**The 14th Annual**

**Curriculum and Pedagogy Conference**

**November 6-9, 2013**

**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,

Laura Rychly, Program Committee Co-Chair

Allison Kootsikas, Program Committee Co-Chair

Miryam Espinosa-Dulanto, Program Committee

David Humpal, Program Committee

Jim Jupp, Program Committee

Jeremy McClain, Program Committee

Brandon Sams, Program Committee

Deb Freedman, Program Committee

**Message from the Chair**

Welcome to the 14th Annual Curriculum & Pedagogy Conference!

This is my second go around as Chair of C&P’s Governing Council and it’s been incredibly rewarding working with the current Council. Nearly a decade since last I served as Chair, I can’t tell you how incredible it is to work with folks on projects that are now well-established to the conference and the wider C&P Community. The Journal of Curriculum and Pedagogy is in its third year of publication with Taylor & Francis, we are in year two of a three-year commitment to holding the conference in New Orleans, our web presence through our newly designed site and Facebook page, and our yearly edited book all speak to a conference (and community) dedicated to educational reform and social change.

Not surprisingly, all of these efforts have meant an increase in the participation of Council members. The conference is a huge undertaking and that task falls largely on the shoulders of the Chairs of the Program and Site Committees. Co-chairs Laura Rychly and Allison Kootsikas, with a big assist from members of the Program Committee have done a tremendous job in putting this year’s program together. Thank you!!! I would like to send a big thanks to James Kilbane and Will Letts for their work on the Site Committee. Keeping tabs on all of the registrations was the registrar, Laura Jewett – thanks Laura! The Mentoring Strand continues to grown every year with over 50 early-career folks requesting a mentor -- much thanks to Cole Reilly for coordinating mentors and mentored.  In addition I would like to thank Jim Jupp, Chair of the Finance Committee, for being such a diligent steward of our finances.

I look forward to reconnecting with long-time friends and making new friends.

Enjoy the conference!

Kris Sloan

Chair, 2013

**AWARDS**

***James T. Sears Award***

We are honored to present the 2013 James T. Sears award to University of Toronto doctoral student Nikki Rotas. Nikki’s paper/presentation, “With/in the Garden: An in-between Space of Togetherness and Dislocation,” beautifully ties the chaotic, anxious moments following her mother’s dangerous fall, to the moments that caused her to question identity, mortality, and more so the lived experiences she encounters trying to emulate the identity and role of her mother.  She extends the empathetic role of mother to the classroom when teachers “care for your students as if you were their m/other.

We are also pleased to announce two recipients whose papers were judged to be of outstanding quality and contribution who will be recognized with a distinction of “honorable mention” in this edited edition. We congratulate The Pennsylvania State University Master’s Candidate Alphonso Walter Grant and Louisiana State University Doctoral Candidate Kevin Joseph for their contributions to the work and vision of the Curriculum and Pedagogy Group. Alphonso Grant’s*“*A Curricular Exploration of The Boondocks for Art Education: A Philosophical Interpretation of Black Visual Culture Through the Critical Lens of Double Consciousness,” explores an underrepresented area of Black visual culture through DuBois’ curricular lens of ‘double consciousness.’ Kevin’s “Paulo Freire, bell hooks, and Tupac Shakur?: Examining Critical/Engaged Pedagogy Using a Hip-Hop Worldview” cleverly merges a pedagogical approach  identifying students with  the hip-culture of Tupac and helping them create a critical consciousness based on the foundations of Freire and hooks.

We congratulate Nikki, Alphonso, and Kevin for their contribution to the work and vision of the Curriculum and Pedagogy Group.

These two insightful pieces appear in *Liminal Spaces and Call for Praxis(ing)*—the edited collection that emerged from our 13th 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).

**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. More details will follow.

**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, 6 November 2013 3:00pm – 7:00pm

Thursday, 7 November 2013 8:00am – 1:00pm; 3:00pm-4:30pm

Friday, 8 November 2013 8:30am – 1:00pm; 3:00pm-4:30pm

Saturday, 9 November 2013 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 2013:**

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| --- | --- | --- |
| **Chair, 2013**  kris sloan  **Chair-Elect, 2014**  Patti Bullock | **Program**  Laura Rychly (Co-Chair)  Allison Kootsikas (Co-Chair)  Miryam Espinosa-Dulanto  David Humpal  James Jupp  Jeremy McClain  Brandon Sams  Deb Freedman | **Finance/ Fundraising**  James Jupp (Treasurer)  Laura Jewett (Registrar)  Sean Fretwell (Treasurer-Elect) |
| **Membership/ Communication**  Cole Reilly (Co-Chair)  Elizabeth Calhoun Reyes (Co-Chair)  Antonio Garcia  Ludovic Sourdot | **Nominations**  Bridget Bunten (Chair)  Miryam Espinosa-Dulanto  Sean Fretwell | **Secretary-Legal/Archives**  Allison Kootsikas (Secretary)  Laura Jewett  Laura Rychly  Julie Maudlin |
| **Publications**  Morna M. McDermott (Co-Chair)  Jubin Rahatzad (Co-Chair)  James Jupp  Bridget Bunten  Rubén Gaztambide-Fernández  Ex Officio Members  Jennifer Sandlin (Journal Editor)  Will Letts (Journal Editor) | **Fellowship and Awards (includes Graduate Support)**  Antonio Garcia (Chair)  Bridget Bunten | **Site**  Jim Kilbane (Co-Chair)  Will Letts (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.

***Rotating off 31 December 2013***

Will Letts (elected in 2011 for a 2 yr term)

Allison Kootsikas (elected in 2011 for a 2 yr term)

Morna McDermott

Antonio Garcia

James Jupp

Kris Sloan

***Rotating off 31 December 2014***

Cole Reilly

Jubin Rahatzad

Laura Rychly

Sean Fretwell

Miryam Espinosa-Dulanto

Bridget Bunten

***Rotating off 31 December 2015***

Patti Bullock

David Humpal

Laura Jewett

Elizabeth Calhoun Reyes

Ludovic Sourdot

Luz Zuniga

***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 14th Annual Curriculum and Pedagogy conference in New Orleans (November 6-9, 2013). 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:

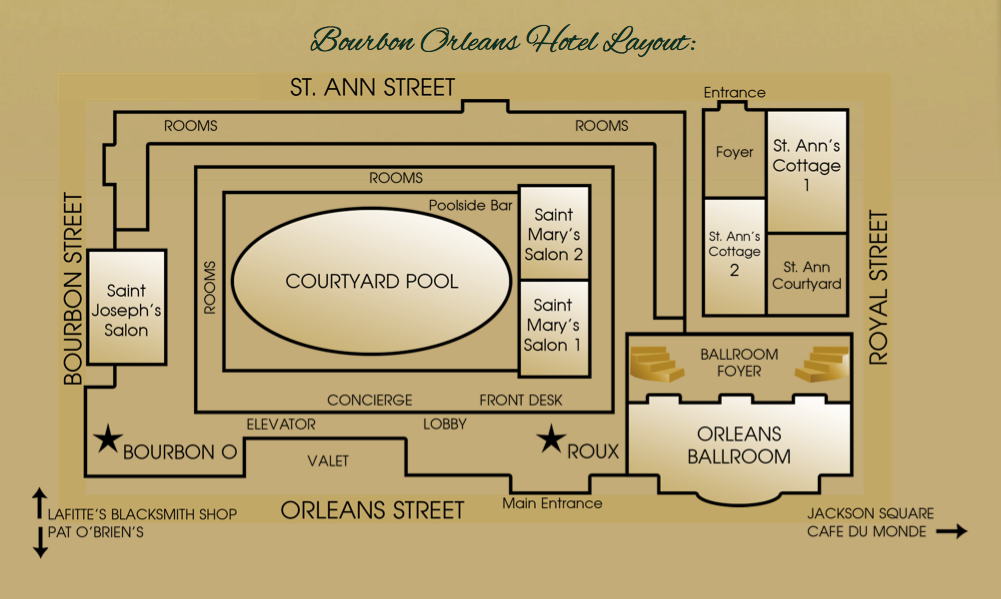
* Tulane University Teacher Preparation and Certification Program for providing the technology in our sessions and constant support to Jim Kilbane in coordinating details for the conference
* Susan Mack and Megan Emboulis from the Bourbon Orleans Hotel for their assistance with the conference details and for never failing to quickly respond to questions and minor “crises”
* 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

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, 6 November 2013**

**Pre-Conference Meetings**

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| 2:00pm-3:30pm Council Meeting – TBD |
| 4:00pm-5:30pm Mentoring - St. Mary’s Salon 1 |

**Performance Piece**

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| --- |
| 7:00pm Woman Giving Birth to a Red Pepper |

**Sessions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 |
| Session W-200  5:30pm-6:30pm | Session W-201  Following Pebbles by Moonlight: Elementary Students Shed Light on Power, Peace, & Violence in Responses to the Classic Tale Hansel & Gretel  Exploring Complex Learning Systems Through the Plays of William Shakespeare  Imagination via Metaphor in Classrooms | Session W-202  “Running the Course” in an Everchanging Technological World  Teaching and Learning Algebra with Technology  What We Choose Not to Say: Theorizing Shelter in Curriculum | Session W-203  Yearlong Internships for Middle Grades Teachers  From an Old Practice to a New Course: Preservice Teachers’ Experiences in the Middle School CCP  Pre-service Teachers’ Resistance to Multicultural Education Courses: The Binary Fear of the Familiar and Unfamiliar Communities | Session W-204  The Darker Side of Curriculum Studies: Internationalization, Equity, and Decolonization  Curriculum Interventions 2.0: Emerging Orientations and Perspectives on the Follow-up to the Curriculum Studies Handbook |

**Reception**

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

**Wednesday, 6 November 2013**

**Session W-200 5:30pm-6:30pm**

**Session W-201**

**Following Pebbles By Moonlight: Elementary Students Shed Light on Power, Peace & Violence in Responses to the Classic Tale Hansel & Gretel**

Molly Quinn, Teachers College, [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 student ideas about power, peace and violence in response to focus-group shared reading and discussion of the classic folk tale, Hansel and Gretel, as well as questions concerning and potential implications for the critical pedagogical address of such issues with children in elementary classrooms.

**Exploring Complex Learning Systems through the Plays of William Shakespeare**

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

The plays of William Shakespeare present a vision of education that bears many connections to components of complexity theory. A literary analysis of the Bard’s plays demonstrates how disequilibrium, nested systems, self-organization, and non-linearity emerge as essential conditions for learning and growth.

**Imagination via Metaphor in Classrooms**

Laura Rychly, Georgia Regents University, [laurarychly@gmail.com](mailto:laurarychly@gmail.com)

At present, school curriculum is dependent on one version of reality that can be cleanly taught. In this context, children’s inclinations toward imagination are difficult for teachers to invite into their instruction. But imaginative thinking comes naturally to children and helps them survive a confusing and sometimes threatening world.

**Session W-202**

**“Running the Course” in an Everchanging Technological World**

Felipe Reyes, University of Texas Brownsville, [felipereyes@me.com](mailto:felipereyes@me.com)

The presentation will employ autobiographical inquiry and Pinar’s (2004) “currere” method as a curriculum visioning process aimed at hedging the effects of an ever-changing technological world to maximize student success in preparing for life, as we have never known it.

**Teaching and Learning Algebra with Technology**

Michael Muzheve, Texas A&M University-Kingsville, [Michael.muzheve@tamuk.edu](mailto:Michael.muzheve@tamuk.edu)

We discuss how technology can impact students’ transition from high school to college level math, what is included in a curriculum, what is emphasized, and how and on what students are assessed.

**What We Choose Not to Say: Theorizing Shelter in Curriculum**

Jennifer Job, Oklahoma State University, [jennifer.job@gmail.com](mailto:jennifer.job@gmail.com)

Shelter is the act of screening out material, information, opportunities for discussion, and avenues of investigation that might expose the student to information that has been deemed inappropriate. This paper theorizes the use of shelter in terms of the discussion of September 11 and its consequences on student understandings.

