overall the vision and governance.

On Friday our Town Hall is dedicated to a discussion of power, privilege, and supremacy, one that builds upon a discussion that began last year in response to a question on the next steps for the Browning Caucus. The Caucus began three years ago as an avenue to develop a “set of strategies and priorities for fomenting the proliferation of multiple approaches to critical race/anti-racist, postcolonial/anti-colonial, decolonizing, and indigenous scholarship in curriculum studies.” This Town Hall will explore how we, as a field, and organization/conference, and a journal address issues of power, privilege, and supremacy as they manifest themselves in our work.

**Registration Table**

The registration table is located in the Bourbon Orleans Lobby at the foot of the stairs to the ballroom and will be open during the following times:

Wednesday, 7 November 2012 3:00pm – 7:00pm

Thursday, 8 November 2012 8:30am – 1:00pm; 3:00pm-4:30pm

Friday, 9 November 2012 8:30am – 1:00pm; 3:00pm-4:30pm

Saturday, 10 November 2012 8:30am – 10:00am

**MEMBERSHIP INFORMATION**

Curriculum and Pedagogy is committed to democratic, transparent governance. Council members, who may be full-time practitioners, college professors and/or graduate students, serve three-year terms. The Council is elected by the membership at the annual conference. The Council establishes procedures and guidelines for conducting its business consistent with the philosophy of the organization. Any policy and procedure is subject to review and revision, however, by the membership at the Annual Meeting. As an elected body of the whole, Council is the sole and final decision-making body of this organization.

**C&P Governing Council 2012:**

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| --- | --- | --- |
| **Chair, 2011**  Jim Kilbane  **Chair-Elect, 2013**  kris sloan | **Program**  Debra Freedman (Co-Chair)  Erik Malewski (Co-Chair)  Miryam Espinosa-Dulanto  Laura Rychly  Will Letts  Zahra Murad | **Finance/ Fundraising**  James Jupp (Treasurer)  Laura Jewett (Registrar)  Jubin Rahatzad |
| **Membership/ Communication**  Cole Reilly (Chair)  Allison Kootsikas  Antonio Garcia  Jennie Stearns | **Nominations**  Jennie Stearns (Chair)  Miryam Espinosa-Dulanto  Sean Fretwell | **Secretary-Legal/Archives**  Allison Kootsikas (Secretary)  Laura Jewett  Laura Rychly |
| **Publications**  Morna M. McDermott (Chair)  James Jupp  Bridget Bunten  Jubin Rahatzad | **Fellowship and Awards (includes Graduate Support)**  Will Letts (Co-Chair)  Antonio Garcia (Co-Chair)  Deb Freedman  Zahra Murad  Bridget Bunten | **Site**  Erik Malewski (Co-Chair)  Jim Kilbane (Co-Chair)  Morna McDermott  Cole Reilly  Sean Fretwell |

For more information about any of the committees, please visit our recently re-designed website at [www.curriculumandpedagogy.org](http://www.curriculumandpedagogy.org)

***Elections***

During this year’s conference, we will hold Council Elections to elect new members who will replace those rotating off Governing Council this year. All C&P conference participants are encouraged to consider nominating themselves or others. Council members participate in the overall governance and share the workload of the Curriculum & Pedagogy Group. Council seats extend for three years, beginning in the calendar year that follows election to the council. Council members are expected to attend the annual conference each year. Additionally, members meet twice in person during the Annual Conference and converse regularly via WIKI throughout the year. All nominations are due by 8:00am on Friday. Candidates for Council positions will introduce themselves at the Thursday Town Hall meeting.

***Edited Collection***

The Curriculum and Pedagogy (C&P) group invites members to present proposals concerning the creation of an editing team. The purpose of this editing team is to solicit manuscripts, for the annual edited collection (published in partnership with Information Age Press), based on papers delivered at the 13th Annual Curriculum and Pedagogy conference in New Orleans (November 7-10, 2012). The editing team will be responsible for conceptualizing the collection’s theme, organizing the manuscript, and reviewing/editing solicited manuscripts for the purpose of publication. Please see Morna McDermott, publications chair, if you are interested in being a part of the editing team.

**ACKNOWLEDGEMENTS**

The Curriculum and Pedagogy Council and Members would like to thank the following for their commitment to supporting our Conference:

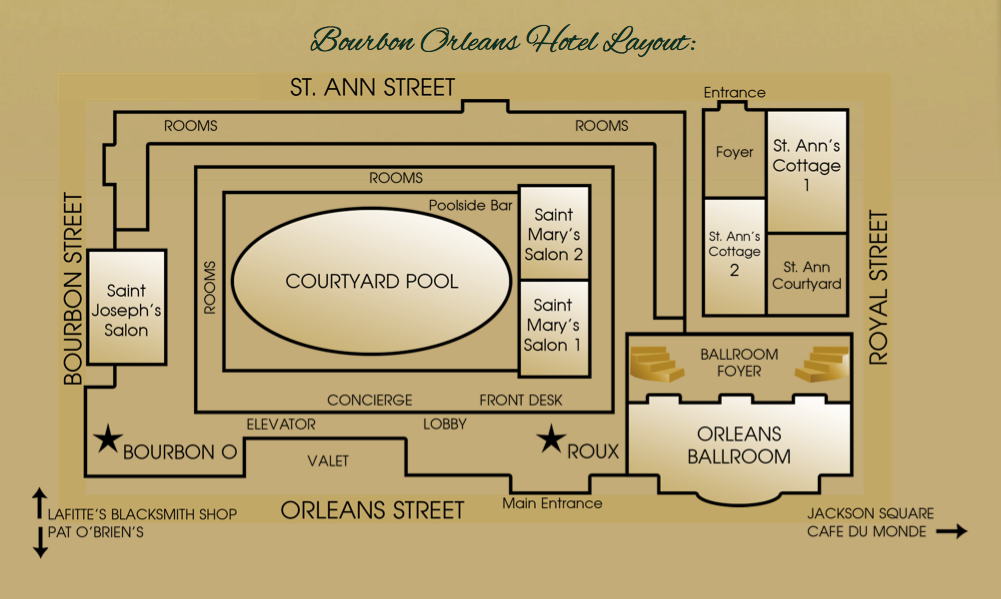
* Tulane University Teacher Preparation and Certification Program for providing the technology in our sessions and constant support to Jim Kilbane in coordinating details for the conference
* University of New Orleans School of Education for also providing the technology in our sessions
* Erik Malewski and Kennesaw State University, Office of Diversity and Inclusion, for printing the programs
* Susan Mack and Megan Emboulis from the Bourbon Orleans Hotel for their assistance with the conference details and for never failing to quickly respond to questions and minor “crises”
* Marcia Fraser from Four Points by Sheraton for her willingness to offer us additional rooms quickly and reasonably
* Miryam Espinosa-Dulanto, Sandra Rodriguez-Arroyo and Nancy Vicente for their time, effort and vision in guiding the development of the graffiti wall from just a kernel of an idea
* Allison Huie, our webmaster, and Mark Stewart, our web designer, for keeping the conference pages updated
* The community partners who were willing to take a chance on developing fruitful connections with us
* The hotel staff of the Bourbon Orleans, Four Points, and surrounding hotels where we stay

In addition, the Curriculum and Pedagogy Council and Members would like to thank publishers and individuals who donated books for sale at our book table. Proceeds from the book sale support graduate student attendance at the conference.

**Conference Session Information**

All presentations offer outstanding spaces for informal and conversational exchange. Every attempt has been made to group a variety of scholars together when possible – faculty, graduate students and public school practitioners – with related papers, presentations and performances. We hope you’ll find this enriching to your presentation and conference experience.

Presenters are asked to consult with one another at the start of each session to determine order of presentations, amount of time to allocate to each author and the format for follow-up discussion or Q & A. All papers and performances should be allotted equitable time for presentation and additional minutes for questions and discussion, depending on how many papers are scheduled for that session. Ordinarily, we assume that the first paper listed in the session will be presented first, although presenters may alter this arrangement if they see a need.



**Wednesday, 7 November 2012**

**Pre-Conference Meetings**

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| 2:00pm-3:30pm Council Meeting – St. Ann’s Cottage 1 |
| 3:30pm-5:00pm Mentoring - St. Mary’s Salon 1 |

**Art Exhibition**

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| 4:00pm-8:00pm Subject2Change – CCP - Ballroom |

**Sessions**

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| --- | --- | --- | --- | --- | --- |
| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | St. Mary’s Salon 2 |
| Session W-100  4:00pm-5:00pm | Session W-101  Decolonizing English teaching in Puerto Rico - CCP  Theory and Culture: Using decolonial perspective for theory building - CCP | Session W-102  The Curriculum of Moral Education in Globalized and Multicultural World: The Case of Japan  Teaching English as a Glocalized Language in a Globalized World | Session W-103  Is this Real?: Teaching with Tony Danza  Troubling the “Good Teacher”: Curriculum, Reflective Practice and the Epistemology of Mastery | Session W-104  Sustainable Pedagogy in an Audit Culture: Toward a Collaborative Method of Inquiry  Zine Conversations: Affirmations, Interventions, and Access  Going to the dark side?: The first weeks and months of a curriculum scholar working as a chief diversity officer | Session W-105  Post-Plastic Parenting |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 | Ballroom  Table 6 | Ballroom  Table 7 |
| Session W-200  5:15pm-6:15pm | Session W-201  Language and literacy instruction enacting the possibilities for "thirdspace" pedagogies in elementary classrooms  Wolfgang Iser meets the Common Core: A hermeneutic appraisal of a watershed moment in national reading policy | Session W-202  DIY Art Education: Learning in the digital communities of gamers and makers - CCP  Educating for Democracy: Ethical, Empowered Social Entrepreneurship for Kids | Session W-203  Introducing Karaoke as a Pedagogical Instrument in the 21st Century Classroom  From Cause to Fiction - Writing for Social Justice - CCP | Session W-204  Creole Curriculum: A New Orleans Education through Food  This is a Paper About Food. And Farming. | Session W-205  Educating Incapacity: A Dramatistic Analysis and Critique of School Voucher Rhetoric - CCP  Rationalizing Standards, Rationing Opportunities: Neoliberalism and the Paradox of Success in Haitian and U.S. Education | Session W-206  Paolo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview - CCP  Multicultural teacher education courses are not designed to prepare all pre-service teachers for diversity: Experiences of an African American pre-service teacher – CCP | Session W-207  “From my cold heart to my clear head”: Anzia Yezierska’s lessons for John Dewey - CCP  Imagery and Dialogue in Black Visual Culture and Black Vernacular: A Theoretical Examination - CCP |

**Reception**

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| 6:30pm-8:00pm Welcome Reception - Ballroom |

**Wednesday, 7 November 2012**

**Art Exhibition 4:00pm-8:00pm**

**Subject2Change - CCP**

Crystal Leigh Endsley, Hamilton College, [cendsley@hamilton.edu](mailto:cendsley@hamilton.edu)

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

**Session W-100 4:00pm-5:00pm**

**Session W-101**

**Decolonizing English teaching in Puerto Rico**

Nancy Vanessa Vicente, University of Puerto Rico at Mayaguez, [nancyv.vicente@upr.edu](mailto:nancyv.vicente@upr.edu) [nanvan68@gmail.com](mailto:nanvan68@gmail.com)

This presentation will explore how a Puerto Rican English teacher uses performance as a teaching tool to explore the impact that colonization has had on her and her students in order to empower herself and her English as a Second Language students.

**Theory and Culture: Using decolonial perspective for theory building**

Freyca Calderon-Berumen, Texas Christian University, [f.calderonberumen@tcu.edu](mailto:f.calderonberumen@tcu.edu)

Teresa P. Stephenson, Texas Christian University, [t.a.powers@tcu.edu](mailto:t.a.powers@tcu.edu)

Colonial ideology present in theory building in education perpetuates dominant discourse. We argue that through interpretative narratives people from marginalized communities may participate in theory building by implementing decolonizing methodologies. We focus our analysis in Native Americans and Latinos/Chicanos searching evidence for the development of decolonial ideology in education.

**Session W-102**

**The Curriculum of Moral Education in Globalized and Multicultural World: The Case of Japan**

Kaori Shimizu, Louisiana State University, [kshimi1@lsu.edu](mailto:kshimi1@lsu.edu)

Moral education has been included in school curriculum in Japan since its modern school system was established in 1872. This paper considers whether recent emphasis on patriotism, Japanese tradition, and culture in moral education adequately prepares children to live in the increasingly globalized world, where diverse cultures coexist side-by-side.

**Teaching English as a Glocalized Language in a Globalized World**

Jesse Goodman, Indiana University, [goodmanj@indiana.edu](mailto:goodmanj@indiana.edu)

Gulistan Gursel, Indiana University, [ggursel@indiana.edu](mailto:ggursel@indiana.edu)

This presentation explores English as the world’s linga franca and examines the implications for teaching it. We review the rise of English as a global language; explore the relationship between language, identity, and power; and discuss teaching English as an international “code/language of power.

**Session W-103**

**Is this Real?: Teaching with Tony Danza**

Jacqueline Bach, Louisiana State University, [jbach@lsu.edu](mailto:jbach@lsu.edu)

This paper considers the pedagogical implications of using the A&E reality television show, Teach: Tony Danza in teacher education courses. Findings indicate that because students were knowledgeable about the genre of reality television, they were able to interrogate and find use in the show’s representation of teachers and teaching.

**Troubling the “Good Teacher”: Curriculum, Reflective Practice and the Epistemology of Mastery**

Cristyne Hebert, York University, [cristyne\_hebert@edu.yorku.ca](mailto:cristyne_hebert@edu.yorku.ca)

Reflective practice has become systematized and routinized in attempts to standardize the practice as a measurable outcome in teacher education programs. This paper explores how the subjectivities of future teachers are constrained within a professionalized identity that may be discordant with their experiences both in the classroom and in the world.

**Session W-104**

**Sustainable Pedagogy in an Audit Culture: Toward a Collaborative Method of Inquiry**

Brandon Sams, Auburn University, [bls0023@auburn.edu](mailto:bls0023@auburn.edu)

Alyson Whyte, Auburn University, [whyteal@auburn.edu](mailto:whyteal@auburn.edu)

Alyson and Brandon are new colleagues in an English Language Arts Education program at a large state university. Our joint purpose is to conduct action and arts-informed curriculum inquiry to understand what a commitment to literary studies might mean and to (in)form an ELA curriculum for the coming year. Our work aims to extend conceptual understandings of English as a curriculum subject that fits within the arts (Hall, Rix, & Eyres, 2007).

