

AAACS

The American Association for the Advancement of Curriculum Studies
Sixteenth Meeting

*Curriculum Matters:
Race, Place, and Belonging
“South” of the Border*

April 24th – April 27th, 2017

University of Texas at San Antonio

AAACS 2017 Annual Conference
April 24- 27, 2017
University of Texas at San Antonio (UTSA)-Downtown Campus, San Antonio, Texas

Curriculum Matters: Race, Place, and Belonging “South” of the Border

Curriculum matters. Race matters. Place matters. Epistemologies matter. And matter also matters of indigeneity, immigration and epistemicide—of the South, at the borders, and beyond. Through this year’s conference theme—inspired, too, by the place of our convening and work of our colleagues (t)here; we invite participants to inquire, critique, ponder, dream, converse and create together through and from attention to these matters. Herein, we aim to not only continue from last year conversations regarding our ethical, and historical, engagements (AAACS 2016), but also to further those of our affiliate and sister organizations respecting the current tasks of the curriculum theorist (IAACS 2015), where curriculum theory and its labor, in fact, stand in the present moment (Bergamo 2016)—as well as in those to come; and demands to “colour” curriculum, interrogating places therein of power, privilege and supremacy (C&P 2016). We, too, seek responsiveness to/in a contemporary scene wherein much is contested, conflicted, complexified, and produced as nonexistent among us, particularly perhaps in the U.S./“America”, as pertains to race, place, indigeneity, immigration and epistemology—especially concerning difference, equity, solidarity and social and cognitive justice; and possibly no more so than in the “othered” South.

For example, while restorations of particular nations of the Global North have been acknowledged and taken up—and this, via the curriculum—in Canada, which necessarily involves listening to and learning from indigenous knowledges (the fruit of which was so beautifully shared at IAACS 2015), as well as in Australia (the place of our upcoming IAACS 2018 convening); such efforts are virtually nonexistent in the US, where one could argue indigeneity is largely still rendered invisible and thus inarticulable. And we suffer still in this context without any redress—with even much repressive regress—respecting generations of racial violence, suffering and oppression. Such questions too might be brought to bear at the borders, as it were, liminal spaces and fluid if not fractured places wherein epistemologies of the South, and of language and of citizenship, are deeply implicated, and such also with respect to education, curriculum and pedagogy.

We welcome, of course, as always, any current curriculum studies scholarship, and encourage provocative, stimulating and surprising conference formats; critical and creative conversations among us that may initiate healing and transformation, and illumine new paths and possibilities for us from within our midst.

AAACS 2017 ACCOMMODATIONS

The Doubletree is next to the Downtown Campus and offers a special UTSA rate. The Convention Center and other area hotels are in walking distance, for those without physical limitations. There is also a shuttle, service of which, though, can be irregular at times.

Doubletree by Hilton San Antonio Downtown

502 W. Cesar E. Chavez, San Antonio, Texas, 78207,

USATEL: [+1-210-224-7155](tel:+1-210-224-7155)

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<http://doubletree3.hilton.com/en/hotels/texas/doubletree-by-hilton-hotel-san-antonio-downtown-SATDWDT/index.html>

Special Session/Outing – Nature Writing at Enchanted Rock

Wednesday April 26, 8am-2pm

Rob Linné, Adelphi University

Shari Caton, Wimberley, Texas ISD

Please join us for a special AACS morning excursion/writing retreat. We will travel by van (1 -1 ½ hours) to Enchanted Rock State Natural Area. Enchanted Rock, a massive granite monolith, has drawn travelers to the sacred grounds since the first peoples arrived in the area. We will walk some of the trails together and stop along the way to explore writing prompts and activities. We will conclude with a discussion of how to integrate sustainability and the environment into the curriculum studies conversation.

We will depart hotel at 8am, before stopping to pick up the local breakfast of choice: breakfast tacos and coffee. The drive through the Texas Hill Country may include the amazing fields of spring wild flowers if the timing is right. The area is great for birders as well. Upon arrival, we will walk the trails and write together for approximately 2 hours. The trails we will walk will be non-strenuous. Folks who want to continue a more strenuous walk to the summit of Enchanted Rock will have the opportunity. We will return after lunch so you may participate in afternoon onsite sessions.

Costs: \$35 for transportation. Your entrance to the natural area will cost \$7. We will stop to pick up breakfast tacos and we will stop at an affordable café for lunch.