**Session W-203**

**Yearlong Internships for Middle Grades Teachers**

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

This study examined the impact of a yearlong internship on the development of pre-service middle grades students in two Title I schools. The results of the study revealed an increased level of self-efficacy in classroom management, culturally relevant pedagogy, and overall preparedness for the responsibilities of the classroom.

**From an Old Practice to a New Course: Preservice Teachers’ Experiences in the Middle School-**CCP

Molly Mee, Towson University, [mmee@towson.edu](mailto:mmee@towson.edu)

Heather Haverback, The Catholic University of America, [haverback@cua.edu](mailto:haverback@cua.edu)

Preservice Teachers’ Experiences in the Middle School" This study examined the benefits of a unique approach to engaging students in a high poverty, urban middle school in its delivery of content methods courses to preservice teachers. Findings showed the need for a conversation based on curriculum delivery for preservice teachers with regard to advocacy, standardization, and pedagogy.

**Pre-Service Teachers’ Resistance to Multicultural Education Courses: The Binary Fear of the Familiar and the Unfamiliar Communities**

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

This paper discusses pre-service teachers (PSTs)’s resistance to some of the core concepts of multicultural education in a large Mid-western university. The data collected from document reviews, observations, and interviews with these PSTs point to ecological influences as a major source of the resistance. Fear of parents’ negative reactions to multicultural concepts contributes to the resistance.

**Session W-204**

**The Darker Side of Curriculum Studies: Internationalization, Equity, and Decolonization**

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

Hannah L. Sasser, Purdue University, hannahsasser@gmail.com

Decolonization of the field of Curriculum Studies is situated within the systemic forces of neoliberal globalization. Exploration of alternative knowledges is necessary for scholars to self-reflect and question the state of the field. Dominant perspectives will be addressed, and the trend of internationalization will be challenged.

**Curriculum Interventions 2.0: Emerging Orientations and Perspectives on the Follow Up to the Curriculum Studies Handbook**

Erik Malewski, Kennesaw State University, erik.l.malewski@gmail.com

This session explores what's coming into existence as the follow up to the 2010 Curriculum Studies Handbook. The US field continues to struggle under the weight of program closures at particular colleges and universities and growth and expansion at others. Pinar has recently, in his summation of the US field, reduced it to a sort of stuck place it has been unable to escape. Offering a contrasting narrative, this next handbook focuses on interventions as "the future" of the field.

**Performance Piece-During Welcome Ceremony**

**Woman Giving Birth to a Red Pepper**

Celeste Snowber, Simon Fraser University, [celeste@sfu.ca](mailto:celeste@sfu.ca)

A performance of dance, comedy, and story which explores which what it means to celebrate the body in its limits, beauty and paradox and reclaim what it means to live sensuously from the inside out. She touches on issues of the lived curriculum, on-line dating, loss, parenting and the spirituality of worry.

**Thursday, 7 November 2013**

**Art Exhibition**

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| 9:00am-5:15pm The Save Our Schools Campaign for Artful Resistance |

**Sessions**

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| --- | --- | --- | --- | --- | --- |
| Location | St. Mary’s Salon 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 |
| Session T-100  9:00am-10:00am | Session T-101  Talking Back: The Educational Romantics of the 60s and the Crises of the Moment | Session T-102  Writing Student Affairs: Language, Words, and Collegiate Curriculum Discourses  Professional Reading and Study as Practical Experience  An Examination of Secondary English Pre-service Teachers’ Perceptions of Field Experiences | Session T-103  Heideggerian Thoughtfulness: Educating as Reclaiming Mystery  Curricular and Pedagogical Responsibility: Engaging  the Moral, the Philosophical, and the Political | Session T-104  Equitable Intentions, Inequitable Outcomes: Revealing a Pedagogy of Inequity -CCP  Questioning the Aesthetics of Grading | Session T-105  Toward a Black Feminized Religio-Spiritual Epistemology: The Academy, The Black Church, and Black Women -CCP  Southern Afro-Catholic Womanist History: Towards a Historiography of Black Catholic Higher Education-CCP  Education, Curricula, and Language: Early 20th Century Education in Creole Southwest Louisiana-CCP |

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| Location | St. Mary’s Salon 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 |
| Session T-200  10:15am-11:15am | Session T-201  Establishing Community and Continuity in Our Lives & Work: From the Farm to the Big Easy | Session T-202  Restructuring Schools Within Societal Confines-CCP  Challenging School Communities: Revising our Place in the World-CCP  [Re]Establishing Interconnectedness Between School and Community Space: Making Service Learning Part of the Restructuring of Schools | Session T-203  Emancipatory Spaces: A Comparison of Two Feminine Spaces-CCP  Feminist Transnationalism, Education, and Latina Youths: Shifting Frameworks for Conceptualizing Educational Equity-CCP | Session T-204  Floating on The Surface: Preservice Teachers’ (Mis)Understandings of “Diversity” Teaching Strategies  Reflection Activities for Faculty-Led Study Abroad Programs-CCP | Session T-205  Storytelling, Deconstructing Minds  "Give Me Something That Relates to My Life": Exploring African American Adolescent Male Identities through Young Adult Literature-CCP |

**Thursday, 7 November 2013**

**Sessions**

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| --- | --- | --- | --- | --- |
| Location | St. Mary’s Salon 1 | Ballroom  Table 2 | Ballroom  Table 3 | St. Joseph’s Salon |
| Session T-300  11:30am-12:30pm | Session T-301  Unsettling Place in Southern History: Internalization Inside and Beyond “the South” | Session T-302  Daring Not to Speak Their Names: LGBT Elementary School Teachers Use of Language to Manage their Identities in Schools    Troubling “Family”: How Primary-Age Teachers Negotiate Hegemonic Discourses of Family CCP  When Words Inflict harm: Documenting Sexuality and Gender Identity Microaggressions in Schools for LGBTQ Youth | Session T-303  Contemporary Teacher Memoirs and Their Potential Role in Curriculum Courses  Deconstructing the Discourse of Opportunity: Computer-Assisted Instruction in Alternative Education  An Expository Discourse Analysis of our Practice of Co-Teaching Critical Analysis: Implications for Power, Situated-ness, and Context | Session T-304  Understanding the need to resist in public schools through the work of Augusto Boal |

**Town Hall/Lunch**

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

**Sessions**

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| Location | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 |
| Session T-400  3:00pm-4:00pm | Session T-401  The Multi-Spatial Pedagogies of the Mattress Factory Art Museum | Session T-402  Coloring Democracy in Teacher Education  Curricular Practices That Perpetuate Hegemony: The Negative Impact of Tracking and Grouping  The Poverty of Affluence: Infusing Diversity in a Homogeneous Environment | Session T-403  The Dionysian and Apollonian Jam Session: Curriculum, Rock Music, Passion, Logic, and Shared Intuitive Headspaces  A Jazz Continuum: The Racialization of Madness | Session T-404  “It’s Our Party We Can Say What We Want”: Curriculum, Intersectionality and Music Video Pedagogy  Teacher Education and Popular Culture: the pedagogical possibilities of Teach, Tony Danza  Alon sharé Kréyol: Public Pedagogy For Teaching Endangered Languages-CCP |

**Thursday, 7 November 2013**

**Sessions**

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| --- | --- | --- | --- | --- | --- |
| Location | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 |
| Session T-500  4:15pm-5:15pm | Session T-501  Practicing Chaos and Complexity as Curricular and Pedagogical Praxis | Session T-502  Dis/placed bodies: Performance as Embodied Pedagogy in Places of Conflict-CCP  A Curriculum of Affect: Augmenting the Inhabitable Feel of a Moving World | Session T-503  Empowering Students of Diverse Backgrounds to Achieve Self-Actualization  Critical Resistance to Teach For America—Challenging Power, Privilege, and White Supremacy-CCP | Session T-504  Urban(e): Equity and Social Justice in the Public Image of Arts High Schools  From Arts Education to Social Activism | Session T-505  The Currere of Marginalized Central American Women-CCP  Everyday Life Studies: A Brazilian Mosaic for Social and Cognitive Justice and the Understanding of ‘thinkingpracticing’ on Curriculum |
| Location | St. Mary’s Salon 1 | St. Mary’s Salon 2 | St. Joseph’s Salon |  |  |
| Session BT-600  5:30pm-6:45pm  Book Talks | Session BT-601  The Left Handed Curriculum: A Book Discussion | Session BT-602  Becoming Teachers of Inner-City Students: Life Histories and Teacher Stories of Committed White Inner-City Teachers | Session BT-603  Problematizing Public Pedagogy |  |  |

**Thursday, 7 November 2013**

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

The Save Our Schools Campaign for Artful Resistance

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

**Session T-101**

**Talking Back: The Educational Romantics of the 60s and the Crises of the Moment**

Daniel Thompson, Penn State University, [dkt111@psu.edu](mailto:dkt111@psu.edu)

Christine Thompson, Penn State University, [cmt15@psu.edu](mailto:cmt15@psu.edu)

Kristine Sunday, Penn State University, [kes150@psu.edu](mailto:kes150@psu.edu)

Reviewing early writings by George Denison, Paul Goodman, Herbert Kohl and others, presenters consider the relevance of their arguments for the crises facing contemporary schooling. Revisiting these views on what education should accomplish and how that occurs is a means of disrupting the diminishment of teachers, students, curriculum and pedagogy.

**Session T-102**

**Writing student affairs: Language, Words, and Collegiate Curriculum**

Paul Eaton, Louisiana State University, [pweaton@gmail.com](mailto:pweaton@gmail.com)

American college campuses have evolved into educational spaces where divergent curriculum discourses are spoken and enacted. Drawing on Daniel Trohler’s framework of Languages of Education, this paper uses discourse analysis, examining the emergence of student affairs as critical to shifting curriculum dialogues on American college campuses.

**Professional Reading and Study as Practical Experience**

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

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

Latasha Hamilton, Auburn University, [hamillb@tigermail.auburn.edu](mailto:hamillb@tigermail.auburn.edu)

Blair Kerby, Auburn University, [robinti@tigermail.auburn.edu](mailto:robinti@tigermail.auburn.edu)

Kimberly Jones, Auburn University, [katsma@gmail.com](mailto:katsma@gmail.com)

Our inquiry focuses on the importance of professional reading and study in the identity development and growing expertise of pre-service English teachers. We are interested in how the pre-service English teachers at our institution do (not) become increasingly engaged as consumers of professional writings on English education. We ask: What place does professional reading and study have in the development of teacher identity and expertise? How relevant do pre-service teachers perceive professional reading and study for their future practice? We aim to articulate a notion of professional reading and study as practical experience, while also trying to understand possible student resistance to such experience.

**An Examination of Secondary English Pre-Service Teachers’ Perceptions of Field Experiences: Shaping the Understanding of Teaching and Its Challenges Before Student Teaching**

Leilya Pitre, Louisiana State University, [lemira1@tigers.lsu.edu](mailto:lemira1@tigers.lsu.edu)

In this paper based on a qualitative research study, I will explore the pre-service secondary English teachers’ early field experiences before students teaching. Because field experiences are a part of life experiences, narrative inquiry is a primary method of investigation as a way of understanding life experiences considering time, place, interaction, and context.

**Session T-103**

**Heideggerian Thoughtfulness: Educating as Reclaiming Mystery**

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

Heideggerian philosophy is useful in interrogating contemporary education. Educating “thoughtfully”, according to Heidegger requires a new relation to education. Artists/poets beautifully demonstrate this “new relation” through ontological education. Implications for curriculum theorists and practitioners, teacher, learners, and academics are considered through case studies of preservice teacher education.

**Curricular and Pedagogical Responsibility: Engaging the Moral, the Philosophical, and the Political**

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

This paper argues for curricular and pedagogical responsibility as an alternative to accountability and explores how it connects to the moral dimensions of teaching, philosophical bases guiding teachers in serving students, guidance from learning theory, and the accompanying political challenges of such responsibility in a democratic society.