**Zine Conversations: Affirmations, Interventions, and Access**

Karin H. deGravelles, Episcopal High School of Baton Rouge, [degravellesk@ehsbr.org](mailto:degravellesk@ehsbr.org)

The narratives of seven educators who read or create zines--self-published magazines--show one promise of teaching zines is drawing students into a public conversation. These zine conversations are characterized by affirmation through promises of accessibility, participation, and self-authorization, as well as intervention through critiques of mainstream media and culture.

**Going to the dark side?: The first weeks and months of a curriculum scholar working as a chief diversity officer**

Erik Malewski, Kennesaw State University, [erik.l.malewski@gmail.com](mailto:erik.l.malewski@gmail.com)

This session will focus on a curriculum scholar's transition from being faculty to the role of chief diversity officer at a university. He'll address changes in discourse and language, shifting expectations and assumptions, and the possibilities and limits when one goes to the "other side".

**Session W-105**

**Post-Plastic Parenting**

Laura Rychly, Georgia Southern University, [laura\_j\_rychly@georgiasouthern.edu](mailto:laura_j_rychly@georgiasouthern.edu)

Julie Garlen Maudlin, Georgia Southern University, [jmaudlin@georgiasouthern.edu](mailto:jmaudlin@georgiasouthern.edu)

Jennifer A. Sandlin, Arizona State University, [jennifer.sandlin@asu.edu](mailto:jennifer.sandlin@asu.edu)

Drawing on notions of lifestyle and life politics and Foucauldian politics of the self, we analyze an emerging trend towards “ethical consumerism,” or, as we assert, “post-plastic parenting.” We explore tensions between the view that ethical consumerism fosters political and civic engagement and the view that it diminishes such engagement.

**Session W-200 5:15pm-6:15pm**

**Session W-201**

**Language and literacy instruction enacting the possibilities for "thirdspace" pedagogies in elementary classrooms**

Susan Latona, State University of New York at Buffalo, [susan.latona@verizon.net](mailto:susan.latona@verizon.net)

Creating a language education environment that integrates Common Core standards with socio-emotional learning and affective teaching is an essential goal for curriculum development. In this paper I synthesize theoretical support for dialogical and social interactions that actively connect to the diverse life worlds of students and propose a curriculum that incorporates the benefits of such pedagogy.

**Wolfgang Iser meets the Common Core: A hermeneutic appraisal of a watershed moment in national reading policy**

Zan Crowder, The University of North Carolina at Chapel Hill, [crowderzan@gmail.com](mailto:crowderzan@gmail.com)

This paper examines the Common Core State Standards for English through the lens of Wolfgang Iser's interpretation theory. Iser argued that the act of reading is interactional and that the reader was an active participant in meaning making rather than a processor of information. It provides a counter-narrative to the view of reading espoused in the CCSS.

**Session W-202**

**DIY Art Education: Learning in the digital communities of gamers and makers - CCP**

Ryan Patton, Virginia Commonwealth University, [rpatton@vcu.edu](mailto:rpatton@vcu.edu)

This paper investigates ways maker and game communities can be used to shape and influencing new media education. I will argue how these DIY spaces function as centers for peer learning and knowledge sharing, by removing technical hurdles for the art education community.

**Educating for Democracy: Ethical, Empowered Social Entrepreneurship for Kids**

David Elias, Civic Leadership Foundation, [delias@civicleadershipfoundation.org](mailto:delias@civicleadershipfoundation.org)

This presentation describes, and offers examples of, a curriculum for teaching social entrepreneurship with extensive preparation in ethics and empowerment practices. I will begin with observations of current trends in curriculum development, offer examples of the new curriculum, and reflect on the impacts on participants actually using the program.

**Session W-203**

**Introducing Karaoke as a Pedagogical Instrument in the 21st Century Classroom**

Pam Golden, Eastern Kentucky University, [pamela\_golden2@eku.edu](http://www.eku.edu/contact/?c_email=pamela_golden2@eku.edu&title=Contact%20Pamela%20Golden)

This paper introduces karaoke as a pedagogical instrument under the auspices of the applied creativity and critical thinking models endorsed by the Department of English at EKU. The paper addresses the general process of learning the benefits and effects music has on learning, namely, the teaching of writing.

**From Cause to Fiction - Writing for Social Justice**

David S. McCabe, Pasadena City College, [dsmccabe@pasadena.edu](mailto:dsmccabe@pasadena.edu)

There has been a well-established tradition in Western civilization of using the written word as a tool for social criticism. Writers have long used literature as a means of demanding social change and justice. This session will exam how scholars can address injustice and challenge the dominant narrative through writing.

**Session W-204**

**Creole Curriculum: A New Orleans Education through Food**

Danielle Klein, Louisiana State University, [dklei11@tigers.lsu.edu](mailto:dklei11@tigers.lsu.edu)

Creole, as an idea and an identity, is continually reborn and recreated throughout the years and is used to designate a spectrum of realities. This paper explores the ways Creole as a cuisine reflects the cultural identity of New Orleans and how this identity is preserved and passed on through a non-traditional curriculum.

**This is a Paper About Food. And Farming.**

Sean Fretwell, Georgia Southern University, [sf00247@georgiasouthern.edu](mailto:sf00247@georgiasouthern.edu)

This is a paper about food and farming. It discusses issues related to the increasing popularity of local/sustainable food production as a way of living out a post-industrial critique against the industrialization of food. I use my personal farming experience and research about food culture in America to defend a way of becoming better stewards of ourselves, and the land that nourishes us.

**Session W-205**

**Educating Incapacity: A Dramatistic Analysis and Critique of School Voucher Rhetoric - CCP**

Jason A. Ware, Purdue University, [jaware@purdue.edu](mailto:jaware@purdue.edu)

Jamel Miller, Purdue University, [mille943@purdue.edu](mailto:mille943@purdue.edu)

Focusing on the rhetoric around failing and “successful” schools, the difference between the two, and school vouchers as choice providers, from a critical race theory perspective, this proposed session will analyze and critique school voucher rhetoric and what it purports to do within U.S. school systems.

**Rationalizing Standards, Rationing Opportunities: Neoliberalism and the Paradox of Success in Haitian and U.S. Education**

Baudelaire Ulysse, National-Louis University, [boddie.makarios@gmail.com](mailto:boddie.makarios@gmail.com)

Inherent in the notion of free market is the view of limited government. This view maintains the government should be involved as minimally, allowing the market to self-regulate. This free market philosophy belongs to a broader economic agenda of neoliberalism, which infuses and drives educational reforms locally and globally.

**Session W-206**

**Paolo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview - CCP**

Kevin Joseph, Louisiana State University, [kjose22@lsu.edu](mailto:kjose22@lsu.edu)

Drawing on the theories, ideologies, and words of scholars Paulo Freire and bell hooks and hip-hop icon Tupac Shakur, this paper explores the impact of educational practitioners utilizing a critical/engaged pedagogical approach—while maintaining knowledge of the hip-hop worldview that their students may possess.

**Multicultural teacher education courses are not designed to prepare all pre-service teachers for diversity: Experiences of an African American pre-service teacher - CCP**

Michael Takafor Ndemanu, University of Southern Indiana, [mtndemanu@usi.edu](mailto:mtndemanu@usi.edu)

This study explores the ways in which an African American male pre-service teacher (PST) interpret and come to understand a variety of issues related to human diversity in education upon taking a multicultural education course, entitled Education for a Pluralistic Society (EPS), at a large Midwestern university.

**Session W-207**

**“From my cold heart to my clear head”: Anzia Yezierska’s lessons for John Dewey - CCP**

Jennie Stearns, Georgia Gwinnett College, [jstearns@ggc.edu](mailto:jstearns@ggc.edu)

Both through her fiction and lived experiences, Anzia Yezierska provides an important critique of Dewey, with whom she had a romantic affair. After tracing these connections, I conclude with discussion of assignments using Yezierska’s fiction to encourage first-year students to discuss issues such as immigration, whiteness, consumerism, and the challenges faced by non-traditional students.

**Imagery and Dialogue in Black Visual Culture and Black Vernacular: A Theoretical Examination - CCP**

Alphonso Grant, Penn State University, [AlphonsoGrant@aol.com](mailto:AlphonsoGrant@aol.com)

This paper explores the discourse of Black visual culture and Black vernacular through concepts, theories, and critical issues relevant to curriculum studies. The paper culminates with a theoretical examination of stereotypes and perceptions in these arenas in America through the critical lens of W.E.B. DuBois’ (1903) concept of double consciousness.

**Thursday, 8 November 2012**

**Early Morning Session**

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| 7:30am-8:30am Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph’s Salon |

**Art Exhibition**

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| 9:00am-5:15pm Subject2Change – CCP - Ballroom |

**All Day Session**

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| 9:00am-5:15pm The Thread of a Dream: Inviting Re-Attunement through a Nap-in – St. Ann’s Cottage 2 |

**Sessions**

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| --- | --- | --- | --- | --- |
| Location | St Joseph’s Salon | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 4 |
| Session T-100  9:00am-10:00am | Session T-101  Prelude to a Storm: The less told stor(ies) of New Orleans Public Schools pre-2005.  (this presentation spans T-100 and T-200) | Session T-102  What is at Stake for k-12, Higher Education, and the Curriculum and Pedagogy Group in this Era of High Stakes Reform?  (this presentation spans T-100 and T-200) | Session T-103  Within the garden: An in-between space of togetherness and dis/location  A Dusty Basket, A Nun, and A Curriculum: Revisioning the Foundational Curriculum of Xavier University in New Orleans, Louisiana – CCP  The Black Church as a Curriculum of Place: Implications for Epistemology, Ontology, and Knowledge Production – CCP | Session T-104  Curricular points of departure and hopeful destinations for (social studies) education  A Curriculum of Border Violence, and the Loss of Place, Loss of Self – CCP  For the Sake of Diplomacy: The Educational (im)Possibility of Teaching Peace by New York City Elementary School Teachers |

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| Location | St. Ann’s Cottage 1 | Ballroom  Table 1 |
| Session T-200  10:15am-11:15am | Session T-201  But Seriously, A Pedagogy of Colbert | Session T-202  Curriculum, Pedagogy, and Social Justice in Adult Remedial Education  Past lives, present understandings, and imagined futures: Intersections of identity, experience, and place – CCP |

**Thursday, 8 November 2012**

**Sessions**

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| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 | Ballroom  Table 6 |
| Session T-300  11:30am-12:30am | Session T-301  Christianity as Post-colonial Resistance?: Black Liberation Theology, The Black Church, Womanist Theology as Sites for Pedagogical Decolonization - CCP  How explicit and implicit curriculum approaches increased religious intolerance and social class differences in Pakistani Society?  Teaching structures and perceived classroom power relations that impact the use of cultural interpretation – CCP | Session T-302  Developing curriculum that will challenge hegemonic practices based on privilege - CCP  Inquiry, civic engagement, and projects of possibility: A new educational science that honors reflective practices critical to our public actions.  Eighth graders opinions on diversity within the science classroom | Session T-303  The Common Core Standards Initiative: Implications for Marginalized Students’ Success  Race…To…Common Core: Investigating the Common Core Standards with regards to race in Southern Louisiana - CCP | Session T-304  On Mechanisms, Meaning, and the Monstrous: A Review of Process in Public Pedagogy Literature  Public pedagogy, critical pedagogy, posthumanism  A Posthuman Curriculum: A Response to Hyperreal Panopticism  Unsilencing voices: A study of zoo signs and their language of authority | Session T-305  Developing critical agency in times of ideological deceptions: Towards a Nepantlera Pedagogy - CCP  Subtractive Curriculum: A Critical Look at the STAAR Test  Impact of the “Extra” on Pre-service Teachers Dispositions | Session T-306  The Lost Carpetbagger: Complicating place in the South for a northern-born white teacher  Living in a literary desert? History of Education in the South Reconsidered |

**Town Hall/Lunch**

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| 12:45pm-2:45pm Town Hall/Lunch – Ballroom |

**Sessions**

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | St. Ann’s Cottage 1 | Ballroom  Table 1 | Ballroom  Table 3 | Ballroom  Table 6 |
| Session T-400  3:00pm-4:00pm | Session T-401  Recovering Curriculum History In Intercultural and Cosmopolitan Contexts:  Reconstructing Intellectual History | Session T-402  How many adjectives do you need? The complexity of identity (re)(de)construction.  - CCP | Session T-403  Bringing learning to life: Engaging pre-service teachers in the political and practical realms of education | Session T-404  Study Abroad or Grand Tour?: Pre-service Teachers’ Cross-Cultural Experiences Within Empire - CCP  A Reflection on the Planning and Implementation of A Service-Learning Course for International Volunteers | Session T-405  Negotiating the National Boundary: Japanese Youth in Schooling - CCP  Contextualizing “Camelot”: Philosophy, Policy, Practice, and Progressive Education  A Peasant's Guide to Education Reform: Rhetoric and Ideology | Session T-406  Spanish or English? Language Politics/Policy in the Bilingual Teacher Preparation Classroom  Inclusion, philosophy, practice, and problems. A global view. |

**Thursday, 8 November 2012**

**Sessions**

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 3 | Ballroom  Table 6 |
| Session T-500  4:15pm-5:15pm | Session T-501  *Mothering a Bodied Curriculum* | Session T-502  *Disassembling and Decolonizing School in the Pacific: A Genealogy from Micronesia -* CCP | Session T-503  Continuities and discontinuities: Turning points in our learning journey about Aboriginal perspectives  Representing Aboriginal cultural diversity: A look inside the gallery - CCP | Session T-504  “What do You Want to Know about Us?”: A Complex Loop of Relationship, Reflexivity, Responsibility, and Recursion in Narrative Inquiry  Developing the Researcher “Self”: How Does Reflexivity Shape the Identity of a Qualitative Researcher? | Session T-505  Portrait of Delta Express Program: A blue print for future post-disaster education program  Forging University-Public School Partnerships in Post-Katrina New Orleans  Teach for America: Charity Education in Post Crisis situations – CCP |

**Thursday, 8 November 2012**

**Early Morning Session 7:30am-8:30am**

**Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation**

Doug Aoki, University of Alberta, [aoki@ualberta.ca](mailto:aoki@ualberta.ca)

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to karatedō designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

**Art Exhibition 9:00am-5:15pm**

**Subject2Change - CCP**

Crystal Leigh Endsley, Hamilton College, [cendsley@hamilton.edu](mailto:cendsley@hamilton.edu)

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

**All Day Session 9:00am-5:15pm**

**The Thread of a Dream: Inviting Re-Attunement through a Nap-in**

Barbara Bickel, Southern Illinois University Carbondale, [bickel.barbara@gmail.com](mailto:bickel.barbara@gmail.com)

Medwyn McConachy, North Island College, [mcconachy.medwyn@gmail.com](mailto:mcconachy.medwyn@gmail.com)

As artist/educator/activists we sew and weave moments of co-emergence-in-difference in our Nap-in processes. Through collective napping we re/articulate a co-poietic event-encounter, as essential for learning. This artworking encounter-event intersects being and doing, and stillness and action, offering a stopping place for self/other attunement and reflection in the midst of the conference environment.