What to bring: water bottle, comfortable walking shoes, possibly shorts as Winter has not really visited Texas this year, sun protection, towel or sarong for sitting on ground to write, birding book and binoculars if you have them.

Rob Linné is a professor of English Education at Adelphi University. He has been working on ways to integrate environmental study into the critical literacy framework, with an emphasis on including underserved students. He often teaches graduate courses in nature writing and is the director of The Alice Hoffman Young Writers Retreat.

Shari Caton is a veteran Texas high school English teacher who incorporates nature writing throughout her curricula. She has a book chapter in press outlining her experiences using nature study and nature writing in her work with youth in a residential treatment facility and school.

Please email Rob to reserve your space on van: linne@adelphi.edu

American Association for the Advancement of Curriculum Studies 2017

Conference Program

	Monday, April 24th
5-6 pm 04-24-17	Registration Desk Open <i>Buena Vista Building</i> <i>First Floor Lecture Hallway</i>
6-7:15 pm 04-24-17	Molly Quinn, AAACS President Opening Remarks Special Session- UTSA Scholars & Site Hosts Curriculum Matters: Race, Place, and Belonging “South” of the Border <i>Freedom Dreams: Curriculum, Intersectionality, and Qualitative Research in the South</i> Theodora Regina Berry <i>Curriculum Matters in the Global South: The Intersection of Race and Curriculum in South Africa</i> Bekisizwe Ndimande <i>Aula Canaria Lecture Hall</i> <i>Buena Vista Building (BVB) 1.328</i>

<p>7:15-8 pm 04-24-17</p>	<p>Reception Assembly Room Buena Vista Building (BVB) 1.338</p>		
<p>Tuesday, April 25th Conference Registration – 9:00am to 11:15am</p>			
<p>Room 9:30-11:00 am 04-25-17</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Symposium <i>Heeding the Wisdom and Way of the King of Chaos: Reflections on the Rich Legacy of William E. Doll, Jr. to Curriculum Studies</i> Chair: Molly Quinn, Augusta University Laura Jewitt, University of Texas-Rio Grande Valley Steve Triche, Nicholls State University Sarah Pratt, University of North Texas Denise Egea Kuehne, Nazarbayev Univeristy Petra Hendry, Louisiana State University</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Session 1</p> <p style="text-align: center;"><i>Globalization and Curriculum Reform in the United States and Mexico</i> Traci Kelley</p> <p style="text-align: center;"><i>Curriculum Studies, Neoliberalism, and American Fascism: Trump, lists and the ideal of the university</i> John A. Weaver</p> <p style="text-align: center;"><i>Psychoanalytic Considerations of Curriculum in Post-Truth Times</i> H. James Garrett</p> <p style="text-align: center;"><i>The Seductive Power of the Education Industrial Complex</i> Douglas Loveless</p> <p style="text-align: center;"><i>Legitimizing a Perspective through the History Textbook Adoption Policy: An Epistemological Clash in South Korea</i> Soo Jeong Kim</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Book Review of Delgado Bernal, Burciaga, and Flores Carmona's Chicana/Latina Testimonios</p> <p style="text-align: center;">Freyca Calderon Berumen Texas Christian University</p> <p style="text-align: center;">James C. Jupp Georgia Southern University</p> <p style="text-align: center;">Karla O'Donald Texas Christian University</p>
<p>11:00 – 11:15</p>	<p>Coffee Break Buena Vista Building First Floor Lecture Hallway</p>		