**Session T-104**

**Equitable Intentions, Inequitable Outcomes: Revealing a Pedagogy of Inequity** -CCP

Myosha McAfee, Harvard University, [myosha\_mcafee@mail.harvard.edu](mailto:myosha_mcafee@mail.harvard.edu)

I examine how implicit stereotyping undergirds instructional interactions. Using grounded theory, I study an algebra class in a diverse public middle school with relatively high test-scores and a reputation in the local community as a “good school.” The findings may partially explain how disparate racial outcomes get produced in classrooms.

**Questioning the Aesthetics of Grading**

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

This paper is presented in collaged form to disrupt the aesthetics of assessing academic and K-12 knowledge. Aesthetics has multiple meanings that may rely on discriminatory ideas of class and taste. I argue for a practice of alternative assessments that feature embodied communication through a collaged, stitched-together practice.

**Session T-105**

**Toward a Black Feminized Religio-Spiritual Epistemology: The Academy, The Black Church, and Black Women**-CCP

Kirsten Edwards, University of Oklahoma, [Kirsten.t.edwards@ou.edu](mailto:Kirsten.t.edwards@ou.edu)

Using narrative, this study investigates religio-spiritual Christian Black women professors to uncover possibilities for the university classroom. The study posits that religio-spiritual communal epistemologies are often silenced in light of their religious, racialized, and gendered origins. Therefore, the value of specific curricular practices, developed through these epistemologies, often go unrecognized.

**Southern Afro-Catholic Womanist History: Towards a Historiography of Black Catholic Higher Education** -CCP

Berlisha Morton, Louisiana State University, bricar3@lsu.edu

Emerging historians/historiographers of education are often tasked with creating theoretical frameworks and methodologies that draw from theories and methods within and outside of education. This presentation chronicles my journey of developing Southern Afro-Catholic Womanist History in order to perform a historiography of the founding of Xavier University.

**Education, Curricula, and Language: Early 20th Century Education in Creole Southwest Louisiana**-CCP

Christophe Landry, University of Sussex, [Christophe@sessex.ac.uk](mailto:Christophe@sessex.ac.uk)

This paper explores the scope and purpose of education systems in Southwest Louisiana, particularly between the years 1890 and 1945. It demonstrates divergences in curricular ideas and approaches between Protestants and Catholics, Anglophones and speakers of Latin-based languages. Moreover, it illustrates how, despite these divergences, systems merged in the wake of World War II patriotism and nationalism, leading to a more nationalized, "American," education system, which destroyed all traces of local indigenous/creole experiences and history.

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

**Session T-201**

**Establishing Community and Continuity in Our Lives & Work: From the Farm to the Big Easy**

Amy Rogers, Lycoming College, [rogersa@lycoming.edu](mailto:rogersa@lycoming.edu)

Dawn LaFargue, Penn State University, [dll203psu@gmail.com](mailto:dll203psu@gmail.com)

Larry Napoleon, Jr., North Dakota State University, [larry.napoleon@ndsu.edu](mailto:larry.napoleon@ndsu.edu)

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

Dan Marshall, Penn State University, [jdm13@psu.edu](mailto:jdm13@psu.edu)

Several educator-scholars of different backgrounds, perspectives, experiences, and interests continue to find unity and purpose in supporting one another through the transitional hurdles of doctoral programs, the professoriate, and life in general – still advocating for social justice, voice, and community, for themselves and for one another four years later.

**Session T-202**

**Restructuring Schools Within Societal Confines**-CCP

Denise Gordon, Applied Learning Academy, Fort Worth ISD, [denise.gordon@fwisd.org](mailto:denise.gordon@fwisd.org)

Julie Fisher, Applied Learning Academy, Fort Worth ISD, Julie.fisher.fwisd.org

A cross section of opinions from a small public school starting with students, parents, teachers, and concluding with administrators and employers who are face to face with the final product of this educational system, our students. Discussions involve how to redesign a school to promote student-centered learning through community involvement.

**Challenging School Communities: Revising our Place in the World**-CCP

Sharon Peck, SUNY Geneseo, [peck@geneseo.edu](mailto:peck@geneseo.edu)

Amy Shema, University of Rochester, [amyshema@gmail.com](mailto:amyshema@gmail.com)

With the goal of creating new comprehensive spaces in which students, teachers, families, and communities can interact and share power, this paper presents findings from a longitudinal study of urban teachers’ investigations of poverty and community. Their inquiry resulted in extending the role of school communities in the curriculum and changed the ways that teachers and students see their space in the world.

**[Re]Establishing Interconnectedness Between School and Community Space: Making Service Learning Part of the Restructuring of Schools**

Margo Wolfe, Walden University, [margo@velocity.net](mailto:margo@velocity.net)

Many service-learning programs have stalled or are relegated to one-day community service paradigms due to a variety of factors. What may become of this pedagogical technique if it were infused in the core curricula of schools, opening up the closed spaces of public schools? This paper explores this possibility.

**Session T-203**

**Emancipatory Spaces: A Comparison of Two Feminine Spaces**-CCP

Darlene Gonzales

Arizona State University, Darlene.jara@asu.edu

This research consists of the elements of discourse that occur and how Funds of Knowledge are used to educate children, as well as educators in this particular school community. It is a comparison of a historical analysis of the lavadero (public wash house) to the modern day transformation of this feminine space for female discourse.

**Feminist Transnationalism, Education, and Latina Youths: Shifting Frameworks for Conceptualizing Educational Equity**-CCP

Jennifer Bondy, Virginia Tech, jmbondy@vt.edu

Emerging from a larger critical analysis, this presentation explores what it means to take a feminist transnational approach to the study of Latina youths’ educational experiences. The presentation concludes by addressing the implications feminist transnationalism holds for educational research and making sense of school practices and adolescent Latinas’ educative experiences.

**Session T-204**

**Floating on the Surface: Preservice Teachers’ (Mis)Understandings of “Diversity” Teaching Strategies**

Caitlin Wimberley, Kennesaw State University, [caitlinlara87@gmail.com](mailto:caitlinlara87@gmail.com)

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

Kristin L. Hoyt, Kennesaw State University, [khoyt3@kennesaw.edu](mailto:khoyt3@kennesaw.edu)

The purpose of this paper is to explore preservice teachers’ perceptions of their preparedness to incorporate “diversity-related” pedagogies in their future classrooms. Analysis of data suggests two themes – “surface/safe” strategies and “meaning transfer” strategies. We also consider the implications of preservice teachers’ understandings on teacher education programs.

**Reflection Activities for Faculty-Led Study Abroad Programs**-CCP

Simone Pilon, Berklee College of Music, [pilonsimone@gmail.com](mailto:pilonsimone@gmail.com)

This presentation will explore ways of engaging students participating in faculty-led study abroad programs in meaningful reflection activities. Discussion will include methods of engaging students in reflection on what they are studying and experiencing as well as on the impact they have on their host communities and environments.

**Session T-205**

**Storytelling, Deconstructing Minds**

Armando Altamirao, New Mexico State University, [armandoa@nmsu.edu](mailto:armandoa@nmsu.edu)

Through the analysis of family stories I deconstruct some of the myths and stories told in school about the lives of the Latino working class. A new narrative emerges that presents stories grounded on principles of funds of knowledge and storytelling that can help us expose schooling for marginalized groups.

**Give Me Something That Relates to My Life": Exploring African American Adolescent Male Identities through Young Adult Literature**-CCP

Angelle Hebert, Nicholls State University, [angelle.hebert@nicholls.edu](mailto:angelle.hebert@nicholls.edu)

This research explored African American adolescent male identities through ethnographic methods using two young adult novel units. Findings suggest participants found connections with young adult novels. Implications include the need for curriculum more reflective of the cultural identities of African American males and inclusion of their out-of-school literacies in schooling.

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

**Session T-301**

**Unsettling Place in Southern History: Internationalization Inside and Beyond “the South”**

Chair--Petra Hendry Munro, Louisiana State University, phendry@lsu.edu

James C. Jupp, Georgia Southern University, jcjupp@gmail.com

Dana C. Hart, Louisiana State University, dhart@lsu.edu

Annie Winfield, Roger Williams University, awinfield@cox.net

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

This symposium revisits Southern place with a focus on internationalism in re-conceptualizing the South, place, and dominant historical narratives. In particular, presenters present new critical readings of the South, Southern history, and place that move beyond the boundaries of "region.”

**Session T-302**

**Daring Not to Speak Their Names: LGBT Elementary School Teachers Use of Language to Manage their Identities in Schools**

Allison K. Kootsikas, Penn State University, akk151@psu.edu

This study focused on identities of six LGBT elementary school teachers in Southern City, USA. It focused on how the participants used language to position themselves in various contexts as well as to manage their identities. Analysis revealed participants carefully regulated the language they used with others.

**Troubling “Family”: How Primary-Age Teachers Negotiate Hegemonic Discourses of Family**-CCP

Amy Shema, University of Rochester, [amyshema@gmail.com](mailto:amyshema@gmail.com)

This paper presents preliminary data from a study exploring how kindergarten, first, and second grade teachers in a school that actively fosters family involvement, include queerly-mixed families in their educational practices. Data analysis and interpretive procedures follow a narrative and phenomenological approach aimed at understanding how participants negotiate hegemonic discourses of schools related to the concept of “family”.

**When Words Inflict Harm: Documenting Sexuality and Gender Identity Microaggressions in Schools for LGBTQ Youth**

Darla Linville, Georgia Regents University, [dlinville@gru.edu](mailto:dlinville@gru.edu)

When Words Inflict Harm: Documenting Sexuality and Gender Identity Microaggressions in Schools for LGBTQ Youth Using existing frameworks that describe sexuality, gender, and gender identity microaggressions, this paper analyzes the Q-sort data of lesbian, gay, and bisexual youth. The findings describe microassaults, microinsults, and microinvalidations that youth experience in schools from peers, teachers, and other school staff, as well as interactions that validate their identities.

**Session T-303**

**Contemporary Teacher Memoirs and Their Potential Role in Curriculum Courses**

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

This study explores the incorporation of three contemporary teacher memoirs into a graduate level curriculum course. Written by authors who took alternative paths to the classroom, these memoirs provide commentary on recent educational reform that raises questions about the representation of the field of curriculum and pedagogy.

**Deconstructing the Discourse of Opportunity: Computer-Assisted Instruction in Alternative Education**

Elizabeth Miller, Northern Arizona University, [erm75@nau.edu](mailto:erm75@nau.edu)

In today’s alternative schools, computer-assisted instruction is widely implemented as a method for teaching struggling student populations. The computer-assisted classroom lacks democratic qualities and relies on a procedural approach to teaching and learning. However, the deficiencies of the program are masked by an overwhelming discourse of opportunity.

**An Expository Discourse Analysis of our Practice of Co-Teaching Critical Analysis: Implications for Power, Situated-ness, and Context**

Gina Anderson, Texas Woman’s University, [ganderson@twu.edu](mailto:ganderson@twu.edu)

Jody Piro, Texas Woman’s University, jpiro@twu.edu

This presentation highlights how two professors problematize their power in their practice of co-teaching critical analysis in a graduate level teacher education course on diversity. Session participants will also have an opportunity to share lived experiences of and negotiations between power and pedagogical practices.

**Session T-304**

**Understanding the Need to Resist in Public Schools Through the Work of Augusto Boal**

Rachel Radina, Miami University, [coffeyr@miamioh.edu](mailto:coffeyr@miamioh.edu)

Using the work of Augusto Boal participants in this workshop will embody and act out what resistance might look and feel like in the space of public schools and the surrounding communities in which they are located. This workshop will challenge participants on a variety of levels through the use of Theatre of the Oppressed (TO) techniques.

**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**

**The Multi-Spatial Pedagogies of the Mattress Factory Art Museum**

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

I will examine how the Mattress Factory Art Museum functions as installation art within the community and city of Pittsburgh within which it is situated insofar as it offers participation, artists’ and curators’ collaboration in the installation process, and visitors’ ability to experience art in multi-sensory and multi-spatial ways.