**Session T-100 9:00am-10:00am**

**Session T-101**

**Prelude to a Storm: The less told stor(ies) of New Orleans Public Schools pre-2005.**

Dawn LaFargue, Pennsylvania State University, [dll203@psu.edu](mailto:dll203@psu.edu)

Brian Beabout, University of New Orleans, [bbeabout@uno.edu](mailto:bbeabout@uno.edu)

Post Hurricane Katrina, New Orleans’ public schools are functioning under an aggressive reform effort, choice. Pre-storm educators feel that their work has been dismissed and replaced by younger, non-native educators. Public debate remains a relatively binary pro-charter/anti-charter affair. This forum exists to offer an open critique of schooling in both pre- and post-Katrina New Orleans. (This presentation spans T-100 and T-200)

**Session T-102**

**What is at Stake for k-12, Higher Education, and the Curriculum and Pedagogy Group in this Era of High Stakes Reform?**

Morna McDermott, Towson University, [mmcdermott@towson.edu](mailto:mmcdermott@towson.edu)

Cole Reilly, Towson University, [creilly@towson.edu](mailto:creilly@towson.edu)

Jennifer Job, UNC-Chapel Hill, [jgjob@email.unc.edu](mailto:jgjob@email.unc.edu)

Barbara Madeloni, University of Massachusetts Amherst, [bmadeloni@gmail.com](mailto:bmadeloni@gmail.com)

Shaun Johnson, Towson University, [spjohnson@towson.edu](mailto:spjohnson@towson.edu)

Tim Slekar, Penn State University-Altoona, [TDS12@psu.edu](mailto:TDS12@psu.edu)

While many individual members of the Curriculum and Pedagogy group represent real stakeholders on k-12 educational reform: parents, teachers, students and community members, a large cadre of our membership are teachers at institutions of higher learning as well. The gradual take over of public schools into the hands of for profit private industries has escalated rapidly and has now made its way into colleges of education via the National Common Core Standards (NCSS), Teachers Professional Assessment (TPA), the increased use of k-12 student test scores to evaluate student teacher performance, and the buyout of public universities into the hands of private companies. This panel aims to share individual experiences of panelists and then engage in a large group discussion about the role(s) that C and P should take as a group in shaping activist oriented public pedagogies. (This presentation spans T-100 and T-200)

* How do we design curricula and implement pedagogies that reveal systemic inequities, avoid student and teacher despair, and move toward activism?
* How do we, as activists, as curriculum workers, teach thoughtfully in an era of standardization and high stakes testing?
* How does the intersection of university, school, and community (or the collaboration of parents, teachers, students and professors) promote/influence equitable schooling?

**Session T-103**

**Within the garden: An in-between space of togetherness and dis/location**

Nikki Rotas, University of Toronto, [nikki.rotas@mail.utoronto.ca](mailto:nikki.rotas@mail.utoronto.ca)

This paper examines the places of our everyday as pedagogical places of learning where bodies (human and non-human) engage in relational processes that alter knowledges about self, other, and place. Undergoing a self-study using the method of currere, I examine my own learning as embodied and relational in the context of my mother’s garden. Through journal writing, I reflect upon the experiential learning process, analyze issues and concepts related to the body-in-movement, as well as re-imagine the garden as a site of learning for students (i.e., a pedagogical and curricular space of togetherness and dis/location).

**A Dusty Basket, A Nun, and A Curriculum: Revisioning the Foundational Curriculum of Xavier University in New Orleans, Louisiana** - CCP

Berlisha Morton, Louisiana State University, [bricar3@lsu.edu](mailto:bricar3@lsu.edu)

This presentation tells the story of the curriculum that would become the foundation for Xavier University in New Orleans, Louisiana. This story about a nun and a dusty discarded basket will challenge determinations of educational activism and explore the intersections of race, gender, and religion in higher education.

**The Black Church as a Curriculum of Place: Implications for Epistemology, Ontology, and Knowledge Production** - CCP

Kirsten T. Edwards, The University of Oklahoma, [Kirsten.T.Edwards@ou.edu](mailto:Kirsten.T.Edwards@ou.edu" \t "_blank)

This paper identifies specific practices and ideals germane to The Black Church experience. Through the culmination of these practices and ideals specifically produced within and in response to multiple systems of power, privilege, and supremacy, the author posits that The Black Church has evolved into a specific “Curriculum of Place.

**Session T-104**

**Curricular points of departure and hopeful destinations for (social studies) education**

Kent den Heyer, University of Alberta, [kdenheye@ualberta.ca](mailto:kdenheye@ualberta.ca)

This presentation extends Henderson and Gornik’s (2007) application of Kuhn’s (1962) notion of paradigms to examine four compelling orientations to history/social studies curriculum. I argue that the final paradigm of 'curriculum wisdom as a disciplined ethic of truths' most importantly combines curriculum theory and disciplinary insights around a call for a more affirmative ontological premise for our work in and as education.

**A Curriculum of Border Violence, and the Loss of Place, Loss of Self** - CCP

Edith Trevino, University of Texas at Browsville, [edith.trevino@hotmail.com](mailto:edith.trevino@hotmail.com)

Through autoethnography, I will reflect on my experiences of border violence and what these social and cultural experiences might mean to a curriculum of place as well as to a larger curricular issues that affect immigrant and displaced students.

**For the Sake of Diplomacy: The Educational (im)Possibility of Teaching Peace by New York City Elementary School Teachers**

Debbie Sonu, Hunter College, City University of New York, [debbie.sonu@gmail.com](mailto:debbie.sonu@gmail.com)

Molly Quinn, Teachers College, Columbia University, [mollyequinn@gmail.com](mailto:mollyequinn@gmail.com)

This presentation on educating for peace draws from a multi-site qualitative study in New York City elementary classrooms and considers what kinds of togetherness are possible, who dictates the agenda, and who is considered a subject deserved of peace? It describes four models and uses philosophy to push new frontiers.

**Session T-200 10:15am-11:15am**

**Session T-201**

**But Seriously, A Pedagogy of Colbert**

Samuel Jaye Tanner, University of Minnesota-Twin Cities, tann0035@umn.edu

Shannon Dahmes, University of Minnesota-Twin Cities, dahme014@umn.ed

But seriously, this workshop is a multimodal inquiry into the efficiency of a Pedagogy of Colbert. Multimodal means the inclusion of a short performance, and collaborative and theatrical inquiry that leads into a reflection and discussion. The Pedagogy of Colbert (might) mean the ironic performance of actual content as an efficient means of critical pedagogy and transaction in schools.

**Session T-202**

**Curriculum, Pedagogy, and Social Justice in Adult Remedial Education**

Elinor A. Scheirer, University of North Florida, escheire@unf.edu

Lance J. Baxter, Daytona State College, baxterl@daytonastate.edu

This paper describes a qualitative research study focusing on how instructors perceived the complexities of adult learning and remediation. Their vivid, personal accounts of students’ struggles and accomplishments offer knowledge and insight into their professional practice, pedagogical influences, mission for social justice, and self-efficacy.

**Past lives, present understandings, and imagined futures: Intersections of identity, experience, and place - CCP**

Jessica Exkano, Louisiana State University, Jexkan1@tigers.lsu.edu

This narrative inquiry explores the intersections of identity, experience, and place, while drawing upon a Deweyian notion of experience and Bourdieu’s notion of capital, to document the experiences of “at-risk” students in a college access program. Of special interest are how identities merge, collide, and emerge and curricular possibilities.

**Session T-300 11:30am-12:30am**

**Session T-301**

**Christianity as Post-colonial Resistance?: Black Liberation Theology, The Black Church, Womanist Theology as Sites for Pedagogical Decolonization - CCP**

Kirsten T. Edwards, The University of Oklahoma, [Kirsten.T.Edwards@ou.edu](mailto:Kirsten.T.Edwards@ou.edu" \t "_blank)

This paper investigates Christianity specifically enacted within the Black Church religious experience as method to post-colonial resistance. Further, I will discuss the pedagogical import for decolonizing practices in Euro-American classrooms as inspired by this religio-cultural community.

**How explicit and implicit curriculum approaches increased religious intolerance and social class differences in Pakistani Society?**

Afshan Huma, Michigan State University, [humaafsh@msu.edu](mailto:humaafsh@msu.edu)

This paper is a literature review and critical analysis of elementary and secondary schools curriculum and pedagogy in Pakistan. Pakistan is facing social and religious conflicts within the country. Religious extremism becomes root cause of specific social class differences, prejudice and increasing rates of target killings in the name of religion.

**Teaching structures and perceived classroom power relations that impact the use of cultural interpretation - CCP**

Eva Rose B. Washburn-Repollo, Chaminade University, [eva.washburn@chaminade.edu](mailto:eva.washburn@chaminade.edu)

Academic teaching structures characterized by perceived power relations between teachers and students negatively impact the use of cultural interpretation of ELL students. The results of a study with Pacific Island college students in reading classrooms led to a preliminary formulation of a theory of classroom design to promote cultural interpretation.

**Session T-302**

**Developing curriculum that will challenge hegemonic practices based on privilege - CCP**

Marilyn F. Cullen-Reavill, Metropolitan State University of Denver, [mcullenr@msudenver.edu](mailto:mcullenr@msudenver.edu)

This presentation will be an interactive discussion around six essential elements for developing and implementing curriculum and classroom practices that challenge cultural biases and privilege. Examples for implementation of these concepts at all grade levels will be given and experiences, which reinforce these concepts, will be shared.

**Inquiry, civic engagement, and projects of possibility: A new educational science that honors reflective practices critical to our public actions.**

Anne Slonaker, Castleton State College, [Anne.slonaker@castleton.edu](mailto:Anne.slonaker@castleton.edu)

Emily Gleason, Castleton State College, [Emily.gleason@castleton.edu](mailto:Emily.gleason@castleton.edu" \t "_blank)

We heed Elizabeth Ellsworth’s charge to, “use what has already been thought as a provocation and a call to invention” (2005, p. 165), to represent our inquiry practices that are not new but transform our thinking about teaching and learning in our K-12 licensure program.

**Eighth graders opinions on diversity within the science classroom**

Denise Gordon, Applied Learning Academy, FWISD, [denise.gordon@fwisd.org](mailto:denise.gordon@fwisd.org); Additional authors/presenters: past 8th grade students

How does an eighth grader view and describe diversity? Written narratives by typical eighth graders help to explain and understand diversity inside an urban public school science classroom.

**Session T-303**

**The Common Core Standards Initiative: Implications for Marginalized Students’ Success**

Carolyn R. Taylor, Dougherty County School System, Albany State University, [deltadeltacrt@yahoo.com](mailto:deltadeltacrt@yahoo.com)

A national crisis in public school education continues to prevail, the enormous performance gap between Caucasian groups and marginalized groups, despite the many educational reforms and the overhauling of teacher preparation. This paper takes a critical look at the Common Core Standards and examines its implication for marginalized groups success.

**Race…To…Common Core: Investigating the Common Core Standards with regards to race in Southern Louisiana – CCP**

Heather Stone, Louisiana State University, [hstone2@lsu.edu](mailto:hstone2@lsu.edu)

This paper explores through interviews with teachers and looks at document analysis to identify ways to create a racially balanced curriculum for all students. These methods can then be integrated into the new National Common Core standards in order to create a curriculum based on the equality of race.

**Session T-304**

**On Mechanisms, Meaning, and the Monstrous: A Review of Process in Public Pedagogy Literature**

Jake Burdick, Purdue University, [burdics@purdue.edu](mailto:burdics@purdue.edu)

Jennifer A. Sandlin, Arizona State University, [jennifer.sandlin@asu.edu](mailto:jennifer.sandlin@asu.edu)

This presentation offers a focused review of literature centered on the pedagogical processes and mechanisms that undergird educational activity outside of formal institutions of schooling. We describe three forms of pedagogical address present in the literature – Marxist/rationalist, aesthetic/relational, and posthuman – and critically examine the value systems each perspective represents.

**A Posthuman Curriculum: A Response to Hyperreal Panopticism**

Brad M. Petitfils, Loyola University New Orleans, [bpetit@loyno.edu](mailto:bpetit@loyno.edu)

A revisiting of Foucault’s 1982 notions of “Technologies of the Self” presents the provocative proposition of “hyperreal panopticism” – a new model for examining corporate control over the lives of young people. One possible space of resistance is found in a posthuman curriculum, which seeks a new humanism for the 21st century.

**Unsilencing voices: A study of zoo signs and their language of authority**

Katherine Fogelberg, Texas Christian University, [k.fogelberg@tcu.edu](mailto:k.fogelberg@tcu.edu)

Critical Theory and Critical Discourse Analysis are applied to zoo signs to investigate manifestations of institutional power. I argue that these subtleties affect visitors and animals through exclusion. The importance of informal learning in American society has been established; this study discusses zoo signs in the context of such learning.

**Session T-305**

**Developing critical agency in times of ideological deceptions: Towards a Nepantlera Pedagogy – CCP**

Elva Reza-López, Boise State University, [elvareza-lopez@boisestate.edu](mailto:elvareza-lopez@boisestate.edu)

Luis Huerta-Charles, New Mexico State University, [lhuertac@nmsu.edu](mailto:lhuertac@nmsu.edu)

In this presentation we outline a critical-theoretical-pedagogical framework that aims to develop pre-service and service teachers’ critical agency for social activism. Through a Nepantlera Pedagogy, we question dominant ideological deceptions in the field of bilingual education, its curriculum and pedagogy and the need to (Re) think and problematize these deceptions.

**Subtractive Curriculum: A Critical Look at the STAAR Test**

Anna M. Meyerpeter-Newman, University of Texas at Brownsville, [anewman@lfcisd.net](mailto:anewman@lfcisd.net)

This critical study was inspired by the most recent bout of high stakes testing in Texas. This paper reflects the lived experience of a secondary science specialist as I investigate the politics of determining the passing scores and discuss the implications for all students in south Texas.

**Impact of the “Extra” on Pre-service Teachers Dispositions**

Desha L. Williams, Kennesaw State University, [dwill178@kennesaw.edu](mailto:dwill178@kennesaw.edu)

Belinda Edwards, Kennesaw State University, [bedwards@kennesaw.edu](mailto:bedwards@kennesaw.edu)

Teacher preparation programs brim with content and pedagogy. However, cultural dispositions may go unheeded, especially in mathematics programs where many see the discipline as culture-free. This presentation examines the impact on the development of cultural dispositions through the extension of a traditional MAT program.