Room 11:15-12:45 04-25-17	<p style="text-align: center;">Special Session</p> <p style="text-align: center;">American Curriculum Studies Now</p> <p style="text-align: center;"><i>A Curricular Return: Deep Listening, Collaborative Dissensus, and Making Sense of Educational BeingKnowingDoing</i></p> <p style="text-align: center;">Walter Gershon, Kent State University</p> <p style="text-align: center;">Rob Helfenbein, Loyola University Maryland</p> <p style="text-align: center;">Isabel Nunez, Indiana University-Purdue University Fort Wayne</p> <p style="text-align: center;">Todd Price, National Louis University</p> <p style="text-align: center;">Ugena Whitlock, Kennesaw State University</p> <p style="text-align: center;">Theodora Berry, University of Texas at San Antonio</p>		<p style="text-align: center;">Special Session</p> <p style="text-align: center;">Curriculum Studies Worldwide</p> <p style="text-align: center;"><i>“Complicated” as Non-Thematic: Conversations on Curriculum Worldwide</i></p> <p style="text-align: center;">Elizabeth Macedo, Universidade do Estado do Rio de Janeiro</p> <p style="text-align: center;">Janet L. Miller, Teachers College, Columbia University</p> <p style="text-align: center;">Kirsten Sivesind, Universitetet i Oslo</p> <p style="text-align: center;">Leslie Le Grange, Stellenbosch University</p> <p style="text-align: center;">Zhang Hua, East China Normal University</p>	
12:45-2:00 pm	Lunch on your own (Executive & Conference Committee Lunch)			
Room 2:00-3:30 pm 04-25-17	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Symposium</p> <p style="text-align: center;"><i>The PhD Black Male View - Three African American Males in Three Doctoral Programs as PhD Students in the State of Indiana</i></p> <p style="text-align: center;">Lamarcus Hall, Purdue University</p> <p style="text-align: center;">John Turner, IUPUI</p> <p style="text-align: center;">Aaron Slocum, Indiana State University</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Session 2</p> <p style="text-align: center;"><i>Nurtured in Freedom and Time: Children as Philosophers</i> Kim Skinner</p> <p style="text-align: center;"><i>Curricular Experiments for Peace in Colombia: Reflections on an International Collaboration in Science Education, Sustainability, and Social Justice</i> Carolina Castano Rodriguez Australian Catholic University, Australia</p> <p style="text-align: center;">Steve Alsop York University, Canada</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Symposium</p> <p style="text-align: center;"><i>Advancing Synoptic Curriculum Study: Celebrating a Pedagogical Artistry</i></p> <p style="text-align: center;">James Henderson Kent State University</p> <p style="text-align: center;">Donna Breault Ashland University</p> <p style="text-align: center;">James C. Jupp Georgia Southern University</p> <p style="text-align: center;">Michael O’Malley Texas State University</p>	<p style="text-align: center;">Room (TBA)</p> <p style="text-align: center;">Symposium</p> <p style="text-align: center;"><i>Neoliberal Affects in Education</i></p> <p style="text-align: center;">Nancy Lesko Teachers College, Columbia University</p> <p style="text-align: center;">Bessie Dernikos Florida Atlantic University</p> <p style="text-align: center;">Tanetha Grosland University of Florida</p> <p style="text-align: center;">Stephanie McCall East Stroudsburg University</p>

		<p>Molly Quinn Augusta University, United States</p> <p><i>Brown Bag, Lifelong Learning: The Laboratory of Geography Class</i> Mark T. Felts</p> <p><i>Mathematical and Queer Identity in Schools: Educational Disparities and Lost Opportunities</i> James Sheldon & Susan Courey</p> <p><i>Brown Female Bodies and Otherrage: Experiences with a Pedagogy on Race</i> Tanetha Jamay Grosland University of Maryland University College</p>		<p>Alyssa D. Niccolini Teachers College, Columbia University</p>
3:30-4	<p>Coffee Break <i>Buena Vista Buiding</i> <i>First Floor Lecture Hallway</i></p>			
4:00-5:30 pm	<p style="text-align: center;">Special Session</p> <p style="text-align: center;">UTSA Scholars:</p> <p style="text-align: center;"><i>Using Critical Curriculum and Pedagogy to Unpack Race, Class, Gender, and Sexuality in the Classroom</i></p> <p style="text-align: center;">Theodorea Berry, <i>Chair</i></p> <p style="text-align: center;">Stephanie Garcia, <i>Novels as Curriculum</i></p> <p style="text-align: center;">Martina McGhee, <i>Fishbowl as Curriculum</i></p> <p style="text-align: center;">Re-Anna Roby, <i>Critical Curriculum in STEM Education</i></p> <p style="text-align: center;">Alexa Proffitt, <i>Critical Curriculum through a Xicana [Chicana] Feminist approach</i></p> <p style="text-align: center;">Bekisizwe S. Ndimande, <i>Organizer and Discussant</i></p>		<p style="text-align: center;">Special Session</p> <p style="text-align: center;">International Task Force Session</p> <p style="text-align: center;"><i>Toward a Decolonized Curriculum Future: Re-provincializing Histories of Curriculum Studies Reconceptualization</i></p> <p style="text-align: center;">James C. Jupp Georgia Southern University</p> <p style="text-align: center;">Seungho Moon Loyola University Chicago</p> <p style="text-align: center;">Dinny Risri Aletheiani Yale University</p> <p style="text-align: center;">Todd Price National Louis University</p> <p style="text-align: center;">Licho Ligia Lopez</p>	
04-25-17				