**Session T-402**

**Coloring Democracy in Teacher Education**

Latoya Johnson, The University of Georgia, [latoyaj@uga.edu](mailto:latoyaj@uga.edu)

This paper explores the history of notions of democracy and diversity in teacher education from the perspective of the “black souls” of democracy. The “black souls” brought critical lenses to foundational ideas of democratic education and helps us to fully understand the history of democratic education in our nation.

**Curricular Practices That Perpetuate Hegemony: The Negative Impact of Tracking and Grouping**

Oswaldo Rios, University of Texas at Brownsville, [oswaldo.rios@springbranchisd.com](mailto:oswaldo.rios@springbranchisd.com)

This paper will discuss that tracking and grouping negatively impacts the educational outcomes of many minority students. Tracking and grouping students according to intellectual abilities seems appropriate to educators but social and economic characteristics are also considered. This practice limits students learning opportunities and their potentials.

**The Poverty of Affluence: Infusing Diversity in a Homogeneous Environment**

Caitlin Wimberley, Kennesaw State University, [caitlinlara78@gmail.com](mailto:caitlinlara78@gmail.com)

The purpose of this autoethnography is to outline the experience of a new teacher researching and developing a diverse curriculum without creating a sense of the "other" in a homogeneously white, affluent classroom. White privilege awareness, critical whiteness pedagogy, implicit biases, and social justice teaching are considered and discussed at length.

**Session T-403**

**The Dionysian and Apollonian Jam Session: Curriculum, Rock Music, Passion, Logic, and Shared Intuitive Headspaces**

Mike Czech, Georgia Southern University, [mczech@georgiasouthern.edu](mailto:mczech@georgiasouthern.edu)

I discuss the importance of including rock music in the curriculum to open space for multiple ways of knowing where both art and science can exist together in improvisational jam sessions and emergent shared intuitive headspaces. Support includes my History of Rock-n-Roll curriculum and experience playing guitar in various rock bands.

**A Jazz Continuum: The Racialization of Madness**

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

Michel Foucault identifies the fear of a liberated mind as one the elements comprising the core of madness in the 18th century. How might this critique be extended? One way is to address madness through radicalized contexts. This paper explores madness as radicalized through a jazz continuum.

**Session T-404**

**“It’s Our Party We Can Say What We Want”: Curriculum, Intersectionality and Music Video Pedagogy**

Bryan Smith, University of Ottawa, [bryan.smith@uottawa.ca](mailto:bryan.smith@uottawa.ca)

Cristyne Hebert, York University, Cristyne\_Hebert@edu.yorku.ca

Jane Griffith, York University, jane.a.griffith@gmail.com

In this paper, we explore online responses to controversial music videos, teasing out how these commentaries may challenge, reify, and even reproduce constructions of racialized and gendered categories. In so doing, we seek to better understand and develop an intersectionally aware pedagogy that engages rather than skirts these tensions in and outside of popular culture.

**Teacher Education and Popular Culture: The Pedagogical Possibilities of Teach, Tony Danza.**

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

This presentation will show that using popular television with pre-service educators may help them enter the classroom better prepared to meet the challenges of the 21st century classroom. Session participants will learn about the pedagogical possibilities and uses of the television shows as an effective training tool for pre-service educators.

**Alon sharé Kréyol: Public Pedagogy For Teaching Endangered Languages**-CCP

Christophe Landry, University of Sussex, [Christophe@sussex.ac.uk](mailto:Christophe@sussex.ac.uk)

Endangered languages suffer several burdens; they are socially and politically marginalized and rendered virtually inexistent at all levels of formal communication. In this paper, I will demonstrate how public pedagogy is being employed for rendering the Louisiana Creole language and culture visible, with materials made available for the creolization/indigenization of school curricula.

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

**Session T-501**

**Practicing Chaos and Complexity as Curricular and Pedagogical Praxis**

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

Sarah Smitherman Pratt, University of North Texas, [Sarah.Pratt@unt.edu](mailto:Sarah.Pratt@unt.edu)

Justin Joel Esparza, The University of Texas at Brownsville, [justinjesparza@yahoo.com](mailto:justinjesparza@yahoo.com)

Discussant: Peter Applebaum, Arcadia University, [applebaum@arcadia.edu](mailto:applebaum@arcadia.edu)

In this symposium, we take a critical look at curriculum development practices and ask how chaos and complexity perspectives might serve as a theoretical backdrop for more complex understandings of contemporary constellations of systemic inequities as well as a chaotic, pedagogical praxis whose purpose is to generate fairer, more useful and interesting curricular relationships of self, knowledge and the world?

**Session T-502**

**Dis/placed bodies: Performance as Embodied Pedagogy in Places of Conflict**-CCP

Sarah Abu Bakr, Penn State University, [swa118@psu.edu](mailto:swa118@psu.edu)

In this paper I negotiate between place, bodies, and performance. I argue that places of conflict are more complex than their dualistic representations and argue for a movement from word to performance when discussing the embodied experience of conflict, through the feminist notion of fluidity and excess.

**A Curriculum of Affect: Augmenting the Inhabitable Feel of a Moving World**

Valerie Triggs, University of Regina, vjtriggs@gmail.com

Through addressing curriculum development from an aesthetic perspective, this paper inquires into the inhabitable feel of place as the glue that holds together our ecology. It draws from a number of current conceptions of ecology to examine cause, effect, intentionality and feeling in relation to how modes of inquiry might work to reposition curriculum, pedagogy and educational practice.

**Session T-503**

**Empowering Students of Diverse Backgrounds to Achieve Self-Actualization**

Deyanira Rudd, University of Texas at Brownsville, [rruddsatx@sbcgobal.net](mailto:rruddsatx@sbcgobal.net)

Which curriculum practices empower students of multiethnic backgrounds to self-actualize? In this session, educators will explore how an autobiographical inquiry approach fosters self-actualization. The presenter will emphasize the importance of equality among diversity, expressing authentic voices among the diverse learning community and conducting critical analysis of the real world.

**Critical Resistance to Teach For America—Challenging Power, Privilege, and White Supremacy**-CCP

Stephanie Anders, University of New Orleans, [stephaniekayanders@gmail.com](mailto:stephaniekayanders@gmail.com)

As parents, activists, youth, teachers, and Teach For America (TFA) alumni, we are collectively resisting TFA, their connection to corporate reform and their proclivities for perpetuating inequality and white supremacy. In this paper, we share lessons learned on how not to replicate structural inequalities in the process of building a social movement for educational justice.

**Session T-504**

**Urban(e): Equity and Social Justice in the Public Image of Arts High Schools**

Alexandra Arraiz Matute, OISE/University of Toronto, [alexandra.arraizmatute@utoronto.ca](mailto:alexandra.arraizmatute@utoronto.ca)

Rachael Nicholls, OISE/University of Toronto, Rachael.nicholls@utoronto.ca

Ruben Gaztambide Fernandez, OISE/University of Toronto, r.gaztambide.fernandez@utoronto.ca

Within writing about arts education, little attention is given to specialized arts schools. Authors consider the tension between providing pre-professional arts training and a broad-based arts education. We complicate narratives about arts education by exploring the relationship between privilege and marginalization as exhibited in a school committed to social justice.

**From Arts Education to Social Activism**

Renee Dupree, University of New Orleans, [rdupree2@uno.edu](mailto:rdupree2@uno.edu)

An examination of the possible relationship between arts education and social activism in urban secondary school students.

**Session T-505**

**The Currere of Marginalized Central American Women-**CCP

Mauren Navarro, Critical Multicultural Educators GSO, [maunavar@nmsu.edu](mailto:maunavar@nmsu.edu)

This article will discuss the multiple forms of oppression of this particular group of marginalized women in order to answer the questions: What is the curricular construction for these women? Is their knowledge considered valid knowledge? What is the curriculum formation of an entire country that supports discrimination against these women?

**Everyday Life Studies: A Brazilian Mosaic for Social And Cognitive Justice and the Understanding of 'Thinkingpracticing' on Curriculum**

Ines Oliveira, Rio de Janeiro State University, [inesbo2108@gmail.com](mailto:inesbo2108@gmail.com)

Maria Luiza, Federal University of Rio de Janeiro State University, [luli551@hotmail.com](mailto:luli551@hotmail.com)

Presents Everyday Life Studies in Curriculum as a mosaic of theories that weaves a new epistemological and methodological approach overcoming the fixed models to understand curriculum through the notion of emancipatory practices, cognitive justice and thinkingpracticing within curricula. Argues that curriculum is a complicated conversation among a patchwork of knowledges.

**Session BT-600 5:30pm-6:45pm**

**Session BT-601**

**The Left Handed Curriculum: A Book Discussion**

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

In an age of education reform, accountability, and market-driven policies, creative and artful teaching and learning are increasingly marginalized, and with that, so are the stories, voices, and lived experiences of students and teachers. This book advocates for artful forms of resistance and social change through creative re-imaginings of what curriculum is and can become.

**Session BT-602**

**Becoming Teachers of Inner-City Students: Life Histories and Teacher Stories of Committed White Inner-City Teachers**

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

This book talk presents recent research on professional identities of Committed White teachers of inner-city students. Avoiding facile "White ally" victory narratives and simplistic characterizations White teachers' "race resistance," Becoming Teachers of Inner-City Students drives at teachers' complex processes of professional becoming in understanding race, class, culture, language, and gender in classrooms.

**Session BT-603**

**Problematizing Public Pedagogy**

Jake Burdick, Purdue University, burdicks@purdue.edu

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

Michael P. O’Malley, Texas State University San Marcos, [mo20@txstate.edu](mailto:mo20@txstate.edu)

In this book talk, the editors of the recently published collection Problematizing Public Pedagogy will discuss the book’s central impetus, author contributions, and the contemporary landscape of public pedagogy research and theorizing. The editors hope to foster a dialogue with session attendees regarding the possibilities that public pedagogy inquiry might hold for education as a broad concept.

**Friday, 8 November 2013**

**Early Morning Sessions**

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| 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 The Save Our Schools Campaign for Artful Resistance |

**Sessions**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Location | St Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | Ballroom  Table 5 | St. Joseph’s Salon |
| Session F-100  9:00am-10:00am | Session F-101  Black Friday, Pilgrims, and Pie: Thanksgiving as a Curriculum of Sacrifice and Consumption | Session F-102  “They just don’t care about the arts”: The Underrepresentation of Latin@ Students in Arts High Schools-CCP  Aqui Es, Zumba for Kids! Creating a Transformative Curriculum for Kids, Teachers, Administrators, Parents, and the Community | Session F-103  Re-Conceptualizing the Plessy v. Ferguson Challenge through Education: Afro-Creoles and the Straight University Law Department in New Orleans  Power, Violence, and the School to Prison Pipeline: Institutional Imprints on Rival Gang Members-CCP  Hearing the Subaltern Voice in the Human Rights Law Curriculum | Session F-104  Troubling Narrative: When Stories are not Enough  Evolution of a Scholar: Transformation from Teacher to Inquiry Based Practitioner | Session F-105  Teaching for Social Justice and Democratic Values in a Dual Major Program of Special Education Elementary Teaching  Teacher Education: What teachers take-away from pre-service, beginning teacher induction, and professional development instruction?  Emerging Teacher Subjectivities: A Foucauldian Discourse Analysis of Five Teachers Teaching with Social Media | Session F-106    Multicultural Education in Art Museums: Lived Experiences of Art Museum Educators of Color  A Curricular Exploration in Black Visual Culture: A Philosophical Theoretical Examination Of The Image Of The Black Male Through The Paired Dimension-Thread Lenses Of Double Consciousness And Visual Culture-CCP  Beyond the Classroom Walls | Session F-107  Bridging the Gap Between Home and School Through a Community-Based Approach |