**Session T-306**

**The Lost Carpetbagger: Complicating place in the South for a northern-born white teacher**

David Humpal, Texas A&M University, [dhumpal@tamu.edu](mailto:dhumpal@tamu.edu)

A recently retired high school English teacher describes his journey to find place in the South despite his northern upbringing, an attitude of prejudice reduction pedagogy, medically diagnosed Major Depressive Disorder, and efforts to utilize psychoanalytical tools.

**Living in a literary desert? History of Education in the South Reconsidered**

Seth Eisworth, Louisiana State University, [seiswo2@lsu.edu](mailto:seiswo2@lsu.edu)

In popular culture, Louisianans and Southerners are often seen as poorly educated and backwards. By examining the archival evidence from the antebellum period, this study attempts to establish a counter-narrative where education has been valued historically. This positive story can then be used to change the popular stereotypes.

**Town Hall/Lunch 12:45pm-2:45pm**

On Thursday our Town Hall will focus on the business of the Curriculum and Pedagogy Group. As part of your registration for this conference, you officially become a member of the Curriculum & Pedagogy Group. We invite all members to attend this meeting and engage in open and participatory dialogue related to the overall vision and governance of the Curriculum and Pedagogy Group. Lunch will be served.

**Session T-400 3:00pm-4:00pm**

**Session T-401**

**Recovering Curriculum History In Intercultural and Cosmopolitan Contexts: Reconstructing Intellectual History**

This symposium, advancing the internationalization of curriculum studies, answers recent calls in curriculum studies for intellectual history in intercultural and cosmopolitan contexts. In pursuing this end, presenters work through historical biographies and intellectual histories to reconstruct radical traditions in education.

**Recovering Catholic Liberation Theology: Life, Testimony, and Pedagogy of Bartolomé de Las Casa**s

James C. Jupp, Georgia Southern University, [jcjupp@gmail.com](mailto:jcjupp@gmail.com)

**"A shield against the spiteful and calumnious arrows shot at us": Afro-Franco-Creole–Catholic Education in New Orleans 1810-1860**

Petra Munro Hendry, Louisiana State University, [phendry@lsu.edu](mailto:phendry@lsu.edu)

**Hermeneutics of Emancipation in Habermas: Infusing Critical Theory with Communicative Discourse and Inter-subjectivity**

Baudelaire Ulysse, National-Louis University, [baudelaire.ulysse@nl.edu](mailto:baudelaire.ulysse@nl.edu)

**Intellectual History and Autobiography: Process Philosophy, Alfred North Whitehead, Self-Social Reconstruction**

Patrick Slattery, Texas A&M University, [patslat@aol.com](mailto:patslat@aol.com)

**Session T-402**

**How many adjectives do you need? The complexity of identity (re)(de)construction - CCP**

Freyca Calderon-Berumen, Texas Christian University, [F.calderoneberumen@tcu.edu](mailto:F.calderoneberumen@tcu.edu" \t "_blank)

Karla O’Donald, Texas Christian University, [k.odonald@tcu.edu](mailto:k.odonald@tcu.edu" \t "_blank)

Sherrie Reynolds, Texas Christian University, [s.reynolds@tcu.edu](Mailto:s.reynolds@tcu.edu)

We proposed, through the lens of Gloria Anzaldúa and her followers, in conversation with curriculum scholars like Whitlock, Slattery, Pinar, McLaren, and others to tell the story of the overly hyphenated gringa-Irish-dyke, Mexican-Latina-Texan, and Mexican-Latina-Immigrant. We embrace our hybrid/borderland identities and we want to complicate our conversation about them by acknowledging their complexity.

**Session T-403**

**Bringing learning to life: Engaging pre-service teachers in the political and practical realms of education**

Daniel Ciamarra, Coker College, [dciamarra@coker.edu](mailto:dciamarra@coker.edu)

This presentation is a reflection of a trip that I led with 6 undergraduate education majors at Coker College. We want to share with you how policy, power, and politics are affecting the future of education in South Carolina, and the U.S.

**Session T-404**

**Study Abroad or Grand Tour?: Pre-service Teachers’ Cross-Cultural Experiences Within Empire - CCP**

Jubin Rahatzad, Purdue University, [jrahatza@purdue.edu](mailto:jrahatza@purdue.edu)

Suniti Sharma, Saint Joseph's University, [ssharma@sju.edu](mailto:ssharma@sju.edu)

Kadriye El-Atwani, Purdue University,, [kelatwan@purdue.edu](mailto:kelatwan@purdue.edu)

Jason Ware, Purdue University, [jaware@purdue.edu](mailto:jaware@purdue.edu)

JoAnn Phillion, Purdue University, [phillion@purdue.edu](mailto:phillion@purdue.edu)

Erik Malewski, Kennesaw State, [erik.l.malewski@gmail.com](mailto:erik.l.malewski@gmail.com)

U.S. pre-service teachers study abroad for the obtainment of experience from cultural others. This purpose is analyzed through a colonial perspective to understand the influence of superiority (inferiority) in formation of pre-service teachers’ views. Critical analysis of pre-service teachers study abroad experiences is necessary for the holistic cultivation of teachers.

**A Reflection on the Planning and Implementation of A Service-Learning Course for International Volunteers**

Shin-Jiann Gau, National Taiwan Normal University, [jimgau@ntnu.edu.tw](mailto:jimgau@ntnu.edu.tw)

Wen-Ling Lou, Aletheia University, [aileen3638@hotmail.com](mailto:aileen3638@hotmail.com)

The study organized a practice model to reflect on the planning and implementation of a “service-learning: international volunteer” course and the outcomes of those Taiwanese volunteers worked in Mandarin schools in northern Thailand and southern Vietnam. Volunteers made great progress in cognitive abilities, affective awareness and professional competencies.

**Session T-405**

**Negotiating the National Boundary: Japanese Youth in Schooling - CCP**

Yuko Kawashima, University of Toronto, [ychuandao@gmail.com](mailto:ychuandao@gmail.com)

This presentation examines how the national boundary between Japan and the Other is produced at Japanese school, and how young people contextually experience the practices of these boundary works. Fieldwork was conducted in the drama classroom at a high school in Tokyo, employing feminist poststructural ethnography.

**Contextualizing “Camelot”: Philosophy, Policy, Practice, and Progressive Education**

Elinor A. Scheirer, University of North Florida, [escheire@unf.edu](mailto:escheire@unf.edu)

This paper examines progressive curriculum in one English middle school between 1980 and 2000 that inspired US educators and influenced Finnish educational reform. Supported by national policy and then challenged by it, the school’s experiences suggest that a “Camelot” of progressive practice exists only if philosophy, policy, and practice align.

**A Peasant's Guide to Education Reform: Rhetoric and Ideology**

Jeremy McClain, Georgia Southern, [jm02549@georgiasouthern.edu](mailto:jm02549@georgiasouthern.edu)

Schools are paradoxical spaces. They function both as protectorates of state power, but also sites of equality and opportunity. Although standards-based reform has threatened the potential of a child-centered curriculum, corporatist ideology threatens to eliminate the potential itself. This paper explores the hegemonic power of corporatist ideology as it drives educational reform.

**Session T-406**

**Spanish or English? Language Politics/Policy in the Bilingual Teacher Preparation Classroom**

Blanca Caldas, University of Texas at Austin, [blanca.caldas75@gmail.com](mailto:blanca.caldas75@gmail.com)

This paper discusses how the conduction of bilingual teacher preparation mostly and/or unevenly in English may reinforce its high status in the classroom to the detriment of the development of academic Spanish of future bilingual teachers, which may affect their professional practice in the field.

**Inclusion, philosophy, practice, and problems. A global view.**

Brad Walkenhorst, Saint Louis University, [bwalkenh@slu.edu](mailto:bwalkenh@slu.edu)

This presentation will look at inclusion practices around the globe through published research as well as current educational laws and mandates that effect the educational system. I will not only discuss the research but propose a solution to how we can ensure that every child matters, no child is left behind, and that we can effectively remove all barriers to learning and achieve education for all.

**Session T-500 4:15pm-5:15pm**

**Session T-501**

***Mothering a Bodied Curriculum***

Stephanie Springgay, University of Toronto, [stephanie.springgay@utoronto.ca](mailto:stephanie.springgay@utoronto.ca)

Debra Freedman, University of Waterloo, [dfreedma@uwaterloo.ca](mailto:dfreedma@uwaterloo.ca)

This collection of essays considers how notions of embodiment and mothering are related to curriculum theory and practices in education. Advancing a new understanding of the maternal body, it argues for a ‘bodied curriculum’ that attends to the relational, social, and ethical implications of being-with other bodies differently, and to the different knowledges such bodily encounters produce.

**Session T-502**

***Disassembling and Decolonizing School in the Pacific: A Genealogy from Micronesia*  - CCP**

David W. Kupferman, College of the Marshall Islands, [dkupferman@gmail.com](mailto:dkupferman@gmail.com)

This book deploys a Foucaultian lens to explore the circulations of power through formal schooling in the region known as Micronesia. Far from being a force for decolonization, this work considers the contemporary ways that American-style school have colonized the region and offers alternative discourses to benign meta-narratives of schooling.

**Session T-503**

**Continuities and discontinuities: Turning points in our learning journey about Aboriginal perspectives**

Will Letts, Charles Sturt University, [wletts@csu.edu.au](mailto:wletts@csu.edu.au)

Randa Khattar, Charles Sturt University, [rkhattar@csu.edu.au](mailto:rkhattar@csu.edu.au)

umar umangay, Charles Sturt University, [uumangay@csu.edu.au](mailto:uumangay@csu.edu.au)

This paper provides insight into the complexities of a teacher education programme’s professional learning journey to enact curricula and pedagogies from perspectives of First Nations. We argue that the polyphonic nature of stakeholder voices provides both the challenges, but also the opportunities to work towards establishing responsive, robust practice.

**Representing Aboriginal cultural diversity: A look inside the gallery - CCP**

Annette Furo, University of Ottawa, [afuro@uottawa.ca](mailto:afuro@uottawa.ca)

Do representations of Aboriginal cultural diversity really represent Aboriginal cultural diversity? A semiotic analysis of a museum gallery in Canada asks educators to critically consider how the constructed nature of the museum space and the historical narratives presented reinforce or disrupt notions of Aboriginal cultures.

**Session T-504**

**“What do You Want to Know about Us?”: A Complex Loop of Relationship, Reflexivity, Responsibility, and Recursion in Narrative Inquiry**

Jie Yu, Rollins College, [jyu@rollins.edu](mailto:jyu@rollins.edu)

This paper challenges the traditional educational narrative method of “taking” stories from school teachers for the researchers’ own use and tries to establish a complex loop of relations, recursion, reflexivity and responsibility.

**Developing the Researcher “Self”: How Does Reflexivity Shape the Identity of a Qualitative Researcher?**

Leylja Emiraliyeva-Pitre, Louisiana State University, [lemira1@tigers.lsu.edu](mailto:lemira1@tigers.lsu.edu) , [leylia.epitre@gmail.com](mailto:leylia.epitre@gmail.com)

Conducting the first research as a graduate student is not easy. How should graduate students be taught to become qualitative researchers? Is there a step-by-step manual to guide us through the research process? This paper will examine the relationships between reflexivity and developing the researcher’s identity in narrative inquiry.

**Session T-505**

**Portrait of Delta Express Program: A blue print for future post-disaster education program**

Jolanta Smolen Santana, Louisiana State University, [jsmole1@lsu.edu](mailto:jsmole1@lsu.edu)

Following Hurricane Katrina, multitude of organizations and programs entered Renaissance Village (RV), the largest FEMA trailer park. However, only Delta Express Program, an LSU College of Education initiative weathered the storm of biopolitics and biopower through the application of culturally relevant practices; consequently contributed to the development of a blue print for future programs.

**Forging University-Public School Partnerships in Post-Katrina New Orleans**

Paul T. Bole, University of New Orleans, [pbole@uno.edu](mailto:pbole@uno.edu)

Kenneth Farizo, University of New Orleans,

This presentation describes how several University of New Orleans, College of Education faculty utilized Learning Walks (Resnick, 1996) to create partnerships with area charter schools, in the aftermath of Hurricane Katrina. Conference participants will learn how those partnerships blossomed into opportunities/challenges that promoted school/student improvement and professional development for both entities.

**Teach for America: Charity Education in Post Crisis situations - CCP**

Prudence,Browne,UniversityofIllinoisatChicago,pbrown22@uic.edu

Jessica, Gottlieb, University of Illinois at Chicago, [Jgottl3@uic.edu](mailto:Jgottl3@uic.edu)

Our research study will explore the impact of the actor’s ideology, in particular that of Teach For America, on education reform in New Orleans following the 2005 hurricane. The intersection of racial ideology while teaching black children and the prioritization of the neoliberal economic agenda all contribute to a Post-Crisis Education, a form of colonial dominance through a model of education that borrows from charity and charitable giving.