	<p><i>Aula Canaria Lecture Hall Buena Vista Building (BVB) 1.328</i></p>	<p>University of Melbourne</p> <p>Joao Paraskeva (Discussant) UMass Dartmouth</p> <p><i>Assembly Room, Buena Vista Building (BVB) 1.338</i></p>
<p>5:45-7:00</p> <p>04-25-17</p>	<p>Business Meeting: AAACS and the Vision Ahead President: Molly Quinn, Augusta University Vice President: João M. Paraskeva, University of Massachusetts, Dartmouth Secretary: Dinny Risri Aletheiani, Yale University Treasurer: Seungho Moon, Loyola University, Chicago <i>Aula Canaria Lecture Hall Buena Vista Building (BVB) 1.328</i></p>	
	<p>Wednesday, April 26th Conference Registration – 9:00am to 11:15am <i>Buena Vista Building First Floor Lecture Hallway</i></p>	
<p>8:00 am-2:00 pm</p>	<p>Special Session/Outing – Nature Writing at Enchanted Rock Rob Linné, Adelphi University Shari Caton, Wimberley, Texas ISD</p>	
<p>8:00-9:15 04-26-17</p>	<p>IAACS Member Leadership Meeting <i>Assembly Room Buena Vista Building (BVB) 1.338</i></p>	

<p>Room 9:30-11:00</p> <p>04-26-17</p>	<p>Room (TBA)</p> <p>Session 3</p> <p><i>Culturally Responsive Epistemologies: Decolonizing the "Threat" of Mexican American Studies in the Tucson School District</i> Leslie Vicente</p> <p><i>Why Not Just Give up on White People All Together? Second-wave Whiteness Pedagogies in a Neofacist Trump Era</i> James C. Jupp</p> <p><i>Using Primary Sources to teach students the importance of diversity when investigating history</i> Barbara Morgan-Fleming</p> <p><i>Astronauts Don't Wear Dresses: A Study on Cognitive Processes in Reading</i> Jessica Edwards</p>	<p>Room (TBA)</p> <p>Book Talk</p> <p><i>Awakening the Curriculum Imagination: Building Capabilities for Professional Artistry</i></p> <p>James Henderson Kent State University</p> <p>Daniel Castner Bellarmine University</p> <p>Jennifer Schneider Kent State University</p> <p>Gabriel Swats Kent State University</p> <p>Rose Ylimaki (Discussant) University of Arizona</p>	<p>Room (TBA)</p> <p>Session 4</p> <p><i>Understanding the process of internationalization of curriculum studies in China</i> Mei Hoyt</p> <p><i>Life matters to curriculum, doesn't it?</i> Antonio Carlos Rodrigues de Amorim</p> <p><i>"Things Fall Apart" Again: A Postcolonial Critique of Curriculum in Nigeria</i> Adepeju Olaniyi</p> <p><i>Postcolonial perspective of curriculum</i> Sibanda Lovemore</p> <p><i>History and ethics: "Imagin[ing] the past and remember[ing] the future"</i> Kent den Heyer</p>	<p>Room (TBA)</p> <p>Session 5</p> <p><i>Facilitating Belonging: Navigating the Complex Relationship Between Families and Schools</i> Julie Parrish</p> <p><i>Positionality Matters</i> Stacy L. Thomas</p> <p><i>Will Work for Food: Ethics of Care and the Crisis of Hunger in Public Schools</i> Marquita Foster</p> <p><i>Undoing Giftedness: Revisiting Latina Identity Performativity in United States Public Schools</i> Jenna Nelson</p>
<p>Break 11:00-11:15am</p>	<p>Coffee Break <i>Buena Vista Building</i> <i>First Floor Lecture Hallway</i></p>			
<p>Room 11:15-12:45</p>	<p>Room (TBA)</p> <p>Symposium</p> <p><i>What is Curriculum Theorizing?</i></p>	<p>Room (TBA)</p> <p>Session 6</p> <p><i>Adventures in subjectivity: Alain Badiou and the potential of a social justice education</i></p>	<p>Room (TBA)</p> <p>Session 7</p> <p><i>Teacher as a Curriculum Developer and Mapper in a School Environment</i></p>	<p>Room (TBA)</p> <p>Symposium:</p> <p>De Sandinista a Standardisto</p>