**Friday, 9 November 2012**

**Sessions**

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table 4 | St. Mary’s Salon 2 |
| Session F-200  10:15am-11:15am | Session F-201  Empowering Refugee Students in a Status Quo Curriculum | Session F-202  Graphic Contrasts of Ideologies | Session F-203  Vivir y cruzar con orgullo  From Oppressed to Oppressor: A Critical Self-Examination of Hegemony on the US/Mexico Border-CCP  An Unspoken Border Curriculum-CCP | Session F-204  Activating Activism in Preservice Art Educators:  Training Art Teachers to Dismantle Sociocultural Inequality  Intentional Teaching in Higher Education as Praxis: Empowering Hispanic Female Teacher Candidates to Teach in the 21st Century-CCP | Session F-205  Reconceptualizing Understanding By Design: A Critical Examination of a District’s Utopian Quest to Develop Curriculum  Developing Curriculum Through a Student’s Social Universe-CCP  Reclaiming Teacher Resistance: What We Can Learn from Teachers Who Resist | Session F-206  Challenges in Ethiopian Pre-Service Teacher Education Pedagogy: Contradictions Between Traditional and Innovative Teaching-Learning Practices  Teaching and Learning of US History in South Korea | Session F-207  Testimonio as Curriculum and Pedagogy: Toward an Understanding of Hispanophone Cultural and Educational Traditions |

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| Location | St. Joseph’s Salon | Ballroom  Table 2 | Ballroom  Table 3 | St. Ann’s Cottage 1 | Ballroom  Table 5 | St. Mary’s Salon 1 |  |
| Session F-300  11:30am-12:30pm | Session F-301  Racial Battle Fatigue: Difference and Division in Higher Education-CCP | Session F-302  Empowering ELL Student Success through Technology-CCP  The 21st Century Reader: Creating an Even Playing Field  A Pedagogical Approach to Digital Media and Multisensory Second Language Literacies | Session F-303  New Ways of Disconnecting Students Using Technology  Advantages of Integrating Human Patient Simulation in Nursing Curricula  Exploring the Impact of Virtual Classroom Technology on Learning to Teach | Session F-304  “What’s Going on Now”—Digital Storytelling | Session F-305  Reclaiming Cultural Capital: How Well-Meaning People Constrain Curriculum & Pedagogy-CCP  Family Literacy as a Social Justice Initiative  Childhoods as Currere | Session F-306    The Save Our Schools Campaign for Artful Resistance |  |

**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 | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | St. Ann’s Cottage 1 |
| Session F-400  3:00pm-4:00pm | Session F-401  The Birth Through Five World: Encouraging the Profession and Empowering Families through Higher Education Collaborative | Session F-402  Starpower Workshop: Facilitating a Critical Educational Simulation by Playing a Serious Game | Session F-403  The American Dream: Indo West Indian Immigration and Curricular Assimilation through Cultural Identity Loss-CCP  Critical Analysis of Current Multicultural Education in South Korea Toward Critical Multicultural Education  Paulo Freire, Neoliberalism, and Our Challenge | Session F-404  Community Connectedness and Communal Well-Being Embodied within a Fertile Space  'Matter(ings)' and Materializations: Thinking With and Through the Body  A Farm and a Grocery Store: Two Takes on Modern-Day Food Production and Consumption | Session F-405  Are We Adding or Subtracting?: Examining the Language Ideologies Within ESL, Bilingual Education, and Two-Way Immersion Literature  Subtractive Schooling, Social Capital, Relationships and Tracking as Perpetuators of Hegemony on Latino Education-CCP  Providing Relevancy by Bringing Outside Curricula into a Japanese as a Foreign Language Class | Session F-406  Writing for the Journal of Curriculum and Pedagogy: A Conversation with Prospective Authors and Reviewers |

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| Location | St Joseph’s Salon | St. Mary’s Salon 1 | Ballroom  Table 1 | Ballroom  Table 3 | Ballroom  Table 5 |  |
| Session F-500  4:15pm-5:15pm | Session F-501  Four Alternative Theoretical Lenses to Change the Educational Paradigm: Informal Learning, Systems Thinking, Play Theories, and Culturally Responsive Education | Session F-502  Capturing a Serious Game of Starpower with Preservice Teachers: Using Ethnographic Fieldnotes and Educational Simulation as a Tool for Civic Engagement | Session F-503  Reflections on Teaching as Aesthetic Practice  Restructuring Schools Within Societal Confines  Curriculum, Race and Representation in Undergraduate Art Education Programs: A Comparative Analysis-CCP | Session F-504  “What is this Child Ready for?” Interacting with John Goodlad as Malawi Eyes a 100% Primary School Completion Rate-CCP  Curriculum Confessions of a Public School Teacher  Inside The Principal’s Office: Social Justice and Pragmatic Realities | Session F-505  Personal and Professional Networks and Divisions: How Teachers Make Sense of an English-only Policy  The Neo-Colonial Turn: Capital and the Enduring Legacy of Coloniality on Curriculum-CCP  The Hidden Curriculum and Recent Immigrants From Mexico and Central America-CCP |  |

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| Location | St. Mary’s Salon 1 | St. Mary’s Salon 2 | St. Joseph’s Salon | St. Ann’s Salon 1 |  |
| Session F-600  5:30pm-6:45pm  Book Talks | Session BT-604  A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know-CCP | Session BT-605  Book Talk | Session BT-606  Public Education: Voice, Activism, & Uprising |  |  |

**Council Meeting**

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| 5:30pm-7:30pm Council Meeting – Location TBA |

**Friday, 9 November 2012**

**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**

The Save Our Schools Campaign for Artful Resistance

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

**Session F-101**

**Black Friday, Pilgrims, and Pie: Thanksgiving as a Curriculum of Sacrifice and Consumption**

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

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

Focusing on Thanksgiving’s role in the curriculum of consumerism, we trace its historical development through literary and popular culture texts and draw on deconstructive theories of generosity and gift-exchange to argue that by constructing the recipient of our gratitude as God, nation, or family, Thanksgiving is a practice that facilitates the “selective forgetting” of obligations to others whose contributions it may be politically and economically convenient to forget.

**Session F-102**

**“They just don’t care about the arts”: The Underrepresentation of Latin@ Students in Arts High Schools-**CCP

Rachael Nicholls, OISE/University of Toronto, [rachaelnich@gmail.com](mailto:rachaelnich@gmail.com)

Alexandra Arraiz-Matute, OISE/University of Toronto, Alexandra.arraizmatute@utoronto.ca

In this paper, authors explore the underrepresentation of racialized students in a public specialized arts program. Using critical discourse analysis we consider how cultural identity is constructed in teacher and student narratives. We mobilize oppositional cultural identity and identity repertoires theories to challenge the cultural deficit model that participants articulated.

**Aqui Es, Zumba for Kids! Creating a Transformative Curriculum for Kids, Teachers, Administrators, Parents, and the Community**

Araceli Montalvo, University of Texas Brownsville, [aracelimontalvo@ymail.com](mailto:aracelimontalvo@ymail.com)

Drawing from an autobiographical inquiry into my own embodied practice as a teacher and a Zumba leader, this paper explores the ways in which Zumba can be seen as a transformative curricular practice that cultivates student voice, cultural and heath awareness and community involvement.

**Session F-103**

**Re-Conceptualizing the Plessy v. Ferguson Challenge through Education: Afro-Creoles and the Straight University Law Department in New Orleans**

Dana Hart, Louisiana State University, dhart@lsu.edu

This paper considers the role of education and the network of activist supporters behind the Plessy case. It explores the Straight University law department in New Orleans during Reconstruction and examines how it helped produce the legal minds that formulated one of the most famous legal challenges in U.S. history.

**Power, Violence, and the School to Prison Pipeline: Institutional Imprints on Rival Gang Members**-CCP

Corrie Davis, Kennesaw State University, [cdavi163@kennesaw.edu](mailto:cdavi163@kennesaw.edu)

Although in middle school, the African American males in this study represented many years of anger and disappointment, which they manifested through allegiances with groups notoriously known to be violent. I will discuss their school to prison pipeline in conjunction with their perceptions of an educational journey riddled with power struggles, violence, and inconsistencies.

**Hearing the Subaltern Voice in the Human Rights Law Curriculum**

Sujata Gadkar-Wilcox, Quinnipiac University, [sujata.gadkar-wilcox@quinnipiac.edu](mailto:sujata.gadkar-wilcox@quinnipiac.edu)

This paper seeks ways to teach and think about human rights law that give voice to particular people involved in cases. It develops a critique of legal formalism in human rights law, and proposes “practical reasoning” as a means to consider particular circumstances as meaningful opportunities to reconsider legal abstractions.

**Session F-104**

**Troubling Narrative: When Stories are not Enough**

Roland Mitchell, Louisiana State University, rwmitch@lsu.edu

Petra Hendry, Louisiana State University, phendry@lsu.edu

This session traces the authors continuously shifting understandings of their work as narrative inquirers. The primary questions addressed in the session are: How might narrative be conceptualized outside the normative tropes of “research”? What are the limits of narrative as an epistemology? What are the implications for reframing narrative as an ontology or ethics as a means to situate “narrative outside research”?

**Evolution of a Scholar: Transformation from Teacher to Inquiry Based Practitioner**

Rogelio Campa, The University of Texas Brownsville, [rocam98@gmail.com](mailto:rocam98@gmail.com)

The goal of this paper is to use autobiographical inquiry and existential knowledge to understand my transformation within the status quo of hegemony by using my past experiences to incorporate teacher inquiry into the curriculum.

**Session F-105**

**Teaching for Social Justice and Democratic Values in a Dual Major Program of Special Education Elementary Teaching**

Jean Ann Foley, Northern Arizona University, [jeanann.foley@nau.edu](mailto:jeanann.foley@nau.edu)

Jennifer Kurth, University of Kansas, jennifer.kurth@nau.edu

Is teaching for social justice and democratic values suitable for a dual major program in special education and elementary teaching? Using a qualitative inquiry method, two university professors examine a teacher preparation program with plans to revise the curriculum to include a critical pedagogy that stresses social justice.

**Teacher Education: What Teachers Take-Away From Pre-Service, Beginning Teacher Induction, and Professional Development Instruction?**

Bradley Walkenhorst, Saint Louis University, bwalkenh@slu.edu

This proposal will present the findings of my research into teacher training programs and professional development as it relates to students with special educational needs. In particular, what do they take away from each stage of teacher training and how does it influence their practice within the classroom.

**Emerging Teacher Subjectivities: A Foucauldian Discourse Analysis of Five Teachers Teaching with Social Media**

Sue Meabon Bartow, Miami University, [bartowsm@miamioh.edu](mailto:bartowsm@miamioh.edu)

This paper presents results from a multiple case study of teachers using social media in their teaching. Using Foucauldian discourse analysis to investigate emerging teacher subjectivities, this study uncovers critical and progressive concerns in its analysis of the participatory and egalitarian potential of engaging social media technologies.

**Session F-106**

**Multicultural Education in Art Museums: Lived Experiences of Art Museum Educators of Color**

Natasha Reid, University of Arizona, Division of Art and Visual Culture Education, natashareid.arted@gmail.com

This presentation will examine the lived experiences of art museum educators of color who are working within museums that are employing multicultural visions. Their stories will reveal realities associated with the politics of race and culture in museums and will be employed as counter-narratives to dominant discourses in the field.

**A Curricular Exploration in Black Visual Culture: A Philosophical Theoretical Examination Of The Image Of The Black Male Through The Paired Dimension-Thread Lenses Of Double Consciousness And Visual Culture**-CCP

Alphonso Grant, Penn State University, alphonso@psu.edu

This paper explores the discourse of Black visual culture through concepts, theories, and critical issues relevant to curriculum studies. The paper culminates with a philosophical exploratory theoretical examination of stereotypes and perceptions in Black visual culture and the effects they have on curriculum in the United States through the paired dimension-thread lenses of double consciousness (Grant, 2013; Taylor, 2010) and visual culture (Tavin, 2003).

**Beyond the Classroom Walls**

Natalia Pilato, Penn State University, nataliapilato@gmail.com

Artist and Educator will discuss ways to develop curriculum that involves students in creative artistic collaborations with their communities. Several examples of community murals and garden projects will be addressed as well as suggestions on ways to maximize participation and engagement at all stages of the process.