**Doodles and Notes**

**Friday, 9 November 2012**

**Early Morning Sessions**

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| 7:30am-8:30am Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph’s Salon |
| 7:30am-8:45am JCP Editorial Board Meeting breakfast – This is a closed business meeting of the Editorial Board of the Journal of Curriculum and Pedagogy. |

**Art Exhibition**

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| 9:00am-5:15pm Subject2Change – CCP - Ballroom |

**All Day Session**

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| 9:00am-5:15pm The Thread of a Dream: Inviting Re-Attunement through a Nap-in – St. Ann’s Cottage 2 |

**Sessions**

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| Location | St Joseph’s Salon | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 | Ballroom  Table 6 |
| Session F-100  9:00am-10:00am | Session F-101  Writing for the Journal of Curriculum and Pedagogy: A Conversation with Prospective Authors and Reviewers | Session F-102  What's in it for me?: African American adolescent males exploring identity and masculinity through young adult literature – CCP  Narrating from the Bottom of the Stairs: The Lived Experience of Minority Students at a Midwestern High School | Session F-103  PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design  The Early Development of Kindergarten in New Orleans (1860-1945) - CCP | Session F-104  Power, privilege and textbooks: a content analysis of General Studies textbooks in primary schools in Macao  Primary Teacher’s Characteristics and their effectiveness in the Teaching of Environmental Education in Cameroon  SJU Project Haiti: Learning and Growing Together | Session F-105  Evaluating Community outreach programs: Experiences from Makerere University, School of Industrial and Fine Arts’ stakeholders.  Community-Institution Partnerships: The Influence on Curriculum - CCP | Session F-106  Trauma/Imagination  Heteronormativity in the Texas Oil Patch: Practices, Policies, and Curriculum and its impact on Gay White students in the Texas Public School System. | Session F-107  A Search for an Alternative Curriculum and Pedagogy: The Case of the Village Institutes    Emancipatory Literacy: From Gramsci and Freire to Guthrie and Lead Belly |

**Friday, 9 November 2012**

**Sessions**

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | St. Ann’s Cottage 1 | Ballroom  Table 1 | Ballroom  Table 3 | Ballroom  Table 5 | Ballroom  Table 6 |
| Session F-200  10:15am-11:15am | Session F-201  The Language of Mathematics: Helping ELLs Make Sense of Mathematics | Session F-202  A Pedagogy of Love: Transcending the boundaries of technical teaching practices through the art of serving others | Session F-203  The Curriculum that Care Forgot | Session F-204  Nice White Lady? One teacher educator’s reflections on the creation of a disposition rubric.  Producing (White) Teachers: The Effects of Racelessness and Technical Rationality on Teacher Subjectivity – CCP  Promoting Culturally Responsive Pedagogy in tomorrow’s Educational Leaders: A Preliminary Ethnographic Study | Session F-205  The New Colonizers: Elementary Teacher (Mis)Education in Mandated Times  Building Capital During the Novice Years of Teaching Reading  Rainbow [Dis]Connection?: Perceptions on Pre-Service Teachers' Preparedness to Work with Minority Sexual and Gender Identity Students | Session F-206  Tracing the Inside from the Outside: A Look at Histories of Penal Literacy Practices  The politics of Arizona’s private for-profit prisons, criminalization of immigration, and their implications for education: A Foucauldian Analysis - CCP | Session F-207  Life experiences of an undocumented English language learner: From border crossing to scaling the brink of a dream.  Displacement on the border: A curriculum of violence, implications for practice  – CCP |

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| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 | Ballroom  Table 6 | Ballroom  Table 7 |
| Session F-300  11:30am-12:30pm | Session F-301  Michael's Story: A Portrait of Memories, Hopes, and Dreams  Using Fiction to Tell Unwanted Truths: Undocumented Immigrants in the USA  I Know You’re Black But What Am I? Disrupting the Static yet Arbitrary Notion of the Black Community - CCP | Session F-302  Lost in space: The dangers of critical reflection and transportation theory in autoethnographic research  Critical Methodology: The Possibilities of Narrative Inquiry and Autoethnography for Engaged Pedagogy | Session F-303  Rural LGB Youth: Privileging Marginalized Voices  Alone on Stage: How one GLBTIQ educator uses performance for social change - CCP | Session F-304  Who Do You Say I Am: Mary McLeod Bethune and Saint Katharine Drexel as Twentieth Century University Builders - CCP  Participation and Privilege in a Gender Studies Classroom | Session F-305  A responsibility to otherness: The possibility towards multicultural curriculum  Still Wandering: Jews, Social Justice, and Multicultural Thought | Session F-306    Our Lady of Guadalupe: The immaculate virgin as a site of public pedagogy - CCP  Model Minority or Perpetual Foreigner? The Images of Asian Americans Portrayed in U.S. History Textbooks - CCP | Session F-307  Unveiling the Cloak of Academic Patriarchy: Re-storying Who We Are and What We Do in Dep. of Teacher Education  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Developing African American Female Scholars: An Auto-ethnographic Reflection on a Critical Race Feminist Curriculum/Pedagogy - CCP  A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universitie |

**Friday, 9 November 2012**

**Town Hall/Lunch**

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| 12:45pm-2:45pm Town Hall/Lunch – Ballroom |

**Sessions**

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | St. Ann’s Cottage 1 | St. Mary’s Salon 2 | Ballroom |
| Session F-400  3:00pm-4:00pm | Session F-401  Extending Autobiography into Life History and Narrative Research: Narratively Theorizing Identities   * “True to Thee”: Understanding Place through Life History Research and Autobiography * El Otro Lado, Este Lado, and Epistemology In-between * What Are White Progressive Masculinities? Counter-Narrativized Identities of Committed White Male Teachers | Session F-402  The 2012 Hurricane that Hit K-12 and Higher Education in Louisiana | Session F-403  Advise Them to Not Become Teachers": (Re)Examining Our Role in Schools of Education in the Current Political Climate | Session F-404  Pageant Culture and Desire: Representations of Childhood in *Pretty: The Series* and *Toddlers and Tiaras*. | Session F-405  The Autonomy of the Art Complex in the Work of Emily Carr |

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|  | St Joseph’s Salon | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 3 | Ballroom  Table 5 | Ballroom  Table 7 |
| Session F-500  4:15pm-5:15pm | Session F-501  *Engendering Curriculum History* | Session F-502  *Teaching Again* | Session F-503  Emerging Fitness and Regulating Gender: A Historical Analysis of University Fitness Centers  Foucault, New Historicism, Masculinity  Sexual Orientation and Public Education: A Social Injustice Case Scenario | Session F-504  Experience Wanted: The Ontological Problem of Contemporary United States Education  Ontology, Experience, Critique  Teaching Machines: A History of Technology in the Classroom  Philosophical Media Literacy: A Bridge Between Philosophy & Information Environment | Session F-505  Seduced and Menaced by Our Own Knowledge: Theorizing the Historical Moment  New Orleans (de)Segregated: critical race theory examination of public schools - CCP | Session F-506  Forgotten Faces  Tattoos of a Mexican-U.S. Border region: Liberating Hidden Curriculum as Public Pedagogy to understand Power and Privilege - CCP |

**Friday, 9 November 2012**

**Early Morning Session 7:30am-8:30am**

**Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation**

Doug Aoki, University of Alberta, [aoki@ualberta.ca](mailto:aoki@ualberta.ca)

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to karatedō designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

**Early Morning Session 7:30am-8:45am**

**JCP Editorial Board Meeting Breakfast**

This is a closed business meeting of the Editorial Board of the Journal of Curriculum and Pedagogy. to discuss current and future business for the journal as well as any pending manuscripts under review. Co-Editors, ABER editor, Book and Media Review Editor, Assistant Editors, and all members of the Editorial Board are invited.

**Art Exhibition 9:00am-5:15pm**

**Subject2Change - CCP**

Crystal Leigh Endsley, Hamilton College, [cendsley@hamilton.edu](mailto:cendsley@hamilton.edu)

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

**All Day Session 9:00am-5:15pm**

**The Thread of a Dream: Inviting Re-Attunement through a Nap-in**

Barbara Bickel, Southern Illinois University Carbondale, [bickel.barbara@gmail.com](mailto:bickel.barbara@gmail.com)

Medwyn McConachy, North Island College, [mcconachy.medwyn@gmail.com](mailto:mcconachy.medwyn@gmail.com)

As artist/educator/activists we sew and weave moments of co-emergence-in-difference in our Nap-in processes. Through collective napping we re/articulate a co-poietic event-encounter, as essential for learning. This artworking encounter-event intersects being and doing, and stillness and action, offering a stopping place for self/other attunement and reflection in the midst of the conference environment.

**Session F-100 9:00am-10:00am**

**Session F-101**

**Writing for the Journal of Curriculum and Pedagogy: A Conversation with Prospective Authors and Reviewers**

B. Stephen Carpenter, II, The Pennsylvania State University, [bsc5@psu.edu](mailto:bsc5@psu.edu)   
Jenny A. Sandlin, Arizona State University, [jennifer.sandlin@asu.edu](mailto:jennifer.sandlin@asu.edu)   
Morna McDermott, Towson State University, [mmcdermott@towson.edu](mailto:mmcdermott@towson.edu)

Ju Chun Chen, Pennsylvania State University, [jxc664@psu.edu](mailto:jxc664@psu.edu)

The co-editors and assistant editors will discuss effective methods for writing, submitting, re-submitting, and reviewing manuscripts for the Journal of Curriculum and Pedagogy. This session will seek to demystify the process of manuscript submission, review, and publication and is intended for all prospective authors and reviewers of JCP.

**Session F-102**

**What's in it for me?: African American adolescent males exploring identity and masculinity through young adult literature - CCP**

Angelle Hebert, Nicholls State University, [ahebe45@lsu.edu](mailto:ahebe45@lsu.edu)

In light of educational research that has often characterized African-American males as oppressed and victimized by institutional power systems, the presenter explores, via data collected in an ethnographic study with ten African-American high school males, methods through which African-American males discover spaces for empowerment and resistance through young adult literature selections. Qualitative data collected throughout an eight-week teaching unit include observations, interviews, and questionnaires, as well as personal experiences of the researcher. In light of research findings, the presenter suggests classroom applications and possibilities for change through a more culturally responsive pedagogy.

**Narrating from the Bottom of the Stairs: The Lived Experience of Minority Students at a Midwestern High School**

Boni Wozolek, Medina City Schools/Kent State University, [bwozolek@kent.edu](mailto:bwozolek@kent.edu)

This paper explores the results of a study where students of color at a predominantly Anglo, Midwestern high school have made a hidden curriculum explicit, named a null curriculum and, in response, independently formalized a community that enacted a curriculum that counters the hegemonic influence of the status quo.

**Session F-103**

**PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design**

Teresa Green, Mercer University, [bteresagreen@gmail.com](mailto:bteresagreen@gmail.com)

PRAXIS vs. PRACTICE: Montessori Curriculum Countering Standards Based Design is an examination designed to compare the learning, preparation of content, and the environment of both the Montessori environment and the standards-based classroom environment. The comparison will discuss the key components of student centered learning, assessment, communication, and differentiated learning.

**The Early Development of Kindergarten in New Orleans (1860-1945) - CCP**

Shaofei Han, Louisiana State University, [shan6@tigers.lsu.edu](mailto:shan6@tigers.lsu.edu)

This paper will focus on the tension between the local citizens in New Orleans who were deeply attached to the city’s feudal and elitist colonial traditions and the American Newcomers, and explore how kindergarten rooted in New Orleans.

**Session F-104**

**Power, privilege and textbooks: a content analysis of General Studies textbooks in primary schools in Macao**

Shieh, Jin-Jy, University of Macau, [jjshieh@umac.mo](mailto:jjshieh@umac.mo)

This paper aims to analyze the pictures in the textbook of Macao primary school General Studies to uncover the ideology that might conceal an unequal structure in gender, race and disability. The results suggest that negative bias towards diverse groups still exists in current textbooks and needs to be rectified.

**Primary Teacher’s Characteristics and their effectiveness in the Teaching of Environmental Education in Cameroon**

Efange Emilia Ngowo, University of Buea Cameroon, [ngowoemi@yahoo.co.uk](mailto:ngowoemi@yahoo.co.uk)

This study examined primary teacher’s characteristics and their effectiveness in the teaching of environmental education in Cameroon. A descriptive survey design was used in the study. Data was collected from 381 Environmental Education Teachers. Data collected was analyzed using frequency counts, T-test of variance. The six hypotheses formulated will be tested at 0.05 level of significance.

**SJU Project Haiti: Learning and Growing Together**

Terrance L. Furin, Saint Joseph's University, [tfurin@sju.edu](mailto:tfurin@sju.edu)

“SJU Project Haiti: Learning and Growing Together," is a Saint Joseph’s university-wide committee that grew after the 2010 earthquake because of a strong desire to improve Haitian education. In partnership with Haitian educators Saint Joseph’s professors are working to develop model pedagogies that engage students in hands-on, child-centered learning.

**Session F-105**

**Evaluating Community outreach programs: Experiences from Makerere University, School of Industrial and Fine Arts’ stakeholders.**

Ritah Edopu, Makerere University, [rnedopu@gmail.com](mailto:rnedopu@gmail.com), [ritah@sifa.mak.ac.ug](mailto:ritah@sifa.mak.ac.ug)

Makerere University has increasingly been investing in local and international community partnerships. However numerous questions about the implementation, progress, and relevance of these partnerships on University education have recently arisen. Adopting a Case Study design, this paper evaluates the significance of community outreach programs on visual arts higher education.

**Community-Institution Partnerships: The Influence on Curriculum - CCP**

Jerry M. Whitmore, Jr., Louisiana State University and Agricultural & Mechanical College, [jwhitmore@lsu.edu](mailto:jwhitmore@lsu.edu)

Institutions are increasingly more focused on preparing students for a global society. Institutional locations provide opportunities to not only service the communities, but also encourage the intellectual growth of student through service learning projects, which are incorporated into curriculum.

**Session F-106**

**Trauma/Imagination**

Jake Burdick, Purdue University, [burdics@purdue.edu](mailto:burdics@purdue.edu)

Debra Freedman, University of Waterloo, [dfreedma@uwaterloo.ca](mailto:dfreedma@uwaterloo.ca)

For Eisner, imagination is nothing short of “the engine of social and cultural progress” (2002, p. 25), a perspective that illuminates a connection between mindedness and the political – a link that is only hinted at within Eisner’s body of work. In this paper, we offer a conceptualization of imagination that, incorporating work on consciousness and subjectivity by Lacan (2002) and Kristeva (2002), attends to the necessary traumas of alterity and the unknown.

**Heteronormativity in the Texas Oil Patch: Practices, Policies, and Curriculum and its impact on Gay White students in the Texas Public School System.**

Michael Andrew Thorson Jr,. Texas A&M University, [lonestarofdavid@tamu.edu](mailto:lonestarofdavid@tamu.edu)

My study examines gay white former Texas public school students’ perceptions of heteronormativity within their schools and its possible impact on them. Furthermore, it seeks to suggest a pedagogical shift and alternative ethic to assist school leadership in Texas and beyond in creating a nurturing, positive environment for all students.

**Session F-107**

**A Search for an Alternative Curriculum and Pedagogy: The Case of the Village Institutes**

Nuran Aytemur Sagiroglu, Abant Izzet Baysal University, [aytemur\_n@ibu.edu.tr](mailto:aytemur_n@ibu.edu.tr)

This study examines curriculum and pedagogy implemented in the Village Institutes which, arising the “liberatory” potential of education, provide an important source for those who search for alternative curriculum and pedagogies.

**Emancipatory Literacy: From Gramsci and Freire to Guthrie and Lead Belly**

Carmen Scalfaro, Miami University, [scalfac@muohio.edu](mailto:scalfac@muohio.edu)

This presentation attempts to provide teachers with alternative modes of inspiration. Referencing emancipatory and critical theory through Antonio Gramsci and Paulo Freire this presentation explores the cultural media of musicians Woody Guthrie and Lead Belly, and the film School of Rock.

**Session F-200 10:15am-11:15am**

**Session F-201**

**The Language of Mathematics: Helping ELLs Make Sense of Mathematics**

Belinda P. Edwards, Kennesaw State University, [bedwards@kennesaw.edu](mailto:bedwards@kennesaw.edu)

Desha L. Williams, Kennesaw State University, [dwill178@kennesaw.edu](mailto:dwill178@kennesaw.edu)

Academic Language (AL) development involves making the language of mathematics explicit in order to expand students’ use of and control over mathematical language in a way that can increase their academic achievement in mathematics. Participants will examine the key mathematical words, symbols, and phrases students need to know and understand in order to make sense of mathematics.

