34TH ANNUAL

Looking Inward, Reaching Outward: Recursive, Trans-disciplinary Curriculum Theorizing

October 17th – 19th, 2013

Bergamo Center
Dayton, Ohio

www.jctonline.org
Welcome

The Leadership Team of the Foundation for Curriculum Theory is pleased to welcome you to the 2013 Bergamo Conference on Curriculum Theory and Classroom Practice. In keeping with years past, keynotes from prominent and provocative scholars, spotlight sessions on new work and new directions for the field, and targeted programming for graduate students continue to be integral to our program. This year we are excited to highlight explorations in relation to post-qualitative research, aesthetics and education, post-humanist theory, and activism and advocacy in the field—all supplementing the continued effort to provide a diverse range of scholarship and perspectives in relation to curriculum studies. The Bergamo Conference has played a pivotal role in the history of curriculum studies and, as such, the primary task of the program is to provide a wide array of papers and panels in which we all contribute. Every year we look forward to coming together with you all and sharing around each other’s work around curriculum in its many forms and this year is no different.

Welcome to you all.

Bergamo Leadership Team
Acknowledgements

Putting together a conference requires quite a few people and listing every contribution would be impossible. We thank everyone for their very warm offers of assistance as we transition into a new team—the love for this particular gathering has been made so clear to me as I’ve stepped into this role and it is an honor to attempt to fill the shoes of such impressive folks that have preceded me. I do hope that we can continue the open dialogue on how to continue to push the work of the journal, the Bergamo Conference, and the field of curriculum studies itself, so please do seek me and the Leadership Team out for your input and ideas.

Greg Dimitriadis, Elizabeth St. Pierre, and Francine Huckaby deserve special thanks for their willingness to deliver the three keynote addresses at this year’s conference and thanks go to Nathan Snaza, Antonio Garcia, and Patti Lather for their leadership and participation in the Spotlight sessions. Special thanks go to all the scholars involved in the Provoking Dialogue(s) and Spotlight sessions: Dennis Carlson, Peter Applebaum, John Weaver, Isabel Nuñez, David Stovall, Boni Wozolek, Sherick Hughes, Samuel Rocha, Jennifer Milam, Tommy Mayberry, Molly Quinn, Daiyu Suzuki, and Donald Blumenfeld-Jones.

Thanks to Gabe Huddleston, Managing Editor of the Journal of Curriculum Theorizing, for all of the work in organizing the program and keeping track of all the logistics required. This conference would truly not be possible without his thoughtful and meticulous work. In transitioning to the new leadership, we have had to depend heavily on the folks previously serving in these roles. Very special thanks go to Adam Howard, Bruce Parker, Jennifer Milam, and Greg Dimitriadis for their willingness to answer questions and provide input as we move forward. Lori Stone Sirtosky has again volunteered her time and talents to innumerable aspects of both the journal and the conference. Her technical assistance continues to be invaluable in our efforts and online presence.

Graduate students are a central aspect to the continuing growth and development of this conference. To that end, Isabel Nuñez’s leadership on the Graduate Student Paper Award has proved invaluable. We strive to include sessions that are of particular interest to graduate students and look forward to their continued involvement in the conference. If you are a first-time attendee to Bergamo, we hope you will find a welcoming environment. We are always looking for fresh faces and ways to continue the conversations started here.

In that spirit, we continue to find new ways to extend our reach through Facebook (www.facebook.com/cctcp) and Twitter (@jctonline1979). We encourage you to visit our website at www.jctonline.org. There you can sign up for our mailing list to receive the latest news surrounding JCT and Bergamo. Additionally, we are looking for new reviewers for the journal. You can find out more information about becoming a reviewer at journal.jctonline.org.

Thanks to the Indiana University School of Education at IUPUI for their financial support of both the Bergamo Conference and the Journal of Curriculum Theorizing. Thanks go to the various publishers who participate in the book display.

Most importantly, thanks to all of you for participating in this year’s conference.

Rob Helfenbein
President, Foundation for Curriculum Theory
Editor, Journal of Curriculum Theorizing
Keynote Addresses

THURSDAY, 7:30-9:00PM, CHAPEL
Greg Dimitriadis
Professor of Educational Culture, Policy, and Society
University at Buffalo, SUNY


FRIDAY, 7:30-9:00PM, CHAPEL
Elizabeth Adams St. Pierre
Professor in the Educational Theory and Practice Department of the College of Education
Affiliated Professor of Interdisciplinary Qualitative Research Program
Affiliated Professor of Women’s Studies Institute
University of Georgia, USA

Elizabeth Adams St. Pierre’s work focuses on poststructural theories of language and subjectivity, on a critique of both scientifically based research and, currently, what she calls conventional, humanist qualitative research methodology.