**Session F-107**

**Bridging the Gap Between Home and School Through a Community-Based Approach**

Freyca Calderon, Texas Christian University, f.calderonberumen@tcu.edu

Sherrie Reynolds, Texas Christian University, s.reynolds@tcu.edu

Altheria Gaston, Texas Christian University, altheria.gaston@tcu.edu

Julie Vu, Texas Christian University, j.vu@tcu.edu

Channa Barrett, Texas Christian University, channa.barrett@tcu.edu

Chloe Anderson, Texas Christian University, chloe.bade@tcu.edu

Victoria Reneau, Texas Christian University, [victoria.reneau@tcu.edu](mailto:victoria.reneau@tcu.edu)

Mila Zhu, Texas Christian University, m.zhu@tcu.edu

Using place and culture based-education as a framework, this symposium presents the production of artifacts aiming to connect children’s learning with the richness, heritage, and experiences of their own community. Grounded in their own place, this work targets at connecting curriculum content to community surrounding to provoke engaging and authentic local learning.

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

**Session F-201**

**Empowering Refugee Students in a Status Quo Curriculum**

Maria L. Mendez , Northside Independent School District, maria.mendez@nisd.net

Refugee students face many challenges as they enter the United States school system. This paper will provide insight for curricular specialists and instructional leaders on how culturally responsive curriculum can promote student empowerment and self-transformation.

**Session F-202**

**Graphic Contrasts of Ideologies**

Kristin Hall, Texas A&M University, [kristinhall@tamu.edu](mailto:kristinhall@tamu.edu)

Graphic Contrasts of Ideologies: Logo of South Africa’s Post-Apartheid Constitutional Court seen through the barbed wire that held Nelson Mandela (1962) and Mahatma Gandhi (1908) at Number 4 (Old Fort Prison) while awaiting adjudication.

**Session F-203**

**Vivir y cruzar con orgullo**

Karla O'Donald, Texas Christian University, [k.odonald@tcu.edu](mailto:k.odonald@tcu.edu)

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

Making use of Anzaldúa’s concepts of Nepantla and mestiza consciousness, we argue for the creation of spaces in education that allow for the expression of individual vivencias shared through testimonios. This process intends to construct a living curriculum of orgullo that embraces one’s identity in connection to places of consuelo.

**From Oppressed to Oppressor: A Critical Self-Examination of Hegemony on the US/Mexico Border**-CCP

Tanya Perez, University of Texas at Brownsville, tanyakarina@yahoo.com

In this paper, I use autobiography as a mode of inquiry to critically examine my experiences with the hidden curriculum as a majority minority student living and learning on the US/MX border.

**An Unspoken Border Curriculum**-CCP

Edith Trevino, University of Texas at Brownsville, edith.trevino@hotmail.com

Through narrative inquiry, I will focus on the lived experiences of my own children with border violence and their own teacher’s perceptions of the way they expressed themselves. These experiences will reflect what the cultural and social experiences may mean to a curriculum of place as well to a larger curricular issue affecting displaced students

**Session F-204**

**Activating Activism in Preservice Art Educators: Training Art Teachers to Dismantle Sociocultural Inequality**

Sarah Travis, University of North Texas, sarahtravis@my.unt.edu

Emily Hood, University of North Texas, [emilystew@gmail.com](mailto:emilystew@gmail.com)

This presentation delineates a journey of how an alliance of critical art educators used personal narratives as a primary pedagogic tool for activating activism towards the dismantling of sociocultural inequality in preservice art teachers.

**Intentional Teaching in Higher Education as Praxis: Empowering Hispanic Female Teacher Candidates to Teach in the 21st Century**-CCP

Diana Cortez-Castro, University of Texas at Brownsville, [diana.cortezcastro1@utb.edu](mailto:diana.cortezcastro1@utb.edu)

Drawing from autobiographical inquiry, this paper explores the ways in which the dynamic and contextual intersectionality of self-dialogue, gender and race have shaped the meaning I make of curriculum as a Hispanic Woman and teacher educator at a South Texas university and how this influences my pedagogical work with Hispanic female teacher candidates.

**Session F-205**

**Reconceptualizing Understanding By Design: A Critical Examination of a District’s Utopian Quest to Develop Curriculum**

Mary Endress, University of Texas at Brownsville, mendress@earthlink.net

The goal of this paper is to explore the phenomenological experience of collaborative, curricular change founded in notions of inclusivity and built around themes that challenge students to make connections across disciplines. I examine the influence of hegemony on actions and relationships among team members as we developed curriculum.

**Developing Curriculum Through a Student’s Social Universe**-CCP

Jimmy Padilla, University of Texas at Brownsville, jimmyepadilla@hotmail.com

This paper introduces a critical theory perspective in developing curricular plans through a social context to enhance professional practice and student outcomes. This approach will help students begin to uncover the connections between course objectives and societal norms, values, and structural relationships that exist within each individual’s own social universe.

**Reclaiming Teacher Resistance: What We Can Learn from Teachers Who Resist**

Jocelyn Weeda, Miami University, weedajr@miamioh.edu

According to the implied/stated messages of market-based educational reforms, teachers are the problem with our failing system. Policymakers believe teacher inadequacies/resistance and the unions that protect them are to blame. But resistance reimagined as a form of authorship and commitment to one’s work, should be viewed as engagement in the democratic process.

**Session F-206**

**Challenges in Ethiopian Pre-Service Teacher Education Pedagogy: Contradictions between Traditional and Innovative Teaching-Learning Practices.**

Abiy Zewdu Agegnehu, Hawassa College of Teacher Education, abiselom4@yahoo.com

Whether a particular education and training system is of high or low quality can be judged in terms of input, output and process. Until recently, however, much discussion of educational quality is centered on only system inputs in terms of the provision of teachers, educators, teaching materials and other facilities, and on output in terms of trainees’ achievement. No or less attention is given to the teaching-learning process, the dimension which involves what really happens in the classroom. This study thus, aims at finding out the extent to which innovative approach of teaching and learning are employed under the Ethiopian lower primary (1-4) pre-service teacher training classrooms, to identify the factors that affect its implementation, and finally recommend better ways and means for further improvement.

**Teaching and Learning of US History in South Korea**

An Sohyun, Kennesaw State University, san2@kennesaw.edu

Stacy Delacruz, Kennesaw State University, sdelacru@kennesaw.edu

Drawing on findings from written questionnaire surveys and focus group interviews, this paper investigates how South Korean middle school students make sense of US history, and what are the major influences that shape today's South Korean youth's perspectives on the US.

**Session F-207**

**Testimonio as Curriculum and Pedagogy**

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

James C. Jupp, Georgia Southern University, jcjupp@gmail.com

Edith Treviño, University of Texas at Brownville, edith.trevino@hotmail.com

Luz Evelin Zuniga, University of Texas at Brownsville & Brownsville ISD

Discussant-Miryam Espinosa, Valdosta State University, [miryamespinosa@gmail.com](mailto:miryamespinosa@gmail.com)

This panel explores the Latin American tradition of testimonio as curriculum for social justice and pedagogy for empowerment. Key in this panel is an understanding of the Latin American Testimonio tradition, its complexities, and recent research that expands testimonio to understandings of curriculum and pedagogy.

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

**Session F-301**

**Racial Battle Fatigue: Difference and Division in Higher Education**-CCP

Kenneth Fasching-Varner, Louisiana State University, varner@lsu.edu

Katrice Albert, University of Minnesota, ka225@umn.edu

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

Chaunda Allen, Louisiana State University, calle18@lsu.edu

This panel session is intended to examine Racial Battle Fatigue (RBF) across the spectrum of higher education (senior leadership, middle management, and faculty). The proposed session takes up RBF idea and extends it as a means of understanding how the “academy” or higher education operates and consequently curriculum is affected.

**Session F-302**

**Empowering ELL Student Success through Technology**-CCP

Vanessa Martinez, New Mexico State University, nessmarti@gmail.com

Glenda Gonzalez, New Mexico State University, glenda.gonzalez79@gmail.com

As the technology world continues to evolve, educators are seeking ways to empower their students’ learning with digital platforms. Our interest is to explore whether a particular type of pedagogy must go hand-in-hand with technology in the classroom, in order to fully impact student learning and empower the ELL student.

**The 21st Century Reader: Creating an Even Playing Field**

Heather Haverback , The Catholic University of America, haverback@cua.edu

Molly Mee, Towson University, mmee@towson.edu

This study examined undergraduate students’ reading habits with regard to current technologies. For this presentation, the researchers will share their research while considering privilege and environment. Then, the researchers will start a conversation about how educators can provide meaningful curricula to all students using 21st century reading tools.

**A Pedagogical Approach to Digital Media and Multisensory Second Language Literacies**

Curt Porter, Indiana University of Pennsylvania, cporter@iup.edu

This presentation theorizes literacy as an embodied practice and explores the use of multimedia to engage with sensual, emotional, and corporeal experience. Data from several classroom research projects demonstrates complex forms of literacy that draw on videos, images, sounds, and even tastes, smells, and textures to explore social issues.

**Session F-303**

**New Ways of Disconnecting Students Using Technology**

Abel De la Garza, University of Texas at Brownsville, [abeldlgjr@gmail.com](mailto:abeldlgjr@gmail.com)

An experienced technology developer and systems administrator participates in a videoconference doctoral course and reflects on the lived experience in which the technology meant to connect students with the instructor works to hinder participation and interaction.

**Advantages of Integrating Human Patient Simulation in Nursing Curricula**

Carla A. Harmon, Louisiana State University, [charmon12@cox.net](mailto:charmon12@cox.net)

Nursing curricula must provide sufficient pedagogical strategies to ensure students advance to higher levels of expertise in nursing practice by applying didactically learned content to the clinical environment. Integration of the human patient simulator in nursing education allows students to practice clinical skills in a safe learning environment.

**Exploring the Impact of Virtual Classroom Technology on Learning to Teach**

Scott Sander, Miami University , [sandersa@miamioh.edu](mailto:sandersa@miamioh.edu)

Virtual classroom technology can serve as more than a pedagogical tool. This session looks to expand the conversation about TeachLivE as a site of analysis for teacher educators to diagnose and treat the deeply held, objective beliefs of preservice teachers about the nature of science, teaching and learning.

**Session F-304**

**"What’s Going on Now" – Digital Storytelling**

Shari Boyce, Promising Futures, [sboyce@gwmail.gwu.edu](mailto:sboyce@gwmail.gwu.edu)

The youth of Promising Futures were challenged to share their experiences and express their concerns about issues afflicting themselves and other youth. Using the principles of photovoice and digital storytelling, they used music, spoken word, images, and photos to produce a video creatively voicing their life stories and perspectives.

**Session F-305**

**Reclaiming Cultural Capital: How Well-Meaning People Constrain Curriculum & Pedagogy**-CCP

Luz Zuniga, University of Texas at Brownsville, [levelinz@hotmail.com](mailto:levelinz@hotmail.com)

This paper uses narrative inquiry to examine the achievement gap that Latino students are often associated with as well as the racialization of their curriculum. Individuals who claim to be complying with school reforms further subtract schooling discounting cultural and social capital of immigrant minorities by perpetuating the racial divide.

**Family Literacy as a Social Justice Initiative**

Katherine Becker, Lakehead University, Orillia Campus, [klbecker@lakeheadu.ca](mailto:klbecker@lakeheadu.ca)

Libbi Miller, Northern Arizona University, erm75@nau.edu

Family literacy initiatives are frequently conceived and evaluated through the positivist lens. We argue that this convention extinguishes the transformative potential of family literacy to empower participants and rearticulate family literacy programming through the lens of social justice.

**Childhoods as Currere**

Julia Persky, Texas A&M University, Department of Teaching, Learning and Culture, [JCPersky@tamu.edu](mailto:JCPersky@tamu.edu)

Radhika Viruru, Texas A&M University, Department of Teaching, Learning and Culture, rviruru@tamu.edu

Childhoods as Currere challenges postcolonial constructions of children and childhoods through a non-traditional approach to research that considers the authors’ classroom experiences as they tell the stories of their students’ lives through original poetry and artwork.