<p>04-26-17</p>	<p>Michael Uljens Abo Akademi University</p> <p>Rose Ylimaki University of Arizona</p> <p>Kirsten Sivesind University of Oslo</p> <p>Jill Koyama University of Arizona</p> <p>Alicia de Alba Universidad Nacional Autonoma de Mexico</p>	<p>Kent den Heyer</p> <p><i>Such Sweet Thunder: Vincent O. Carter's Extra-curriculars as Willfulness</i> Warren Crichlow</p> <p><i>Silence: A Demonstration of Pedagogical Practice and Non-violent Resistance and Empowerment in Liminal Spaces</i> Ellen Wade</p> <p><i>Working for curricular justice through democratic participation in Portuguese public schools: What teachers and families' representatives have to say about it?</i> Pedro Patacho</p> <p><i>We All Have a Pulse: Epigenetics, Proleptic Eschatology, and Creating a Culture of Understanding</i> Mario Suarez</p>	<p>Amir Toghyani Khorasgani</p> <p><i>Reconceptualizing the Curriculum: The Potential to Move Forward</i> Lateasha Meyers & Kimberly Jenkins</p> <p><i>Dialogues and Conversations in Curriculum Studies</i> Silvia Morelli</p> <p><i>Anthropomorphic poetics as analogical play: Experimenting with empathy, ethics, and autochthonicity,</i> Michael Lockett</p> <p><i>The Sacred Task of Education: Engaging Theology for This Moment in Time</i> Joseph Kyser</p>	<p>Todd Alan Price National Louis University Andrea Baldwin, Washington Adventist University João M. Paraskeva, University of Massachusetts, Dartmouth Maria Alfredo Moreira, University of Minho, Portugal Seungho Moon, Loyola University, Chicago Dinny Risri Aletheiani, Yale University James C. Jupp, Georgia Southern University Kaoru Miyazawa, Gettysburg College Larry D. Burton, Andrews University Peter Appelbaum, Arcadia University</p>	
<p>12:45-2:00 pm</p>	<p>Lunch on your own</p> <p>Business Session for Taskforce on the Internationalization of Curriculum Studies</p>				
<p>Room 2-3:30 pm</p> <p>04-26-17</p>	<p>Room (TBA)</p> <p>Session 8</p> <p><i>Setting the Scene: Educating Today's Linguistically Diverse Student Population from a Historical Sociopolitical Perspective</i> Nichelle DeV Vaughn</p> <p><i>Curriculum and Instruction, Language Policy and Practices</i> Amy Anderson, Clinton Petty, Soo Jeong Kim, Amy Willerson, Chrystal Woodard, Mei Hoyt</p> <p><i>The formation of a stable statewide</i></p>	<p>Room (TBA)</p> <p>Symposium</p> <p><i>Curriculum Epistemicide(s) in Teacher Education</i></p> <p>Todd Alan Price National Louis University</p> <p>Joao Paraskeva UMass Dartmouth</p> <p>Maria Luiza Sussekind Federal University of Rio de Janeiro, Brazil</p>	<p>Room (TBA)</p> <p>Session 9</p> <p><i>Consensus making, brokerage and compromise</i> Patrick Sullivan</p> <p><i>False Assumptions and New Salvations: Post-Secularism and</i> Dwayne Huebner Joseph Kyser</p> <p><i>Georg Hegel's Role on Education</i> Rachel Martin</p>	<p>Room (TBA)</p> <p>Session 10</p> <p><i>Unpacking Borderland Spaces in Carlos Fuentes (1997) Novel The Crystal Frontier: It's Not Just About What We Read, It is How We Read</i> Willow Allen Dolores van der Wey</p> <p><i>The Downie effect: Whose story is it?</i> Teresa Fowler</p>	<p>Room (TBA)</p> <p>Session 11</p> <p><i>The Unwelcome Houseguest: An Autoethnographic Reflection on a Biracial Student Teacher's Experiences in Regards to Identity, Assimilation, and Voice</i> Jocelyn Foshay</p> <p><i>My Inner Child Finally Could be Told I had a Right as a Learner: An</i></p>

