The 13th Annual Curriculum and Pedagogy Conference
November 7-10, 2012
New Orleans, LA
www.curriculumandpedagogy.org

Priority Deadline for Proposal Submissions: JUNE 30, 2012

Proposals received by June 30, 2012 are given priority in terms of placement on the program. Because of the peer review and schedule development processes, proposals received after July 31, 2012 may not be guaranteed a spot.

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

The conference fosters an open and affirming environment for democratic community building, collective scholarship, and social action. We gather together to deepen our critical insights into the historical, political, personal, aesthetic, spiritual, social, and cultural contexts of our work. We engage this work within a perspective that regards curriculum studies as integral to the fabric of everyday public life and wholly connected to the daily pedagogical practices of/within/about schools, as well in educational phenomena that exist in anomalous, extra-institutional, and diverse spaces and moments.

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

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


Proposal Submission Process— Submit proposals electronically at https://docs.google.com/spreadsheet/viewform?formkey=dEtOSmlpTEg4am5tZzlCU2hsM1VTeHc6MQ
When submitting your proposal, be prepared with the following information:

1. **Title of proposal**

2. **Presenter information**

3. Specify **three identifying words/phrases** that best qualify your proposal (e.g., curriculum history, public pedagogy, critical theory, privilege, power, supremacy, leadership, cultural studies, popular culture, etc.)

4. Indicate if you would like your proposal to be considered for the Browning Caucuses’ **Colouring Curriculum and Pedagogy (CCP)** designation. Proposals considered for this designation:
   - draw from such topics as race and knowledge production, curriculum and the nation, race and the Academy, and/or colonization and schooling.
   - theorize, analyze, dream, problematize, deconstruct, and/or challenge the pervading hetero-patriarchal white supremacy of the field and how it manifests in the field of curriculum studies.
   - engage with critical race, anti-racist, postcolonial, anti-colonial, decolonizing, and/or Indigenous scholarship.

Scholars who identify or work with communities of colour and/or who draw on the activist and intellectual traditions of peoples of colour, third world feminism, Indigenous liberation/sovereignty, civil rights, and anti-colonial movements are particularly encouraged to submit papers. For additional information please contact, Cole Reilly at CReilly@towson.edu or Zahra Murad at zahra_murad@yahoo.ca.

5. Indicate if you are a **new or inexperienced conference presenter** interested in being mentored by a more senior C&P member. Mentoring participants share their papers electronically with mentors and other mentees three weeks prior to presenting at the conference. Moreover, mentors and mentees have the opportunity to participate in a variety of mentoring activities throughout the conference. For additional information, please contact kris sloan at kriss@stedwards.edu.

6. Indicate **proposal type** (note that the term paper refers to scholarly writing, reflective writing, visual representations and/or multi-media.)
   - **a. Individual Paper:** Individual paper submissions will be grouped together by the program committee (no more than 3 papers in a grouping) to form a more intimate Conversation Centre. Conversation Centres will be the primary venue for individual paper submissions. Conversation Centres will provide for an intense hour of conversations between/with presenters and attendees concerning related and emergent topics. Technology is not provided for Conversation Centre sessions; presenters are welcome to bring their own laptops; wireless internet access is available on site.
   - **b. Symposium:** A symposium is a proposal consisting of 3 or more papers addressing a related topic/idea outlined by proposers. Symposia are an hour in length.
   - **c. Book Talks:** If you have recently published a book and would like to share your work, this venue would be perfect for you. Book Talks are an hour in length.
   - **d. Workshop/Public Action/Art Exhibition:** This year we will have a number of spaces available throughout the program for workshops/public actions/art exhibitions. These types of presentations are intended to foster critical and public dialogue and should be considered spaces for social action and public pedagogy. Presentation time and venue is flexible and dependent on presenter needs with these types of presentations—please be sure to indicate special needs when addressing #7 below.

7. Indicate **audio, visual, technology, and/or space/time needs.** Please note, technology is not provided for Conversation Centre sessions; Wireless Internet access is available on site.
   - If you are proposing a workshop/public action/art exhibition please indicate the type of space you need (large room, outdoors, street, etc.), technology requests (audio-visual, projectors, etc.), and time needed for this particular session.
If you are proposing a symposium, we will have a very limited number of laptops and projectors available for use, please indicate technology requests (audio-visual, projectors, etc.).

8. 50 word abstract – we will include this brief statement in the online conference program.

9. Provide a **description, in no more than 500 words**, of the proposed presentation (including content such as purpose, methodology, discussion, and conclusion, when applicable). In addition, include references/works cited.

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

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

*All proposals undergo a blind review.*

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

**Registration Note**

eRegistration for the 12th Annual Curriculum and Pedagogy Conference will be available in August of 2012. Go to <www.curriculumpedagogy.org> for details.

*Thank you for your interest and participation.*