**Session F-306**

**The Save Our Schools Campaign for Artful Resistance**

Becky Smith, University of Central Florida, [becky\_smith@knights.ucf.edu](mailto:becky_smith@knights.ucf.edu)

Morna McDermott, Towson University, mmcdermott@towson.edu

This art exhibit, and paper session, showcases work from the Save our Schools campaign for artful resistance. The artful campaign inspires, educates, and provides visions of not only what has been lost, but possibilities for the future of public education. These creative engagements are a call for advocates and activists to teach thoughtfully, and reveal how art and creativity are vital elements to inspiring solidarity, democratic

**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 four 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**

**The Birth Through Five World: Encouraging the Profession and Empowering Families through Higher Education Collaboration**

Raynice Jean-Sigur, Kennesaw State University, [rjeansig@kennesaw.edu](mailto:rjeansig@kennesaw.edu)

Hollie Queen, Instructor, Chattahoochee Technical, Hollie.Queen@chattahoocheetech.edu

The presenters of this workshop will discuss how through the collaboration of technical colleges and four year institutions, child care workers are able to learn more about pursing their education in the field. The presenters will also focus on activities that they do to promote articulation, recruitment and empowerment of students and families in the field of early care and learning.

**Session F-402**

**Starpower Workshop: Facilitating a Critical Educational Simulation by Playing a Serious Game**

Patricia Bullock, Kennesaw State University, [Pbulloc2@kennesaw.edu](mailto:Pbulloc2@kennesaw.edu)

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

Emily Gleason, Castleton State College, Emily.gleason@castleton.edu

In this workshop, we will facilitate a demonstration of the “serious game” (Duke, 1974) of Starpower, capture our process with ethnographic fieldnotes, and mediate an on-site meta analysis of what we learn through close observation of our “play.”

**Session F-403**

**Critical Analysis of Current Multicultural Education in South Korea Toward Critical Multicultural Education**

Seon-Young Kim, The University of Texas, at Austin, [path@hanmail.net](mailto:path@hanmail.net)

This study examined how present-day multicultural education in the S-Korea is practicing through an ethnographic case study with five Korean participant-teachers from three elementary schools. From the study, five characteristics of multicultural education in S-Korea are identified. Critical multicultural education is proposed and discussed for the direction of multicultural education.

**Paulo Freire, Neoliberalism, and Our Challenge**

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

Guided by a sense of profound hope, Paulo Freire was profoundly committed to challenging individuals, political, educational, and religious structures that perpetuated the status quo. This paper thusly examines the work of Freire, particularly focused on his challenge to us in light of an educational climate enthralled with neoliberal thought.

**Session F-404**

**Community Connectedness and Communal Well-Being Embodied within a Fertile Space**

Hannah Sasser, Purdue University, [hsasser@purdue.edu](mailto:hsasser@purdue.edu)

Jake Burdick, Purdue University, burdicks@purdue.edu

This paper discusses an ethnomethodological study that draws on Alfred Adler’s theory of gemeinschaftsgefühl embodied within the space of a community garden. Using gemeinschaftsgefühl – a sense of community belonging coupled with a concern for communal well-being – and a framework of relational pedagogy, I ask how a community garden functions as an educative space.

**'Matter(ings)' and Materializations: Thinking With and Through the Body**

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

Drawing on the work of Deleuze|Guattari (1987), I re/think the running-body as an ecological practice that relationally produces thought. My interest in deleuze|guattarian philosophies seeks to re-examine the ‘movement’ of bodies through time and space, as opposed to examining the movement of ‘a’ particular body. I am curious as to what this shift might mean for theorizing and doing qualitative research in ways that attend to what Barad (2007) calls all ‘matter(ings)’.

**A Farm and a Grocery Store: Two Takes on Modern-Day Food Production and Consumption**

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

Laura Rychly, Payne College, [laurarychly@gmail.com](mailto:laurarychly@gmail.com)

This presentation explores two perspectives on modern-day food production and consumption. One is that of a famer who seeks to engage in ethical food practices in spite of government regulations. The other is of an everyday consumer who struggles to “successfully” grocery shop for a family of four.

**Session F-405**

**Are We Adding or Subtracting?: Examining the Language Ideologies Within ESL, Bilingual Education, and Two-Way Immersion Literature**

Lauren Isaac, Miami University, [isaaclb@miamioh.edu](mailto:isaaclb@miamioh.edu)

The presenter will discuss language ideologies embedded in the literature on three language education models: ESL, bilingual education, and Two-Way Immersion. The paper is part of a larger qualitative study of a Spanish/English Two-Way Immersion program and the ways in which borders are created and maintained between languages.

**Subtractive Schooling, Social Capital, Relationships and Tracking as Perpetuators of Hegemony on Latino Education**-CCP

Brenda Lyne, University of Texas at Brownsville, [brendailyne@gmail.com](mailto:brendailyne@gmail.com)

The goal of this paper is to use critical theory to explore how factors such as tracking, subtractive schooling, relationships and social capital contribute to the perpetuation of hegemony in the curriculum used with Latino students and what can be done in order to transform the curriculum.

**Providing Relevancy by Bringing Outside Curricula into a Japanese as a Foreign Language Class**

Yuka Kato, University of Texas at Brownsville, [yukakato@satx.rr.com](mailto:yukakato@satx.rr.com)

Through autobiographical inquiry, a Japanese as a foreign language teacher shares her experiences with outside curricula for high school students studying the Japanese language. She reflects on the importance of providing opportunities for wonder through outside curricula and an authentic, relevant curriculum in a classroom setting.

**Session F-406**

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

Jennifer 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)

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

Cole Reilly, Towson University, creilly@towson.edu

Jim Jupp, Georgia Southern University, jcjupp@gmail.com

Kris Sloan, Saint Edward’s University, [kriss@stedwards.edu](mailto:kriss@stedwards.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-500 4:15pm-5:15pm**

**Session F-501**

**Four Alternative Theoretical Lenses to Change the Educational Paradigm: Informal Learning, Systems Thinking, Play Theories, and Culturally Responsive Education**

Yuha Jung, The University of Georgia, [yuhajung@uga.edu](mailto:yuhajung@uga.edu)

Gloria Wilson, The University of Georgia, Gloria.wilson@mac.com

Garrett Jaeger, The University of Georgia, gjaeger@uga.edu

Victoria Eudy, The University of Georgia, vnw033@uga.edu

We propose four useful, alternative theoretical lenses for rethinking the dominant educational paradigm: informal learning, systems thinking, play theories, and culturally responsive education. By doing so, we propose a holistic understanding of education and how we can develop an educational paradigm that is more inclusive, diverse, flexible, and lifelong.

**Session F-502**

**Capturing a Serious Game of Starpower With Preservice Teachers: Using Ethnographic Fieldnotes and Educational Simulation as a Tool for Civic Engagement**

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

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

Emily Gleason, Castleton State College, Emily.gleason@castleton.edu

We will share both the process we facilitate and the theoretical underpinnings we have developed to utilize Starpower to develop our students’ understandings of power relations, and, in particular, how their own social histories are represented as an important ethnographic study. This paper session is intended to follow our proposed Starpower Workshop.

**Session F-503**

**Reflections on Teaching as Aesthetic Practice**

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

Deborah Randolph, University of North Carolina-Chapel Hill, [Randolph\_gallagher@mac.com](mailto:Randolph_gallagher@mac.com)

This paper explores aesthetic experience as a mode of inquiry that works to re/articulate curriculum and pedagogy. If curricular and pedagogical spaces are becoming increasingly scripted, monitored and even sterilized (Taubman, 2009), it becomes important to wonder/ask: how and when might ambiguity, reflection, or creativity rupture and/or enrich these spaces?

**Restructuring Schools Within Societal Confines**

Julie Fisher, Applied Learning Academy, Fort Worth ISD

Dr. Denise Gordon, Applied Learning Academy, Fort Worth ISD, [denise.gordon@fwisd.org](mailto:denise.gordon@fwisd.org)

A cross section of opinions from a small public school starting with students, parents, teachers, and concluding with administrators and employers who are face to face with the final product of this educational system, our students. Discussions involve how to redesign a school to promote student-centered learning through community involvement.

**Curriculum, Race and Representation in Undergraduate Art Education Programs: A Comparative Analysis**-CCP

Alphonso Grant, Penn State University, [alphonso@psu.edu](mailto:alphonso@psu.edu)

Jessica Baker-Kee, Penn State University, [jbakerkee@gmail.com](mailto:jbakerkee@gmail.com)

B. Stephen Carpenter, Penn State University, [bsc5@psu.edu](mailto:bsc5@psu.edu)

The growing diversity of American classrooms presents a need for pre-service teacher training programs to address racial dynamics in the classroom. Through a textual analysis of art education curricula at three major universities, this presentation will explore the ways race is framed, discussed and omitted in preparing teachers to engage with students of color.

**Session F-504**

**“What is this Child Ready for?” Interacting with John Goodlad as Malawi Eyes a 100% Primary School Completion Rate-**CCP Precious Gawanani, Miami University, Ohio, [gawanap@miamioh.edu](mailto:gawanap@miamioh.edu)

This paper draws lessons from Goodlad and ideas from critical theory to address challenges that are in Malawi education system as the country eyes a 100% primary school completion rate by 2015. The author argues for education reform and the need to address social inequalities in the education system.

**Curriculum Confessions of a Public School Teacher**

Kristin Hall, Texas A&M University, [kristinhall@tamu.edu](mailto:kristinhall@tamu.edu)

After a public school teaching career of 17 years, the first curriculum course in my doctoral program opened my eyes to possibilities of curriculum beyond the ubiquitous Tylerian model. I now understand how curriculum can move society in a positive direction, passed stagnating in static world of high stakes testing.

**Inside the Principal’s Office: Social Justice and Pragmatic Realities**

Melissa Rivers, K-12 Administrator, [mbrivers12@gmail.com](mailto:mbrivers12@gmail.com)

This paper contains the narratives of a principal at a Title 1 high school. The author shares the realities of “Race to the top” and Common Core as it pertains to leading a school, her faculty and students and her own struggles as a critical educator. Through sharing her own narratives, the author hopes to invite moral and ethical dialogue” (Denzin, 2003) about schooling in current times.

**Session F-505**

**Personal and Professional Networks and Divisions: How Teachers Make Sense of an English-only Policy**

Bridget Bunten, Washington College, [bbunten2@washcoll.edu](mailto:bbunten2@washcoll.edu)

In this case study, teachers at an elementary school in Massachusetts reveal how they make sense of an English-only policy by articulating their personal and professional networks and divisions. These networks and divisions display the dynamic nature of power and discourse within the teachers’ relationships.

**The Neo-Colonial Turn: Capital and the Enduring Legacy of Coloniality on Curriculum**-CCP

Nathalia Jaramillo, University of Auckland New Zealand, [n.jaramillo@auckland.ac.nz](mailto:n.jaramillo@auckland.ac.nz)

In this essay I examine the neo-colonial turn in curriculum. Specifically, I analyze the resurgence of nativist ideology in the U.S. that supports the enduring legacy of coloniality on knowledge production. Central to this claim is an understanding of the relationship between coloniality and neoliberal capitalism and the ways in which this overriding ‘structure’ favors Eurocentric frames of knowledge and a historical amnesia to the struggles of ethnic and racial groups who espouse ‘other’ ways of knowing.

**The Hidden Curriculum and Recent Immigrants From Mexico and Central America; Curricular Implications at the Elementary School Level**-CCP

Magdalena Garcia, University of Texas at Brownsville, [mgarcia1@ccisd.net](mailto:mgarcia1@ccisd.net)

The goal of this paper is to examine the impact of the hidden curriculum on oppressed immigrant students from Latin American countries at the elementary school level.