FRIDAY, 7:30-9:00PM, CHAPEL
M. Francyne Huckaby
Associate Professor of Curriculum Studies
Director of the Center for Public Education
Texas Christian University

M. Francyne Huckaby’s scholarship and pedagogy merge academic knowledge with an attentiveness to tacit knowledge formed by culture, context, and current realities to explore and create spaces for anti-oppressive discourses and practices. Her current research and filmmaking focuses on community resistance to neoliberal privatization of education. Her honors include TCU Deans’ Teaching Award, TCU Mortar Board Preferred Professor, Straight for Equality from PFLAG, and Outstanding Dissertation from AERA Qualitative Research SIG. As a Peace Corps volunteer she lived and worked with six South Foré villages in Papua New Guinea.
**Spotlight Sessions**

**SS 1:** Thursday, 4:15 PM – 5:15 PM, Darby

**TOWARD A POSTHUMANIST EDUCATION: A MANIFESTO**

**PRESENTERS**
Nathan Snaza, Dennis Carlson, Peter Applebaum, John Weaver

The text of our manifesto will introduce posthumanism to a curriculum studies audience and propose new directions for curriculum theory and educational research more broadly. Following a description of what is variously called the “posthuman condition” or the “posthuman era,” our manifesto outlines the main theoretical features of posthumanism with particular attention to how it challenges or problematizes the nearly ubiquitous assumptions of humanism. In particular, we focus on how posthumanism responds to the history of Western humanism’s justification and encouragement of colonialism, slavery, the objectification of women, the thoughtless slaughter of non-human animals, and ecological devastation. We dwell on the question of how posthumanism may alter our understanding of the claim “education is political,” since humanism has shaped our very notions of “education” and “politics.” After outlining posthumanist discourse generally, and detailing the conceptual challenges it poses for education, we propose a list of possible new avenues for curriculum studies research opened up by posthumanism.

**SS 2:** Friday, 4:15 PM – 5:45 PM, Darby

**THE NEW EMPIRICISM/MATERIALISM?**

**PRESENTERS**
Patti Lather, Elizabeth Adams St. Pierre

This session will explore issues, questions and terms of choice in articulating recent turns in qualitative methodologies from conventional to more “post” formations that entail multiple possible genealogies and strands of significant development. Each of the presenters will offer brief overviews of their ideas and then open up to Q&A from the audience.

**SS 3:** Saturday, 11:00 AM – 12:00 PM, Darby

**ŽIŽEK AND EDUCATION**

**PRESENTERS**
Antonio Garcia, Samuel Rocha, Peter Appelbaum, Jennifer Milam, Dennis Carlson, Tommy Mayberry

Žižek is the twenty-first century Heidegger who does not seek to make us believe or think as he does; rather, Žižek provides us tools to build our own philosophico-ideological houses and foundations. The following scholars all hold some entrance into the idea of “Žižekian” and how theoretical and pedagogical landscapes can be rendered and forged via the tools Žižek provides. To this end, each scholar will provide a short overview of his or her chapter for the upcoming book “Žižek and Education” paying close attention to identifying critical tenets, lines of flight, and underlying paths of departure. In so doing, this does not by any means provide an exhaustive account of Žižek, not even in the slightest, but it does provide a space to begin knowing and considering the philosophical giant who has been deemed “the most dangerous philosopher in the west” by Adam Kirsch and “the Elvis of cultural studies” by the Chronicle of Higher Education. It is the goal of this panel that ideas are presented, dialogic exchanges sought, and that both curious support and critique of Žižek (and consequently this project) be encouraged.
Provoking Dialogue(s)

Emphasizing influential scholarly texts within the curriculum field, the Provoking Dialogue(s) sessions offer an opportunity for critical scholarly engagement for authors, editors, dialoguers, and audience members.