**Session F-202**

**A Pedagogy of Love: Transcending the boundaries of technical teaching practices through the art of serving others**

Daniel Ciamarra, Coker College, [dciamarra@coker.edu](mailto:dciamarra@coker.edu)

This presentation is a reflection of a summer course I taught (The Pedagogy of Love) with 8 undergraduate students at Coker College. We want to share with you how the power of Agape Love can be used as a teaching tool transcend the status quo of teaching and learning.

**Session F-203**

**The Curriculum that Care Forgot**

Laura Jewett, University of Texas at Brownsville, [laura.jewett@utb.edu](mailto:laura.jewett@utb.edu)

Jolanta Smolen, Independent Scholar, [jsmole1@tigers.lsu.edu](mailto:jsmole1@tigers.lsu.edu)

Carol Plummer, University of Hawaii, Manoa, [plummerc@hawaii.edu](mailto:plummerc@hawaii.edu)

Drawing from a triptych of qualitative studies conducted at a Katrina, FEMA trailer park, we examine a lived curriculum of disaster, characterized by displacement and solastalgia and what this might mean in terms of curriculum and the limits/possibilities of curriculum inquiry on the epistemological outskirts of research proper.

**Session F-204**

**Nice White Lady? One teacher educator’s reflections on the creation of a disposition rubric.**

Patricia L. Bullock, Kennesaw State University, [pbulloc2@kennesaw.edu](mailto:pbulloc2@kennesaw.edu)

The purpose of this paper is to explore reflections on my experiences – as a teacher educator within the department – of ‘observing’ the development process of a dispositions rubric within a Department of Elementary and Early Childhood Education.

**Producing (White) Teachers: The Effects of Racelessness and Technical Rationality on Teacher Subjectivity – CCP**

Michael Cappello, University of Regina, [michael.cappello@uregina.ca](mailto:michael.cappello@uregina.ca)

How does whiteness shape curriculum/pedagogy in teacher education? This paper explores the constitution of white teacher subjects through a technical approach to teacher education in Regina, Saskatchewan, Canada. The paper analyzes the effects of both the assumption of racelessness and the adoption of technical rationality as the ‘core’ of teaching.

**Promoting Culturally Responsive Pedagogy in tomorrow’s Educational Leaders: A Preliminary Ethnographic Study**

Jennifer Martin, University of Mount Union, [doctorjenmartin@gmail.com](mailto:doctorjenmartin@gmail.com)

Mandy Capel, University of Mount Union, [capelml@mountunion.edu](mailto:capelml@mountunion.edu)

This ethnographic study examines the journey of two university professors teaching in a new online hybrid Master of Educational Leadership program and their challenge to promote equitable schooling by fostering social justice principles and critical consciousness in a largely hegemonic student population.

**Session F-205**

**The New Colonizers: Elementary Teacher (Mis)Education in Mandated Times**

Lori T. Meier, East Tennessee State University, [meier@etsu.edu](mailto:meier@etsu.edu)

This paper will consider the complex challenges to current elementary undergraduate teacher education through the lens of recent (and intrusive) teacher education mandates at the higher education level and discuss the missing opportunities for faculty inclined towards critical pedagogy, curriculum studies, and foundations.

**Building Capital During the Novice Years of Teaching Reading**

Patricia Durham, Sam Houston State University, [Patricia.durham71@gmail.com](mailto:Patricia.durham71@gmail.com), [pmd006@shsu.edu](mailto:pmd006@shsu.edu)

This paper opens conversations to discuss the way five teachers used their lived-experiences to construct pedagogical ownership and identity. It offers opportunity to compare historical moments of pedagogical development as well as the need to re-articulate its direction to meet the needs of future educators.

**Rainbow [Dis]Connection?: Perceptions on Pre-Service Teachers' Preparedness to Work with Minority Sexual and Gender Identity Students**

Reagan J. Kaufman, University of Wyoming, [reagan@uwyo.edu](mailto:reagan@uwyo.edu)

In an effort to understand the current level of MSGI inclusion in one teacher preparation program, the author utilized a mix-method study to explore pre-service teacher preparedness to work with MSGI students through multiple perspectives. Despite resistance to the research, the initial data suggest an overall lack of factual knowledge about MSGI students, on both the part of teacher educators and pre-service teachers.

**Session F-206**

**Tracing the Inside from the Outside: A Look at Histories of Penal Literacy Practices**

Melinda A. Hollis, Arizona State University, [mahollis@asu.edu](mailto:mahollis@asu.edu)

History is bound by expectations, ways of reading, and ways of knowing. The act of "doing" pedagogical history follows expected and unexpected conventions. Histories are often disseminated and upheld as “the way we were” and serve to suggest something about the ways that we have changed. From amid the fog of contemporary approaches to carceral education, this presentation explores some of the histories of educational programs and practices established in institutions that incarcerate human minds and bodies. It questions how we understand the function of pedagogy by looking through the past as it is historicized in the present.

**The politics of Arizona’s private for-profit prisons, criminalization of immigration, and their implications for education: A Foucauldian Analysis - CCP**

Suniti Sharma, Saint Joseph's University, [ssharma@sju.edu](mailto:ssharma@sju.edu)

Using Critical Discourse Analysis (CDA), this paper is a Foucauldian analysis of three interconnected issues: the growth in private for-profit prisons, state sanctioned criminalization of immigration, mass incarceration of Latino/a undocumented non-citizens, and the implications of these policy shifts for education as a democratic practice in a multiracial and multicultural civil society.

**Session F-207**

**Life experiences of an undocumented English language learner: From border crossing to scaling the brink of a dream.**

Ludovic A. Sourdot, Texas Woman’s University, [lsourdot@twu.edu](mailto:lsourdot@twu.edu)

Holly Hansen-Thomas, Texas Woman’s University, [HHansenThomas@twu.edu](mailto:HHansenThomas@twu.edu)

This presentation will report on a case study that highlights the life experience and challenges faced by an undocumented college student and English Language Learner.

**Displacement on the border: A curriculum of violence, implications for practice – CCP**

Luz Zuniga, University of Texas at Brownsville, [lezuniga@bisd.us](mailto:lezuniga@bisd.us)

This paper uses autobiographical narrative to explore the curriculum of U.S.-Mexico border violence. With current power struggles and violence occurring in Mexico, how do involuntary immigrant students adapt to a culture of privilege? How can teachers create a classroom environment that is conducive to learning despite different pedagogical and curricular structures?

**Session F-300 11:30am-12:30am**

**Session F-301**

**Michael's Story: A Portrait of Memories, Hopes, and Dreams**

Marianne Fry, Louisiana State University, [mfry3@lsu.edu](mailto:mfry3@lsu.edu)

This paper presents a portrait of a young man who spent two years in a juvenile prison. Narrative poetry is incorporated to tell his story. Giving voice to the seldom heard marginalized adolescent/juvenile delinquent population is the overall goal, with an additional endeavor of promoting social awareness and empathetic concern.

**Using Fiction to Tell Unwanted Truths: Undocumented Immigrants in the USA**

Miryam Espinosa-Dulanto, Valdosta State University, meespinosadulant@valdosta.edu"

Sandra Rodriguez-Arroyo, University of Nebraska at Omaha, [srodriguezarroy@unomaha.edu](mailto:srodriguezarroy@unomaha.edu)"

Poetic Narrative that emerges out of a larger research project centered on the lives of immigrants allows the stories to weave the familiar and the extraordinary of a life. These poems are brushstrokes of dreams, hopes, violence, and danger associated with the Mexican/USA border. They breathe and grow in the dreams of the people in both nations. As qualitative researchers and educators, we believe that giving a humane face to the numeric data helps increasing awareness about power and privilege and highlights intersections of gender, ethnicity, socio economic and immigration status. It gives the opportunity to understand that self and Other are intertwined and that it is not possible for one to survive without the other.

**I Know You’re Black But What Am I? Disrupting the Static yet Arbitrary Notion of the Black Community - CCP**

Chelda Smith, University of Minnesota, [smit5881@umn.edu](mailto:smit5881@umn.edu)

This essay problematizes notions of a monolithic Black community. Additionally, it seeks to theoretically understand the role of social capital in reference to raced-based community border patrollers. I intend to analyze the construction of racial identities and their legitimacy as measured by cultural insiders, outsiders, and floaters.

**Session F-302**

**Lost in space: The dangers of critical reflection and transportation theory in autoethnographic research**

David, Humpal, Texas A&M University, [dhumpal@tamu.edu](mailto:dhumpal@tamu.edu)

This paper presentation focuses on the complications and dangers of utilizing qualitative research methods while suffering from symptoms of Major Depressive Disorder (MDD). Autoethnographies position the researcher as observer/narrator who uses introspection and self-analysis while immersed into a community context. The teacher/researcher shares ramifications MDD poses for qualitative researchers.

**Critical Methodology: The Possibilities of Narrative Inquiry and Autoethnography for Engaged Pedagogy**

Sara Carrigan Wooten, Louisiana State University, [sara.wooten@gmail.com](mailto:sara.wooten@gmail.com)

This paper explores a cooperative relationship between narrative inquiry and critical autoethnography in the pursuit of a reimagined multicultural education classroom. The central question of this project centers on how to displace dominant positionalities that reject and rebrand threatening discourses, redefining the Other in ways that silence resistance.

**Session F-303**

**Rural LGB Youth: Privileging Marginalized Voices**

Allison K. Kootsikas, Penn State University, [akk151@psu.edu](mailto:akk151@psu.edu)

Elizabeth A. Mellin, Penn State University, [eam20@psu.edu](mailto:eam20@psu.edu)

Jillian B. Blum, Penn State University, [jbb2551@psu.edu](mailto:jbb2551@psu.edu)

Pia Smal, Penn State University, [pss165@psu.edu](mailto:pss165@psu.edu)

Carly Scarton, Penn State University, [carlyscarton@gmail.com](mailto:carlyscarton@gmail.com" \t "_blank)

Existing research has identified rural school communities as the most unsafe for Lesbian, Gay, Bisexual (LGB) adolescents, however few studies have investigated their experiences. Photovoice is one way to empower this marginalized population, allowing them to express their experiences while expanding upon their community base and support system in the process.

**Alone on Stage: How one GLBTIQ educator uses performance for social change - CCP**

J. Scott Baker, Texas A & M University, [joseph.baker@cfisd.net](mailto:joseph.baker@cfisd.net)

One secondary educator utilizes a poetry performance to address the complexities of the GLBTIQ teachers who work in secondary schools. The author, an openly gay teacher, addresses the frustrations, fears, and experiences of what it’s like to have students today know their teacher is queer.

**Session F-304**

**Who Do You Say I Am: Mary McLeod Bethune and Saint Katharine Drexel as Twentieth Century University Builders - CCP**

Roland Mitchell, Louisiana State University, [rwmitch@lsu.edu](mailto:rwmitch@lsu.edu)

Berlisha Morton, Louisiana State University, [bricar3@lsu.edu](mailto:bricar3@lsu.edu)

In this presentation, we acknowledge Mary McLeod Bethune and Saint Katharine Drexel as university builders. During an era that placed constrictions on Black education, these women had to be more than just religious missionaries and civil rights activists to create unique and lasting approaches to higher education and vocational outreach.

**Participation and Privilege in a Gender Studies Classroom**

Julianne Guillard, Virginia Commonwealth University, [jguillard@vcu.edu](mailto:jguillard@vcu.edu)

How can we encourage our students to participate in class, create safer discourse spaces, and resolve conflict? In this presentation, I will present analyses of recent examples of participatory pedagogy in a gender studies classroom wherein students created and controlled their means of participation and why this exercise is valuable.

**Session F-305**

**A responsibility to otherness: The possibility towards multicultural curriculum**

Kaori Shimizu, Louisiana State University, [kshimi1@lsu.edu](mailto:kshimi1@lsu.edu)

Based on an autobiographical account by a Japanese author who lived in Louisiana as a 10-year- old boy in the 1960s, this paper analyzes incidents the Japanese boy encounters with the Other informed by Derrida’s notion of aporias, and considers the nature of multicultural curriculum.

**Still Wandering: Jews, Social Justice, and Multicultural Thought**

Daniel Ian Rubin, New Mexico State University, [drubin1@comcast.net](mailto:drubin1@comcast.net)

Current reports show that acts of anti-Semitism have been at their highest levels since World War II, yet Jewish oppression is omitted from multicultural/social justice discussions in American university classrooms. This must change in order to create the next generation of social justice educators who can continue to deconstruct anti-Semitism.

**Session F-306**

**Our Lady of Guadalupe: The immaculate virgin as a site of public pedagogy - CCP**

Elizabeth Betsy Calhoun Reyes, Arizona State University, [Elizabeth.Reyes@asu.edu](mailto:Elizabeth.Reyes@asu.edu)

The image and myth of the Virgin of Guadalupe, as a national, religious, and historical icon, continues to be used alternatively, and sometimes simultaneously, as a pedagogical tool of both liberation and oppression. This paper explores the cultural productions and implications of Guadalupe as an increasingly mediated space within informal sites of pedagogical activity.

**Model Minority or Perpetual Foreigner? The Images of Asian Americans Portrayed in U.S. History Textbooks - CCP**

Sohyun An, Kennesaw State University, [san2@kennesaw.edu](mailto:san2@kennesaw.edu)

Yonghee Suh, Old Dominion University, [ysuh@odu.edu](mailto:ysuh@odu.edu)

Drawing on content analysis of high school US history textbooks, this paper investigates how today’s textbooks represent Asian Americans and their stories in the US history?; What messages do they send to students about what it means to be American and who we are as a nation?

**Session F-307**

**Unveiling the Cloak of Academic Patriarchy: Re-storying Who We Are and What We Do in Departments of Teacher Education.**

Douglas D. Karrow, Brock University, [Doug.Karrow@Brocku.ca](mailto:Doug.Karrow@Brocku.ca)

Power, privilege, and patriarchy within the academy are insidious, pervasive, and self-perpetuating. The manner these are manifest within a Faculty of Education, specifically in relation to access to graduate education will be problematized and deconstructed. How curriculum theory could challenge this status quo, interrogating these norms, will be explored.

**Developing African American Female Scholars: An Auto-ethnographic Reflection on a Critical Race Feminist Curriculum/Pedagogy - CCP**

Theodorea Regina Berry, Mercer University, [berry\_tr@mercer.edu](mailto:berry_tr@mercer.edu)

This presentation will focus on part of an ongoing study about the experiences of African American women as emerging scholars in the Academy. This auto/ethnographic study examines reconceptualists' notions of curriculum (Pinar 2012) and critical race pedagogy (Jennings & Lynn, 2005) for scholarship development of African American female doctoral students from a critical face feminist perspective.