**Session BT-600 5:30pm-6:45pm**

**Session BT-604**

**A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know**-CCP

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

Kris Sloan, Saint Edward’s University, [kriss@stedwards.edu](mailto:kriss@stedwards.edu)

Cole Reilly, Towson University, creilly@towson.edu

Renée Casbergue, Louisiana State University, rcasberg@lsu.edu

Luis Mirón, Loyola University, New Orleans, lmiron@loyno.edu

This book talk panel session will discuss the newly released book A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know (Sense, 2013). The assembled panel is comprised of chapter contributors who will discuss the significance of their work relative to critical pedagogical thought. Audience participation is encouraged.

**Session BT-605**

Needs Title

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

There has been a well-established tradition of using writing as a tool for social criticism. Authors have used literature in an attempt to “call into existence” a better world. This session will examine how scholars can use the written word to challenge the dominant narrative through writing.

**Session BT-606**

**Public Education: Voice, Activism & Uprising Public Education: Voice, Activism & Uprising**

Francyne Huckaby, Texas Christian University Center for Public Education, f.huckaby@tcu.edu

Mila Zhu, Texas Christian University Center for Public Education, [m.zhu@tcu.edu](mailto:m.zhu@tcu.edu)

Altheria Gaston, Texas Christian University Center for Public Education, alteria.gaston@tcu.edu

Witnesses, parents, educators, students, academics and community members collective actions against the dismantling of U.S. public education. By following organizations, documenting their actions, and interviewing their activists, researcher filmmakers explore acts of participatory democracy to reclaim the role of the public in public education.

**Saturday, 9 November 2013**

**Art Exhibition**

|  |
| --- |
| 9:00am-12:00pm The Save Our Schools Campaign for Artful Resistance |

**Sessions**

**Saturday, 9 November 2013**

**Sessions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Location | St Joseph’s Salon | TBD | Ballroom  Table 2 | Ballroom  Table 3 |
| Session S-200  10:00am-11:15am | Session S-201  Re/articulating the Teaching Self Through Narrative Research | Session S-202  A Public Intervention/Performance by Potters Water Action Group and Reservoir Studio-CCP | Session S-203  Cooking with Fire: Reimagining Space to Challenge Antebellum Power Dynamics of Race and Gender in the Louisiana Creole Plantation Kitchen-CCP  Othermothering and Liberatory Pedagogies: The Imperative for Black Female Teachers Within Contemporary American Education-CCP | Session S-204  Securing Hegemony through the Hidden Curriculum-CCP  Social Reproduction in our Schools-CCP |

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| --- | --- | --- | --- | --- |
| Location | Ballroom  Table 1 | Ballroom  Table 2 | Ballroom  Table 3 | Ballroom  Table |
| Session S-300  11:30am-12:30pm | Session S-301  Disgust: Profanity, Education, and New Orleans  Adjusting One’s Lens to Gain a Different View:  Is it Possible to Change the Outcome?  The Haunted Curriculum: Memory, Pedagogy and Trauma-CCP | Session S-302  Undermining the Conventional Academic Poster Session Format  Curriculum Studies' Turn Toward Evaluation?: Or, Everything You Have Ever Wanted to Know About a Campus Climate Assessment But We're Afraid to Ask | Session S-303  The American Dream: Indo West Indian Immigration and Curricular Assimilation through Cultural Identity Loss-CCP  Exegesis of the Indelible: Looking Through Identities of the Tattoo | Session S-304  Othering: Representations of Culture and Family in the Curriculum-CCP  Deconstructing Our Routes of Travel: A Focus on Race in Visual Media-CCP |

**Saturday, 9 November 2013**

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

The Save Our Schools Campaign for Artful Resistance

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

**Session S-201**

**Re/articulating the Teaching Self through Narrative Research**

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

Justin Ward, Nicholls State University, [jward7@its.nicholls.edu](mailto:jward7@its.nicholls.edu)

Jamie McWilliams, , Nicholls State University, [jmcwilliams@its.nicholls.edu](mailto:jmcwilliams@its.nicholls.edu)

Maegan Parra, Nicholls State University, [mparra@its.nicholls.edu](mailto:mparra@its.nicholls.edu)

Narrative research brings teachers beyond their simple stories of teaching experiences enabling them to look deeper into their own stories about classroom practices making it possible to learn more about their teaching selves. Who teachers are and their actions as a person impact who they are as teachers and, as such, impact all of the lives.

**Session S-202**

**A Public Intervention/Performance by Potters Water Action Group and Reservoir Studio**-CCP

B. Stephen Carpenter, Reservoir Studio, The Pennsylvania State University, [bsc5@psu.edu](mailto:bsc5@psu.edu)

Richard Wukich, Potters Water Action Group, [rwukich@pathway.net](mailto:rwukich@pathway.net)

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Michael Stubna, Potter Water Action Group, mtstub@gmail.com

Johnathan Schwarz, Potters Water Action Group, jon\_schwarz81@hotmail.com

Charlie Alessi, Potters Water Action Group, mud.metal.fire@humanoid.net

Ceramic water filters produced from local materials offer an affordable means for rendering disease causing, contaminated water potable. In this public intervention/performance, members of Reservoir Studio and Potters Water Action Group produce and demonstrate filters and provoke dialogue about the global water crisis, local materials, artistic interventions, and curricular possibilities.

**Session S-203**

**Cooking with Fire: Reimagining Space to Challenge Antebellum Power Dynamics of Race and Gender in the Louisiana Creole Plantation Kitchen**-CCP

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

Danielle Klein, Louisiana State University, [bricar3@lsu.edu](mailto:bricar3@lsu.edu)

In this presentation, we will look at the intersection of race and gender in the Louisiana Creole plantation kitchen. A unique curriculum of community and place emerges from this study where Mammy becomes a woman with a name and face that is a powerful figure in Louisiana power dynamics.

**Othermothering and Liberatory Pedagogies: The Imperative for Black Female Teachers Within Contemporary American Education**-CCP

Alyssa Elmore, The Ohio State University, [elmore.52@osu.edu](mailto:elmore.52@osu.edu)

Beverly Gordon, The Ohio State University, Gordon.3@osu.edu

This paper explores how Black female teachers can use their positions within American society to guide students and communities toward social justice. This work utilizes an intersectional approach to discuss how these teachers’ placements as othermothers and use of liberatory pedagogies can transform hegemonic paradigms, making schools sites of liberation.

**The Currere of Marginalized Central American Women-**CCP

Mauren Navarro, Critical Multicultural Educators GSO, [maunavar@nmsu.edu](mailto:maunavar@nmsu.edu)

This article will discuss the multiple forms of oppression of this particular group of marginalized women in order to answer the questions: What is the curricular construction for these women? Is their knowledge considered valid knowledge? What is the curriculum formation of an entire country that supports discrimination against these women?

**Session S-204**

**Impact of Hegemony on Social Reproduction and the Instructional Practices in School Systems-**CCP

Vivian Pratts, University of Texas Brownsville, [vivian.pratts@springbranchisd.com](mailto:vivian.pratts@springbranchisd.com)

Drawing from the work of Peter McLaren (2009), Jeannie Oakes (2009) and my own lived experience, this paper explores hegemony in the context of instructional practices that exist in the curriculum and its impact on social reproduction. The purpose is to raise teacher awareness in order to empower students through critical inquiry.

**Social Reproduction in our Schools**-CCP

Elizabeth Deuermeyer, Texas A&M University, [e.deuermeyer@tamu.edu](mailto:e.deuermeyer@tamu.edu)

Through our schools, inequalities and power relations are continuously reproduced (Pajak & Green, 2003). Race, gender, and class are powerful social categories that contour the individuals’ experience of themselves. While the damages of discrimination based on race and gender is well documented, the effects of class are more hidden.

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

**Session S-301**

**Disgust: Profanity, Education, and New Orleans**

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

Disgust is an emotion strongly tied to moral judgments within individuals and society that fuels many daily actions and decisions. This paper focuses on how disgust is involved in curriculum choices, responses to profanity in reading curriculum, and reactions to Hurricane Katrina and New Orleans.

**Adjusting One’s Lens to Gain a Different View: Is it Possible to Change the Outcome?**

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

Everyone has a favored or predominantly used set of lens that are automatically applied when looking at things—people, places, ideas, beliefs, activities, etc. Is there a possibility of changed results if a major adjustment is made to one’s set of lens when working with adolescents?

**The Haunted Curriculum: Memory, Pedagogy and Trauma**-CCP

Jessica Kee, The Pennsylvania State University, [jbakerkee@gmail.com](mailto:jbakerkee@gmail.com)

This presentation will use autobiographical narrative of a novice teacher displaced by Katrina to explore the effects of trauma on teacher identity formation, suggesting that past traumatic ruptures continue to haunt the curriculum’s liminal spaces. It will argue for a “spectral pedagogy” based on empathy, engagement and critical pedagogical dialogue.

**Session S-302**

**Undermining the Conventional Academic Poster Session Format**

Daniel Barney, Brigham Young University, [daniel\_barney@byu.edu](mailto:daniel_barney@byu.edu)

Nadine Kalin, University of North Texas, [Nadine.Kalin@unt.edu](mailto:Nadine.Kalin@unt.edu)

The presenters will share their attempts at the strategic undermining of conventional characteristics of the typical academic poster session format within the American Educational Research Association (AERA) 2013 Annual Meeting. Our intervention was a rethinking of the poster session as a participatory work of art in the making.

**Curriculum Studies' Turn Toward Evaluation?: Or, Everything You Have Ever Wanted to Know About a Campus Climate Assessment But We're Afraid to Ask**

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

This session explores how a curriculum scholar uses ideas and concepts from the field to guide a campus climate assessment at a comprehensive metropolitan university. The session explores how, in what ways, and if at all, curriculum studies can make the jump from theorizing to actualizing via the re-adoption of assessment in "post" times. Here what is explored involves what happens when doubled and tripartite readings are used to make sense of a campus-wide effort to study difference and inclusivity in the academy.

**Session S-303**

**The American Dream: Indo West Indian Immigration and Curricular Assimilation through Cultural Identity Loss-**CCP

Reanna M. Aguilar, Texas A&M Corpus Christi, [reanna.aguilar@gmail.com](mailto:reanna.aguilar@gmail.com)

Using an autobiographical example of Indo West Indian immigration and assimilation into the United States the group will interactively discuss the current state of multicultural education. We will discuss cultural identity loss as a direct result of this curriculum. Examples of restructuring school curriculum will be shared and explored.

**Exegesis of the Indelible: Looking Through Identities of the Tattoo**

Daniel Aguilar, Jr., University of Texas at Brownsville, [danielraguilarjr@gmail.com](mailto:danielraguilarjr@gmail.com)

The author attempts to understand his exoteric role through constructing his ethnic identities in the form of his tattooed self and prior to becoming tattooed. Using an autoethnographical lens, the paper examines the spaces of hegemony that seek to maintain cycles of oppression and/or discrimination.

**Session S-304**

**Othering: Representations of Culture and Family in the Curriculum**-CCP

Katrina Cook, Ohio State University, [katrinafcook@yahoo.com](mailto:katrinafcook@yahoo.com)

This presentation will address the cultural expectations in the curriculum, including marginalizing certain groups as “others;” reinforcing existing stereotypes; and privileging white middle-class families. It will also discuss how teachers can counteract these representations and call for discussion on how future curricular texts can fully represent multiculturalism without marginalizing.

**Deconstructing our Routes of Travel: A Focus on Race in Visual Media-**CCP

Darlene Gonzales, Arizona State University, [darlene.jara@asu.edu](mailto:darlene.jara@asu.edu)

In this manuscript the researcher intends on looking at billboards as the focus type of media and constructing an argument about how some billboards cross the line when considering race, social class, language, and culture. The researcher intends on critically analyzing some billboards that she has seen in and around Arizona and that she has found on the internet. She plans on dissecting these ads to determine whether or not they are offensive to communities, especially the ones in which they are located and in looking at how as members of academia we can use this information to decolonize curriculum in the field of curriculum studies.

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