**PD 1: Friday, 11:00 AM – 12:00 PM, Darby**

**THE EVOLVING SIGNIFICANCE OF RACE: LIVING, LEARNING AND TEACHING**

**EDITOR**
Sherick Hughes

**DIALOGUERS**
Isabel Nuñez
David Stovall
Boni Wozolek

**PD 2: Saturday, 4:15 PM – 5:45 PM, Darby**

**CURRICULUM AND THE AESTHETIC LIFE: HERMENEUTICS, BODY, DEMOCRACY, AND ETHICS IN CURRICULUM THEORY**

**AUTHOR**
Donald Blumenfeld-Jones

**DIALOGUERS**
David Lee Carlson
Molly Quinn
Daiyu Suzuki
Peter Appelbaum
Gabriel Huddleston

Book Sale

The annual Bergamo Book Sale is back! We will offer a number of titles for sale at discounted prices during the conference. There will also be opportunities to order additional titles at a discounted rate. Books will be put out for perusal on Friday morning. The sale will take place during the following times:

**Friday, October 18th**
12:10 pm - 12:40 pm – GRADUATE STUDENTS ONLY!
2:30 pm - 2:45 pm
4:00 pm - 4:15 pm

**Saturday, October 19th**
9:00 am - 9:30 am
10:45 am - 11:00 am
2:30 pm - 2:45 pm

Additionally, copies of both Provoking Dialogues books—*Curriculum and the Aesthetic Life: Hermeneutics, Body, Democracy, and Ethics in Curriculum Theory* and *The Evolving Significance of Race: Living, Learning and Teaching*—will be available for sale after their respective sessions at a discounted rate.

Much thanks goes to the various publishers for providing copies and their continued support of the conference.
PAPER SESSIONS – THURSDAY, OCTOBER 17, 2013

1.1A 1:15 PM–2:30 PM, DARBY

PANEL

QUESTIONING THE DISCOURSES OF HUMAN CAPITAL IN EARLY CHILDHOOD EDUCATION: A THEORETICAL INTRODUCTION

Dory Ann Lightfoot, Interdisciplinary Institute for Research in the Social Sciences and Education
Janice Kroeger, Kent State University
Ruth Peach, Interdisciplinary Institute for Research in the Social Sciences and Education
Joseph Zanoni, University of Illinois at Chicago

1.1B 1:15 PM–2:30 PM, BARRETT

TO LEARN FROM TEACHING:
REIMAGINING REFLECTION IN TEACHER EDUCATION

Danielle Natalie Bierzynski, George Washington University

A COUP FOR COMMUNITY: UNSEATING THE LEADER IN (LEADER)SHIP EDUCATION

Nicholas Clegorne, Virginia Tech

MULTICULTURAL TEACHER EDUCATION METHODS AND THE IMPACT THEY HAVE ON PRE-SERVICE TEACHERS

Cathy A.R. Brant, The Ohio State University

1.1C 1:15 PM–2:30 PM, CHAMINADE

HISTORY AS EVERYDAY PRACTICE

Annie Winfield, Roger Williams University
Petra Munro Hendry, Louisiana State University

TOWARD EDUCATIONAL RE-VISION IN A TIME OF GLOBALIZATION AND STANDARDIZATION:
LOOKING DEEPLY AS A MEANS OF BREAKING THE CONFINES OF CAPITALISM

Nina Asher, University of Minnesota-Twin Cities
Christopher Kolb, University of Minnesota-Twin Cities

REIMAGINING CURRICULUM: USING THE PAST TO ENGENDER A NEW VISION OF WHAT A “BLACK CURRICULUM” COULD BE

Kyra T. Collier, Miami University

1.1D 1:15 PM–2:30 PM, BORDEAUX

PANEL (PART 1)

EDUCATION ACTIVISM, MOBILIZATION, AND INSTIGATION IN DIVERSE CONTEXTS: RESISTING EDUCATIONAL DEFORM IN CHICAGO, NEW YORK, CANADA, AND ONLINE

This panel concludes in Session 3.1d on Saturday.

Arlo Kempf, University of California, Los Angeles
Isabel Nuñez, Concordia University, Chicago
Daiyu Suzuki, Teachers College, Columbia University
Ruth Powers Silverberg, College of Staten Island, City University of New York
Arnold Dodge, Long Island University

1.1E 1:15 PM–2:30 PM, HOELLE

WRITING IN THE RHIZOME:
INSPIRATION AND ASSEMBLAGE AS A TEENAGE AUTHOR COMPOSES A YOUNG ADULT GOTHIC NOVEL

Amanda Rae Smith, Michigan State University

THE FARMERS MARKET: A GHOST STORY

Erin Adams, University of Georgia

CANTANKEROUS CATALYSTS:
LESSONS LEARNED FROM UNLIKELY PLACES

Jamie Buffington-Adams, Indiana University East

1.2A 2:45 PM–4:00 PM, DARBY

PANEL

“NARRATIVE AS INQUIRY”:
NARRATING INQUIRY TO CREATE SPACES FOR DOUBT, DEFINITIONS, ENCOUNTERS, AND CARE

Elizabeth M. Benton, Montgomery College
Danielle Natalie Bierzynski, George Washington University
Valin Jordan, George Washington University
Naamal De Silva, George Washington University
Discussant
Brian Casemore, George Washington University
### 1.2B 2:45 PM–4:00 PM, BARRETT