**A Restorative Approach to Learning: Relational Theory as Feminist Pedagogy in Universities**

Kristina Llewellyn, University of Waterloo, [kristina.llewellyn@uwaterloo.ca](mailto:kristina.llewellyn@uwaterloo.ca)

Jennifer Llewellyn, Schulich School of Law, [jennifer.llewellyn@dal.ca](mailto:jennifer.llewellyn@dal.ca)

This paper examines the need for feminist pedagogy in universities that is based on a restorative approach. Drawing upon feminist pedagogy literature and the authors’ experiences, this paper illustrates how restorative approaches challenge neoliberal ideological effects in universities, shifting the pedagogical emphasis away from the rational individual learner towards the interactive aspects of learner communities.

**Town Hall/Lunch 12:45pm-2:45pm**

This Town Hall is dedicated to a discussion of power, privilege, and supremacy building upon a discussion that began last year in response to a question on the next steps for the Browning Caucus. The Caucus began three years ago as an avenue to develop a “set of strategies and priorities for fomenting the proliferation of multiple approaches to critical race/anti-racist, postcolonial/anti-colonial, decolonizing, and indigenous scholarship in curriculum studies.” This Town Hall will explore how we, as a field, and organization/conference, and a journal address issues of power, privilege, and supremacy as they manifest themselves in our work. Lunch will be served.

**Session F-400 3:00pm-4:00pm**

**Session F-401**

**Extending Autobiography into Life History and Narrative Research: Narratively Theorizing Identities**

This symposium, extending autobiography into life history and narrative research, advances traditional humanist life history and narrative research with notions of narratively theorized identities. Seeing life history and narrative’s potential for articulating narratively theorized identities, this symposium provides examples of life history and narrative research that extend narrative’s humanist roots toward complex understandings of identity as self-narrativized cultural production.

**“True to Thee”: Understanding Place through Life History Research and Autobiography**

Reta Ugena Whitlock, Kennesaw State University, [Rwhitlo3@Kennesaw.edu](mailto:Rwhitlo3@Kennesaw.edu)

**El Otro Lado, Este Lado, and Epistemology In-between**

Laura Jewett, University of Texas at Brownsville, laura.jewett@utb.edu

**What Are White Progressive Masculinities? Counter-Narrativized Identities of Committed White Male Teachers**

James C. Jupp, Georgia Southern University, [jcjupp@gmail.com](mailto:jcjupp@gmail.com)

*Discussant: Petra Munro Hendry, Louisiana State University,* [*phendry@lsu.edu*](mailto:phendry@lsu.edu)

**Session F-402**

**The 2012 Hurricane that Hit K-12 and Higher Education in Louisiana**

James D. Kirylo, Southeastern Louisiana University, [jkirylo@selu.edu](mailto:jkirylo@selu.edu)

Andre Perry, Loyola University, [aperry@loyno.edu](mailto:aperry@loyno.edu" \t "_blank)

Luis Mirón, Loyola University New Orleans, [lmiron@loyno.edu](mailto:lmiron@loyno.edu)

This symposium explores the contentious political climate in Louisiana, which is not only having a critical impact on universities and K-12 education in the state, but also has implications on a national scale.

**Session F-403**

**Advise Them to Not Become Teachers": (Re)Examining Our Role in Schools of Education in the Current Political Climate**

Jennifer Job, University of NC at Chapel Hill, [jgjob@email.unc.edu](mailto:jgjob@email.unc.edu)

Todd Alan Price, National Louis University-Wheeling Campus, [tprice@nl.edu](mailto:tprice@nl.edu)

The aim of this panel is to address the changing reality of public schools and how this change impacts (or will impact) our roles as educators in Schools of Education. We will begin discussions around the questions already stated in this proposal, along with others such as: What choices do we have in presenting the profession of teaching to our students? What part can political activity play in our academic lives? And what role are we playing as a community in current social, political, and economic realities and lived experiences in schools?

**Session F-404**

**Pageant Culture and Desire: Representations of Childhood in *Pretty: The Series* and *Toddlers and Tiaras*.**

Debra Freedman, University of Waterloo, [dfreedma@uwaterloo.ca](mailto:dfreedma@uwaterloo.ca)

Erik Malewski, Kennesaw State, [erik.l.malewski@gmail.com](mailto:erik.l.malewski@gmail.com)

This session will explore representations of pageantry and youth in the shows Toddlers and Tiaras and Pretty: The Series. Attendees will watch a series of clips from both shows and explore their implications for youth culture.

**Session F-405**

**The Autonomy of the Art Complex in the Work of Emily Carr**

Alexandra Fidyk, University of Alberta, [alexfidyk@yahoo.co.uk](mailto:alexfidyk@yahoo.co.uk) ; [fidyk@ualberta.ca](mailto:fidyk@ualberta.ca)

To provoke assumptions in art education and psychology about the creative process, I offer a poetic and visual narrative of Canadian artist Emily Carr’s individuation. Through suffering her life, she learns to “step out” of her painting process in order to allow the autonomous creative drive to direct her.

**Session F-500 4:15pm-5:15pm**

**Session F-501**

***Engendering Curriculum History***

Petra Munro Hendry, Louisiana State University, [phendry@lsu.edu](mailto:phendry@lsu.edu)

How can curriculum history be re-envisioned from a feminist, poststructuralist perspective? "Engendering Curriculum History" disrupts notions of history as linear, as inevitable progress, and as embedded in the individual. Rejecting a compensatory approach to rewriting history, which leaves dominant historical categories and periodization in tact, this book examines how the narrative structures of curriculum histories are implicated in the construction of gendered subjects. Five central chapters take up a particular discourse (wisdom, the body, colonization, progressivism, and pragmatism) to excavate the subject identities made possible across time and space.

**Session F-502**

***Teaching Again***

Thomas S. Poetter, Miami University, [poettets@muohio.edu](mailto:poettets@muohio.edu)

At several of our meetings over the years, the author presented the first parts of a non-fiction narrative meant to capture his hopes for teaching, curriculum, students, and schools. The narrative is based on his efforts as a high school English teacher, part of a pilot volunteer program for professors at the local university to work more intimately and legitimately with local school partners. This year’s presentation engages the complete narrative, the story of his experience with ‘teaching again,’ with the book in its final published form.

**Session F-503**

**Emerging Fitness and Regulating Gender: A Historical Analysis of University Fitness Centers**

Tim Wells, Arizona State University, [tcwells1@asu.edu](mailto:tcwells1@asu.edu)

This study is a historical project examining the emergence of fitness/recreation centers on college and university campuses and its implications for gender and sexuality. Using Foucault, I challenge traditional narratives and surface ‘subjugated knowledges’ within fitness/recreation discourse in order to provide greater space for experience, possibility and transformation.

**Sexual Orientation and Public Education: A Social Injustice Case Scenario**

Kyle Sanchez, Stephen F. Austin State University, [Kyle\_Sanchez@hotmail.com](mailto:Kyle_Sanchez@hotmail.com)

The author presents a case scenario in which a secondary educator masks his sexual identity as an LGBTIQ individual. Further discourse focuses on the social injustice associated with the lack of inclusion of sexual orientation and sexual identity in the statement of non-discrimination clauses of numerous Texas public school districts.

**Session F-504**

**Experience Wanted: The Ontological Problem of Contemporary United States Education**

Walter S. Gershon, Kent State University, [wgershon@kent.edu](mailto:wgershon@kent.edu)

Despite its centrality to both educational ways of knowing and being, questions of ontology are often overlooked in contemporary schooling in the United States. Utilizing a somewhat non-traditional format, this paper performatively documents the theoretical and practical impact of a lack of attention to ontology for students in US schools.

**Teaching Machines: A History of Technology in the Classroom**

Jeff Frenkiewich, University of New Hampshire, [frenkiewich@yahoo.com](mailto:frenkiewich@yahoo.com)

Officials often tout technology as a solution for many problems we see in schools. ‘Tech-ready classrooms’ are promoted as the solution for increasing student interest, promoting literacy, etc.; however, the gaze of technology affects student subjectivities. Thus, we must question the place of teaching machines in our classrooms.

**Philosophical Media Literacy: A Bridge Between Philosophy and the Information Environment.**

John Cleary, Raritan Valley Community College, [jpbcleary@gmail.com](mailto:jpbcleary@gmail.com)

Under the assumption that a synthesis of Media Studies and Critical Medial Literacy is necessary, I argue it is not sufficient for defining a classroom practice. Instead, what is missing in media literacy is an in-depth analysis of the philosophical content inherent in media images. I therefore want to ask: To what extent can the curriculum of Critical Media Literacy be expanded and enhanced through the curricular approach—the identification and exploration of philosophical concepts—and the teaching methodology—community of philosophical inquiry—of philosophy for children? I have termed that putative expansion and enhancement Philosophical Media Literacy to bridge the gap between teaching, thinking philosophically and the information environment.

**Session F-505**

**Seduced and Menaced by Our Own Knowledge: Theorizing the Historical Moment**

Ann G. Winfield, Roger Williams University, [awinfield@rwu.edu](mailto:awinfield@rwu.edu)

This paper disaggregates grand historical narratives that comprise dominant discourse by utilizing inter/cross disciplinary analytical frameworks to formulate historical curricular inquiry in a way that replaces linearity with porosity and simultaneity. Reconceived, the discipline of history requires of its practitioners acknowledgement of complicity regardless of positionality, identity, or worldview.

**New Orleans (de)Segregated: critical race theory examination of public schools – CCP**

April Antonellis, Louisiana State University, [april\_antonellis@nps.gov](mailto:april_antonellis@nps.gov)

Kenneth Fasching-Varner, Louisiana State University, [varner@lsu.edu](mailto:varner@lsu.edu)

This presentation seeks to expand traditional understanding of integration in the New Orleans public schools by looking at the role of race in education inequality from Reconstruction to the present through a critical race perspective utilizing narrative and counter narrative.

**Session F-506**

**Forgotten Faces**

Reagan P. Mitchell, Louisiana State University, [reaganpatrickmitchell@gmail.com](mailto:reaganpatrickmitchell@gmail.com)

On my album “Stories” (2010) the inspiration for its inception was around family, home, and everyday experiences. One composition of importance is “Forgotten Faces.” The overarching meaning this composition is based around the idea of an individual or community being perceived as falling through society’s cracks. Rendering the individual or community as invisible and forgotten.

**Tattoos of a Mexican-U.S. Border region: Liberating Hidden Curriculum as Public Pedagogy to understand Power and Privilege – CCP**

Daniel Ricardo Aguilar Jr., University of Texas at Brownsville and Texas Southmost College, [Daniel.Aguilar112@utb.edu](mailto:Daniel.Aguilar112@utb.edu)

This paper examines tattoos from border cities on the United States of America and Mexican border as a form of public pedagogy. Tattoos, according to Kosut (2006), rise above age, class, and ethnic boundaries and now covers (literally and figuratively) all races regardless of pay scale or education.

**Saturday, 10 November 2012**

**Council Meeting**

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| 7:30am-8:45am Council Meeting – Location TBA |

**Early Morning Sessions**

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| 7:30am-8:30am Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation – St Joseph’s Salon |

**Art Exhibition**

|  |
| --- |
| 9:00am-12:00pm Subject2Change – CCP - Ballroom |

**Sessions**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Location | St Joseph’s Salon | | St. Mary’s Salon 1 | | St. Ann’s Cottage 1 | | St. Mary’s Salon 2 | St. Ann’s Cottage 2 |
| Session S-100  9:00am-10:00am | | Session S-101  Performing Philosophy of Education by Assuming the Persona of a Historical Figure | | Session S-102  A Video: Why Must I Learn This? An Infomercial Disruption | | Session S-103  Applying Aoki's 'Situated Praxis': Curriculum Development in an age of Prescriptive Instruction | Session S-104  Louisiana Voices: Four Stories from the Bayous of Teachers' and Students' Classroom Experiences:   * Black Males’ Perceptions of Their White, Female Teachers * Issues of Educational Apathy among Native American Students * Breaking the Mold: Gay, Lesbian, Bisexual and Transgender student  Experiences in America’s High Schools * Exploring Adolescent Self-Identities and Values in Middle School | Session S-105  *Teachers and Researchers supporting student community research in NOLA* |

**Saturday, 10 November 2012**

**Sessions**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Location | St Joseph’s Salon | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 |
| Session S-200  10:00am-11:15am | Session S-201  Social Change, Serendipity, and C&P | Session S-202  Researching with others: Affective tensions between ethics and method in interpretive studies of education  Active Teaching for Active Learning | Session S-203  Voices from the Classroom: New Orleans Recovery School District Teachers on Education Reform  Curriculum and Control: Teach For America Ideology and Practice in post-Katrina Charter - CCP | Session S-204  Praxis under Marxist Privilege: A Critical Essay Review of Kessen’s Childhood in China  Edith Stein’s Emancipatory Pedagogy of the Human Subject | Session S-205  Tear Down that Wall: Higher Ed Addresses the Inclusion Model  Curriculum, socio-historical context and personal stories: reflections towards an education for social transformation  - CCP |

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| --- | --- | --- | --- | --- | --- | --- |
| Location | St. Joseph’s Salon | St. Ann’s Cottage 1 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 |
| Session S-300  11:30am-12:30pm | Session S-301  Student Voices for Change in New Orleans Schools | Session S-302  Curriculums of Difficulty: Teacher Stories of challenge, enlightenment, and growth | Session S-303  “Hey, teacher, leave them kids alone!” case study of a progressive teacher training program in Israel  Displacing curriculum and pedagogy in a transmigrating world: humanistic methodologies and global implications | Session S-304  Understanding the voice behind The Latino Gangsters  What’s a Black Life Worth?” Posthumous Pedagogical Messages to Black Male Youth from Tupac Shakur - CCP | Session S-305  Exploring "Good Pedagogy" to Facilitate Complicated Conversation in the Classrooms in the Post 9/11 Era  Undocumented Migration from Mexico as an Emergent Space of Public Pedagogical Activity | Session S-306  Effects of Digital Divide on the Curriculum and Accessibility of Online Resources for Hispanic College Students - CCP  The Missing Link: Curriculum Design in Higher Education Degree Programs |

**Saturday, 9 November 2012**

**Early Morning Session 7:30am-8:30am**

**Don’t defend the self; lose the self: a sweaty workshop on karatedō and transformation**

Doug Aoki, University of Alberta, [aoki@ualberta.ca](mailto:aoki@ualberta.ca)

This three-part workshop (held on Thursday, Friday, Saturday mornings of the conference) will be an intense introduction to **karatedō** designed to allow you to experience how its pedagogical significance stems from the opposite of self-defense. Participants should wear clothing that allows freedom of movement. No previous experience or specific level of conditioning required, but we will work hard.

**Art Exhibition 9:00am-12:00pm**

**Subject2Change - CCP**

Crystal Leigh Endsley, Hamilton College, [cendsley@hamilton.edu](mailto:cendsley@hamilton.edu)

Subject 2 Change is an interactive photograph exhibit that invites viewers to probe their conceptions about power and the racially ambiguous female body. This project explores the ways that gender and race are assigned, performed, and scribed on and by a subject.