	<p><i>writing curriculum for ELL learners</i> Katherine Rodriguez</p> <p><i>Understanding the Hegemonic Constructions of ESL Education and Decolonizing the English Language Teaching/ Learning Rationale and Praxis</i> Dulani Suraweera</p>	<p>Inés Barbosa de Oliveira Rio de Janeiro State University UERJ</p> <p>James Jupp Georgia Southern University</p> <p>Antonia Darder Loyola University</p>		<p><i>Preparing Teachers for the Multicultural Classroom by Adding Digital Storytelling the Education Curriculum</i> Lynne Walters</p>	<p><i>Analysis of Elementary Pre-Service Teachers' Reflections about Promoting Equity in the Mathematics Classroom</i> Crystal Kalinec-Craig</p> <p><i>The Testimonio of a Bilingual Student Serving as a Bilingual Teacher</i> Belinda Gomez</p>	
3:30 – 4:00 pm	<p>Coffee Break Buena Vista Building First Floor Lecture Hallway</p>					
4:00-5:30pm 04-26-17	<p>Special Session</p> <p>Borderland/Undocumented Students/and Children's Rights</p> <p><i>“Undocumented to Hyperdocumented – The Empty Promise of Papers”</i> Aurora Chang Loyola University Chicago</p> <p><i>Teaching and other Border Violences</i> Maria Edith Treviño Espinosa & Laura Jewett University of Texas Rio Grande Valley</p> <p><i>The Presidenta and The India: Performing Diversity</i> Ligia (Licho) López The University of Melbourne, Victoria Australia</p> <p><i>Performing Indigenous-Mestiza Voice: Testimonios of Undocumented Youth</i> Miryam Espinosa-Dulanto The University of Texas Rio Grande Valley</p> <p>Assembly Room, Buena Vista Building (BVB) 1.338</p>			<p>The Internationalization of Curriculum Studies Taskforce</p> <p><i>South of the Border: International Influences, Ethics and Change on the Jamaican Education Curriculum</i> Andrea Baldwin, Chair</p> <p><i>The Underrepresentation of UAE National Teachers as agents of nationalism in international schools in the UAE</i> Govindswamy Sudha</p> <p><i>Preparing teachers in Jamaica as agents of nationalism</i> Roofe Carmel</p> <p>Todd Price National Louis University</p> <p>Seungho Moon Loyola University</p> <p>Sudha Sunder KDSL Global</p> <p>Kaoru Miyazawa Gettysburg College</p>		

		<i>Aula Canaria Lecture Hall Buena Vista Building (BVB) 1.328</i>
5:45 – 7:00 pm 04-26-17	<p><i>Special Session</i> Keynote Address by Angela Valenzuela Ethnic Studies and the Politics of Curriculum: A Grassroots Perspective <i>Aula Canaria Lecture Hall</i></p>	

	<p>Thursday, April 27th Conference Registration – 9:00am to 11:15am <i>Buena Vista Building</i> <i>First Floor Lecture Hallway</i></p>			
Room Time 9:00-10:45am	<p>Room (TBA)</p> <p style="text-align: center;">Symposium <i>Curriculum within and Beyond the West: Social Action, Special Education, and Cultural Genocide</i> Joao M. Paraskeva, Chair UMass Dartmouth</p> <p style="text-align: center;">Discussants: James Jupp Georgia Southern University Maria Luiza Sussekind Federal University of Rio de Janeiro, Brazil</p> <p style="text-align: center;">Presenters: <i>Whose Second Language? Epistemicide at the Yoke of Neoliberalism</i> Leslie Vicente UMass Dartmouth</p>	<p>Room (TBA)</p> <p style="text-align: center;">Session 12 <i>Returning to forgotten ideologies? Exploring the teachings of an indigenous Jamaican philosopher</i> Roofe Carmel</p> <p style="text-align: center;"><i>Indigenous Education, Biopolitics, and Narratives of Survivance</i> James Burns</p> <p style="text-align: center;"><i>Doing Research in Post Disaster Fukushima as a Co-Witness</i> Kaoru Miyazawa</p> <p style="text-align: center;"><i>Ecosystemic Belonging: The Rhizomes of Abode and Sojourn in Curriculum</i> Robert Davis II</p> <p style="text-align: center;"><i>Race, Place and Education in the American South: Oral Histories</i></p>	<p>Room (TBA)</p> <p style="text-align: center;">Session 13 <i>The Course of Currere: Memories, Dreams and Reflections</i> Mary Aswell Doll</p> <p style="text-align: center;"><i>The Course of Currere: Memories, Dreams and Reflections</i> Marla Morris</p> <p style="text-align: center;"><i>A Reflection on Paulo Freire's Life History made through his dialogue with Ira Shor as a critical friend</i> Maria Ines Marcondes</p> <p style="text-align: center;"><i>Pushing boundaries: Testimonio Research in Education</i> Freyca Calderon</p> <p style="text-align: center;"><i>Philosophy of Education: Through Art Based Performance</i> Sheetal Digari</p>	<p>Room (TBA)</p> <p style="text-align: center;">Symposium <i>Working toward the Elimination of Boundaries in Educational Settings: Conversations in Curriculum and Literacy</i></p> <p style="text-align: center;">Elizabeth Chase, St. John's University</p> <p style="text-align: center;">Sandra Schamroth Abrams St. John's University</p> <p style="text-align: center;">Tess Dussling St. John's University</p> <p style="text-align: center;">Mary Beth Schaefer St. John's University</p> <p style="text-align: center;">Stephen J. Farenga City University of New York at Queens College</p>