**DEWEY, SCHWAB, AND THE STRUCTURE OF DISCIPLINES IN THE LIGHT OF BERGAMO PAPERS CENTERED ON TEACHING**  
*Timothy Leonard, St. Xavier University, Chicago*

**BOYD HENRY BODE, JOHN DEWEY, AND THE PROBLEM OF CONSCIOUSNESS**  
*Joseph Watras, University of Dayton*

**RECONSIDERING THE AMERICAN HERBARTIAN MOVEMENT IN THE CONTEXT OF CURRICULUM DEVELOPMENT HISTORY: FOCUSING ON THE APPEARANCE OF TYPE STUDY**  
*Kazuhisa Fujimoto, Keio University / Teachers College, Columbia University*

### 1.2C 2:45 PM–4:00 PM, CHAMINADE

**NATURE AND SOCIETY IN SOCIAL STUDIES EDUCATION: A LINGUISTIC CRITICAL DISCOURSE ANALYSIS OF MIDDLE GRADE TEXTBOOK**  
*Rouhollah Aghasaleh, University of Georgia  
Ajay Sharma, University of Georgia*

**OUR GIRLS MATTER, TOO: AN IMPERATIVE FOR CRITICAL PEDAGOGY FOR BLACK FEMALE STUDENTS IN CONTEMPORARY EDUCATION**  
*Alyssa Elmore, The Ohio State University*

**THE CONTOURS OF WHITE SOCIAL STUDIES, OR THE “MEANING” OF AMERICA**  
*Prentice T. Chandler, University of Cincinnati  
Amanda Branscombe, Athens State University*

### 1.2D 2:45 PM–4:00 PM, BORDEAUX

**PANEL**  
**RACE, LANGUAGE, NATION, AND CURRICULUM IN A GLOBAL CONTEXT**  
*Nina Asher, University of Minnesota-Twin Cities  
Justin Grinage, University of Minnesota-Twin Cities  
Christopher Kolb, University of Minnesota-Twin Cities  
Sadaf Rauf, University of Minnesota-Twin Cities*

### 1.2E 2:45 PM–4:00 PM, HOELLE

**NEOLIBERALISM AND CURRICULAR DISSONANCE: AN AUTOETHNOGRAPHIC ANALYSIS OF TEACHER IDENTITY**  
*Shannon Nicole White, Noblesville High School*

**RETURNING HOME TO FUKUSHIMA: POLITICS OF BODIES, MEMORIES, AND REPRESENTATIONS**  
*Kaoru Miyazawa, Gettysburg College*

**RETHINKING RESEARCH AS METHOD: NARRATIVE AS BEING**  
*Roland Walker Mitchell, Louisiana State University*

### SPOTLIGHT SESSION 1 4:15 PM – 5:15 PM, DARBY

**Toward a Posthumanist Education: A Manifesto**

The text of our manifesto will introduce posthumanism to a curriculum studies audience and propose new directions for curriculum theory and educational research more broadly. Following a description of what is variously called the “posthuman condition” or the “posthuman era,” our manifesto outlines the main theoretical features of posthumanism with particular attention to how it challenges or problematizes the nearly ubiquitous assumptions of humanism. In particular, we focus on how posthumanism responds to the history of Western humanism’s justification and encouragement of colonialism, slavery, the objectification of women, the thoughtless slaughter of non-human animals, and ecological devastation. We dwell on the question of how posthumanism may alter our understanding of the claim “education is political,” since humanism has shaped our very notions of “education” and “politics.” After outlining posthumanist discourse generally, and detailing the conceptual challenges it poses for education, we propose a list of possible new avenues for curriculum studies research opened up by posthumanism.

*Nathan Snaza, University of Richmond  
Dennis Lynn Carlson, Miami University  
Peter M. Applebaum, Arcadia University  
John Weaver, Georgia Southern University*
Framing Hip Hop: 
New Methodologies for New Times

In this presentation, Dimitriadis revisits the central impulse behind his early advocacy for ethnographic approaches to hip hop—that critics should try as much as possible to limit their own certainties around what hip hop can and does mean. He reflects on the question of authority and the hip hop scholar and what this means for methodological approaches to studying hip hop. He argues that new forms of self-reflexivity are necessary for scholars and critics who look to "frame" hip hop as an object of analysis.