**Session S-100 9:00am-10:00am**

**Session S-101**

**Performing Philosophy of Education by Assuming the Persona of a Historical Figure**

Mychelle Smith, Texas A&M University, [mychellehadley@gmail.com](mailto:mychellehadley@gmail.com)

J. Scott Baker, Texas A&M University, [joseph.baker@cfisd.net](mailto:joseph.baker@cfisd.net)

David Humpal, Texas A&M University, [dhumpal@tamu.edu](mailto:dhumpal@tamu.edu)

Michael Andrew Thorson Jr., Texas A&M University, [lonestarofdavid@tamu.edu](mailto:lonestarofdavid@tamu.edu)

Patrick Slattery, Texas A&M University, [patslat@aol.com](mailto:patslat@aol.com)

This session consists of several short performances by doctoral students who assume the persona of a philosopher who impacted education. Each philosopher has differing theories of education. The professor will present a short overview of the methodology of creating one act plays used in the Philosophy of Education course.

**Session S-102**

**A Video: Why Must I Learn This? An Infomercial Disruption**

Amy Bloom, Pennsylvania State University, [alb491@psu.edu](mailto:alb491@psu.edu)

This session presents a video collaged remix of a commercial promoting a corporate-endorsed curriculum for “the 21st Century.” Remixed video can serve to disrupt the prevailing discussion of curriculum reform, currently dominated by corporate and government interests, and can provide teachers and students with a voice in the debate.

**Session S-103**

**Applying Aoki's 'Situated Praxis': Curriculum Development in an age of Prescriptive Instruction**

Leslie Smith, Nicholls State University, [lsmith@stmary.k12.la.us](mailto:lsmith@stmary.k12.la.us)

Coutney Thibodeaux, Nicholls State University, [THIBC437@its.nicholls.edu](mailto:THIBC437@its.nicholls.edu)

Erin Scott, Nicholls State University, [SCOTE513@its.nicholls.edu](mailto:SCOTE513@its.nicholls.edu)

This symposium will present ways in which classroom teachers are attempting to use Aoki's concept of “situational praxis” to overcome mandated curricula to better fit their classroom environments and better serve their students.

**Session S-104**

**Louisiana Voices: Four Stories from the Bayous of Teachers' and Students' Classroom Experiences**

* **Black Males’ Perceptions of Their White, Female Teachers**
* **Issues of Educational Apathy among Native American Students**
* **Breaking the Mold: Gay, Lesbian, Bisexual and Transgender student Experiences in America’s High Schools**
* **Exploring Adolescent Self-Identities and Values in Middle School**

Susanna Theriot, Nicholls State University, [stheriot@stmary.k12.la.us](mailto:stheriot@stmary.k12.la.us)

Kristin Percle, Nicholls State University, [kcarriere@stmary.k12.la.us](mailto:kcarriere@stmary.k12.la.us)

Angela Guidry, Nicholls State University, [angguidry88@gmail.com](mailto:angguidry88@gmail.com)

Lauren Thompson, Nicholls State University, [anchorpeace@yahoo.com](mailto:anchorpeace@yahoo.com)

Schools in South Louisiana are very diverse communities. This symposium offers a look at four teachers and their everyday encounters with racially, ethnically, sexually, and socially diverse students. This diversity is a significant challenge to teachers as they work to educate them.

**Session S-105**

**Teachers and Researchers supporting student community research in NOLA**

James Kilbane, Tulane University, [jfkilbane@me.com](mailto:jfkilbane@me.com)

Teachers and researchers interested in supporting NOLA students in learning projects that gather data, interact with community members, and/or take action based on their findings are invited to this session.  If as a teacher you would like to engage your students in ways similar to those featured in [What Kids Can Do](http://www.whatkidscando.org/) or [Proyecto Latin@](http://www.proyectolatinotoronto.com/index.html) or the [Council on Youth Research](http://idea.gseis.ucla.edu/projects/the-council-of-youth-research) this session is for you.  If as a researcher you wish to support teachers and students in NOLA attempting this work by being a critical friend, offering design advice or assisting with data analysis this is the session for you.

**Session S-200 10:15am-11:15am**

**Session S-201**

***Social Change, Serendipity, and C&P***

James Kilbane, Tulane University (facilitator)

C&P in its efforts to support its mission of educational reform and social change searches out connections in the host community of our conference. We invited a number of people and organizations associated with social justice and educational work in New Orleans to share their work with us, and each other. Conference attendees are invited to not only hear about the work but to find ways to connect with these organizations so that we can affect change in partnership, moving our work beyond the time limits of a conference. Serendipity will be at play, aiding connections and fostering ideas. At next year’s conference (and hopefully the year following) we will return to refresh our partnerships, spotlight our work and celebrate our successes.

**Session S-202**

**Researching with others: Affective tensions between ethics and method in interpretive studies of education**

Walter S. Gershon, Kent State University, [wgershon@kent.edu](mailto:wgershon@kent.edu)

Boni Wozolek, Medina City Schools/Kent State University, [bwozolek@kent.edu](mailto:bwozolek@kent.edu)

This paper considers how affect informs questions of ethics in conducting interpretive studies in education. Such constructions of meaning are significant not only because ethical decisions made by researchers are often affective in nature but also because affect directly impacts how participants’ daily educational interactions.

**Active Teaching for Active Learning**

Keeley Dupuy, Louisiana State University, [kdupuy1442@att.net](mailto:kdupuy1442@att.net)

Educators are faced with many challenges while trying to ensure quality education for engaged learners. Chief among the concerns is appropriate measurement of student learning outcomes. Educators (particularly nurse educators) are faced with the difficult question of whether or not to utilize standardized testing, or course specific testing, to measure student-learning outcomes.

**Session S-203**

**Voices from the Classroom: New Orleans Recovery School District Teachers on Education Reform**

Max Ciolino, Tulane, [max.ciolino@gmail.com](mailto:max.ciolino@gmail.com)

Luis Mirón, Loyola University New Orleans, [lfmiron@gmail.com](mailto:lfmiron@gmail.com)

Kelly Frazier, Loyola University New Orleans, [kellylynne.frazier@gmail.com](mailto:kellylynne.frazier@gmail.com)

Teachers’ perspectives are essential to understanding the direction and success of education reform in New Orleans’ Recovery School District. As such, we asked teachers a series of questions regarding their experiences teaching within their school and district, including their interaction with students, fellow teachers, and administrators.

**Curriculum and Control: Teach For America Ideology and Practice in post-Katrina Charter Schools – CCP**

Beth Leah Sondel, University of Wisconsin-Madison, [blsondel@wisc.edu](mailto:blsondel@wisc.edu)

This paper interrogates how teachers understand the purpose of education within the context of market-based reform. More specifically I look at the degree to which Teach For America teachers feel pressure to teach to the test and how this influences their practice within the neoliberal context of post-Katrina New Orleans.

**Session S-204**

**Praxis under Marxist Privilege: A Critical Essay Review of Kessen’s Childhood in China**

Zitong Wei, Indiana University Bloomington, [butwxq@163.com](mailto:butwxq@163.com)

This paper provides a book review of Kessen’s Childhood in China, discussing the basic pedagogical praxis under the dominance of Marxist privilege during Cultural Revolution. However, after the Reform and Opening up, the market economy brings new struggles. Thus, the paper calls for rethinking what is worth knowing and learning.

**Edith Stein’s Emancipatory Pedagogy of the Human Subject**

Stephen Triche, Nicholls State University, [stephen.triche@nicholls.edu](mailto:stephen.triche@nicholls.edu)

This paper is to introduce the philosophical and pedagogical ideas of the German phenomenologist Edith Stein. Her curriculum ideas argues for the importance of taking the full human person into consideration and for a curriculum of love, believing that curriculum must be responsive to students' diversity of being.

**Session S-205**

**Tear Down that Wall: Higher Ed Addresses the Inclusion Model**

Janice Janz, University of New Orleans, [jgjanz@uno.edu](mailto:jgjanz@uno.edu)

Paul T. Bole, University of New Orleans, [pbole@uno.edu](mailto:pbole@uno.edu)

Brenda Burrell, University of New Orleans, [bburrell@uno.edu](mailto:bburrell@uno.edu)

Mary Cronin, University of New Orleans, [mcronin@uno.edu](mailto:mcronin@uno.edu)

Richelle Voelker, University of New Orleans, [rvoelker@uno.edu](mailto:rvoelker@uno.edu)

The Education of the Handicapped Act (1975) guaranteed services for students with disabilities in public schools. For the last 3 decades, emphasis for teacher preparation has been segregated: teacher candidates for the most part focus on strategies for teaching students in either general education or special education. The inclusion of students with disabilities in general education school programs has prompted higher education to examine the curricula of their teacher education programs. This session will examine how the faculty in Mild/Moderate Disabilities at the University of New Orleans approached the redesign of the curriculum for teacher candidates in a Merged Certification Program (special and general education).

**Curriculum, socio-historical context and personal stories: reflections towards an education for social transformation – CCP**

Jesus Burciaga-Robles, Universidad Autónoma de Ciudad Juarez, [jburciag@uacj.mx](mailto:jburciag@uacj.mx)

This paper reflects on the relationships between Mexican Higher Education curriculum and the socio-historical context in which it takes place. The personal story of a student is used as reflection platform of the curriculum analyzed. The role of Higher Education curriculum in both the reproduction and transformation of structural social inequalities is explored in order to propose general suggestions for enacting higher education as praxis.

**Session S-300 11:30am-12:30am**

**Session S-301**

**Student Voices for Change in New Orleans Schools**

Adrienne Dixson, University of Illinois

Students in New Orleans are developing ways to advocate for themselves to get the schools that they deserve.  This session gives them a chance to share their stories about these efforts.  It also provides an opportunity for conference attendees to converse with these students about ways to be supportive of these efforts to improve educational opportunities.

**Session S-302**

**Curriculums of Difficulty: Teacher Stories of challenge, enlightenment, and growth.**

Christine Naquin, Nicholls State University, [cnaquin30@its.nicholls.edu](mailto:cnaquin30@its.nicholls.edu)

Ashley Ward, Nicholls State University, [award7@its.nicholls.edu](mailto:award7@its.nicholls.edu)

Rebecca Lundy, Nicholls State University, [lundy@its.nicholls.edu](mailto:lundy@its.nicholls.edu)

This symposium presents narratives created by teachers of difficulties with students and administrators using Leah Fowler’s “curriculum of difficulty.” These narratives are passed through the lenses of psychoanalysis, phenomenology, and hermeneutics helping teachers learn more about their students and their pedagogy to overcome prescriptive curriculum and to impact the lives of their students.

**Session S-303**

**“Hey, teacher, leave them kids alone!” case study of a progressive teacher training program in Israel**

Lilach Marom, UBC, [lilachmarom73@gmail.com](mailto:lilachmarom73@gmail.com)

I will describe a case study of an alternative progressive teacher-training program in Israel. This is a unique program where they “walk the talk” by creating different experiences for the students while in training; not merely by talking about social justice and transformation as academic venues, but by experiencing them.

**Displacing curriculum and pedagogy in a transmigrating world: humanistic methodologies and global implications**

Christopher J. Kazanjian, New Mexico State University, [cjkazanjian@gmail.com](mailto:cjkazanjian@gmail.com)

James D. Smrtic, Mohawk Valley Community College, jsmrtic@mvcc.edu

This paper presentation discusses the current global situation regarding displaced youth and the implications it has for classrooms in the United States experiencing growing diversity. The presentation will offer a humanistic theoretical framework for curricular and pedagogical methodologies engaging displaced youth within the classroom and community.

**Session S-304**

**Understanding the voice behind The Latino Gangsters**

Mauren Navarro, New Mexico State University, [maunavar@nmsu.edu](mailto:maunavar@nmsu.edu)

Using CRT, this essay utilizes counter storytelling to examine the culture of the Gangsters. Analyzes issues such as class, capitalism, cultural nationalism, and hegemony and how those theoretical concepts interconnect in the daily life of the Gangsters, affecting marginalize communities and the role of education system in this process.

**What’s a Black Life Worth?” Posthumous Pedagogical Messages to Black Male Youth from Tupac Shakur – CCP**

Heather Cherie Moore, Purdue University, [mooreh@purdue.edu](mailto:mooreh@purdue.edu)

Hip-hop pedagogy has become a contemporary popular phenomenon in the fields of Education and Curriculum Studies. This paper argues for a renewed conversation on the documentary and literary discursive strategies of Tupac Shakur, as a way to revitalize pedagogies geared towards the formal and holistic education of black male youth.

**Session S-305**

**Exploring "Good Pedagogy" to Facilitate Complicated Conversation in the Classrooms in the Post 9/11 Era**

Merjjena Hemp, New Mexico State University, [merjjene@gmail.com](mailto:merjjene@gmail.com)

Teachers are facing major challenges on how to effectively answer questions about terrorism and how to deal with name calling that further escalates problem on bullying, discrimination, racism, and the marginalization of the Arab and Muslim immigrants who are one of the most vulnerable ethnic groups post 9/11.

**Undocumented Migration from Mexico as an Emergent Space of Public Pedagogical Activity**

Elizabeth Betsy Calhoun Reyes, Arizona State University, [Elizabeth.Reyes@asu.edu](mailto:Elizabeth.Reyes@asu.edu)

This paper explores the cultural productions, epistemologies, and implications of undocumented migration across the U.S. Mexico border as a site of public pedagogical activity marked by the growing resources of information, educative programs, social networks, technologies, and consumerism that inform the complex relationship between the United States and Mexico.

**Session S-306**

**Effects of Digital Divide on the Curriculum and Accessibility of Online Resources for Hispanic College Students – CCP**

Rene Zuniga, University of Texas at Brownsville, [ReneRZuniga@yahoo.com](mailto:ReneRZuniga@yahoo.com)

The objective of this paper is to discuss the implications of the accessibility of the Internet and its relation to the success of Hispanic students who are marginalized by socioeconomic status, race, and gender. This paper will also highlight the effect digital divide has on curriculum and student success.

**The Missing Link: Curriculum Design in Higher Education Degree Programs**

Amanda Beirne, University of Southern California, [abeirne@usc.edu](mailto:abeirne@usc.edu)

Danielle Klein, Louisiana State University, [dklei11@tigers.lsu.edu](mailto:dklei11@tigers.lsu.edu)

Maylen Aldana, Louisiana State University, [maldana@lsu.edu](mailto:maldana@lsu.edu)

A phenomenon in student affairs is the entrance of new professionals into the field with little experience in curriculum design. This paper explores the emphasis placed on curriculum design courses in Higher Education graduate programs and the impact this has on how new professionals engage in designing student development opportunities.