	<p><i>On Colonialities: Colonialism and Post/Neo-Colonialism East Timor & the Cultural Genocide</i> Tony S. Vincent UMass Dartmouth</p> <p><i>Whose Disabilities? The Ideological Construction of a Curriculum Pandemic</i> Stephanie Biela UMass Dartmouth</p> <p><i>Building Communities Through Education & Community Activism</i> Justine Santos UMass Dartmouth</p>	<p><i>Illuminating Curricular Practice</i> Niki Christodoulou Darla Linville Molly Quinn Kaitlin Jones Brettany Snowden</p>		<p>Daniel Ness St. John's University</p>
10:45 -11am	<p>Coffee Break <i>Buena Vista Building</i> <i>First Floor Lecture Hallway</i></p>			
11:00 am 12:30 pm 04-27-17	<p>Room (TBA)</p> <p>Symposium</p> <p><i>The South matters: coloniality, deterritorialization and conversation on Paraskeva's Itinerant Curriculum Theory (ICT)</i></p> <p>Aneeka Cheema UMass Dartmouth, Pakistan</p> <p>Elizabeth Janson UMass Dartmouth, USA</p> <p>Inés Barbosa de Oliveira Rio de Janeiro State University UERJ, Brazil</p> <p>James Jupp Georgia Southern University, USA</p>	<p>Room (TBA)</p> <p>Session 14</p> <p><i>The Influence of the Narrative Journal on the Improvement of Writing Test Scores</i> Courtney Brown</p> <p><i>Framing Literacy: A Comparative Analysis of Reading First and LEARN</i> Jessica Edwards</p>	<p>Room (TBA)</p> <p>Session 15</p> <p><i>Teaching in the Cracks: Techniques for Turning the Corner and Taking Action with Students</i> Brian D. Schultz</p> <p><i>Youth Laureates: Propagating Currere as Joyful Diffusion</i> Peter Appelbaum</p> <p><i>Seeking Wisdom in Troubled Times: A Retrospective on the Work of David Purpel</i> Anna Pennell</p>	<p>Room (TBA)</p> <p>Session 16</p> <p><i>Examining Critical Intersectionality in Teacher Education Critical Pedagogy</i> David Gross</p> <p><i>Are Teacher Pre-Service Programs Preparing Teachers to Identify Racial and Class Injustice: Philosophy of Education as Whiteness</i> Lewis Brownlee</p> <p><i>Curriculum Conceptions of the Post-Secondary Diverse Learner</i> Brandy Gale</p>

	<p>Maria Alfredo Moreira Minho University, Portugal</p> <p>Maria Luiza Sussekind Federal University of Rio de Janeiro State UNIRIO, Brazil</p> <p>Shelly Sousa, UMass Dartmouth, USA</p> <p>Todd A. Price National Louis University, USA</p> <p>Discussant: Joao Paraskeva UMass Dartmouth, Mozambique</p>			
<p>12:45 04-27-17</p>	<p>Conference Adjourned</p>			