Greg Dimitriadis, SUNY-Buffalo
### 2.1A 8:00 AM–9:15 AM, DARBY

**PANEL**

**Who will Survive Academia: An Auto-Ethnographic Narrative Inquiry into Spiritual Activism**  
Brian W. Collier, Jr., Miami University

**Conceptual Art and Curricular Practice as/for Each Other: Modes of Operation and Institution as Material**  
Jorge R. Lucero, University of Illinois, Urbana-Champaign

### 2.1B 8:00 AM–9:15 AM, BARRETT

**Make, Bake, or Take it to the Market: The Beginnings of a Student-Centered Curriculum Model**  
Katina Lee Sayers-Walker, SUNY-Cortland

**Student-Centered or State-Centered? A Built-In, Shock-Proof, Critical Analysis**  
Herbert W. Hough, SUNY-Buffalo

**Learning with Literacy Strategies: A Trans-Disciplinary Approach to Mathematics in the Era of Common Core**  
Andrew Gatza, Indiana University-IUPUI  
Renee Hart, Indiana University-IUPUI

### 2.1C 8:00 AM–9:15 AM, CHAMINADE

**Working and Conversing Across Generations: Love, Industry, and Generativity Among Curriculum Workers**  
Timothy Leonard, St. Xavier University, Chicago  
Rachel L. S. Harper, University of Illinois at Chicago

### 2.1D 8:00 AM–9:15 AM, BORDEAUX

**I’ll Meet You on the Precipice: Reconceptualizing Public Pedagogy**  
Zofia Zaliwska, Ontario Institute for Studies in Education, University of Toronto

**“Flickering Pictures Hypnotize”: Rethinking the Ethics of Public Pedagogy Research, Scholarship, and Enactment**  
Jake Burdick, Purdue University

### 2.1E 8:00 AM–9:15 AM, HOELLE

**Knowledge, Pedagogy and Postmulticulturalism: Shifting the Locus of Learning in Urban Teacher Education**  
Gay Wilgus, The City College of the City University of New York  
Vicki Garavuso, The City College of the City University of New York

**Real Talk about Make-Believe Schools: What Teachers, Scholars, Television, and Mister Rogers Say Schools Can Be**  
Jon Robert Judy, Kent State University

**Explorations of Whiteness in a Literacy Methods Course: A Critical Multicultural Perspective**  
Kelly Berghoff Royster, Indiana University-IUPUI

### 2.2A 9:30 AM–10:45 AM, DARBY

**Panel**

**When the School Fails, the Community Fails**  
Freyca Calderon, Texas Christian University  
Sherrie Reynolds, Texas Christian University  
Julie Vu, Texas Christian University  
Channa Barrett, Texas Christian University  
Teresa Powers Stephenson, Texas Christian University  
Katherine Folgerberg, Texas Christian University  
Mila Zhu, Texas Christian University  
Altheria Gaston, Texas Christian University
2.2B  9:30 AM–10:45 AM, BARRETT

Seeing the Forest for the Trees: A Poetic Doctoral Study Guide
Maranda Ward, George Washington University

What Your Chair Wants
Wade Tillett, University of Wisconsin-Whitewater

2.2C  9:30 AM–10:45 AM, CHAMINADE

Changing Cultures: Privilege, Curriculum, and Social Inclusion
Adam Howard, Colby College
Mark Tappan, Colby College

Discourse Analysis of the State of Ohio Social Studies Content Standards from Global Citizenship Perspectives
Heejeong Kang, The Ohio State University

Of Ghosts and Rivers: How Place Particularizes Race
Douglas McKnight, University of Alabama

2.2D  9:30 AM–10:45 AM, BORDEAUX

Macdonald’s Transcendental Developmental Ideology, “Pure Imagination” and the Critical Project of Curriculum
Donald Blumenfeld-Jones, Mary Lou Fulton Teachers College, Arizona State University

The Educational (im)Possibility of Teaching Peace: A Qualitative Study at Three New York City Elementary Schools
Debbie Sonu, Hunter College, City University of New York

Peace . . . Critical Spirituality, the Boondocks and not being the Problem
Brian W. Collier, Jr., Miami University

2.2E  9:30 AM–10:45 AM, HOELLE

Impact of High-Stakes Testing on Student-Teacher Relationships: A Narrative Inquiry
Rachel Radina, Miami University

Investigating Neoliberalism through Rhizoanalysis
Elizabeth Pittard, University of Georgia

High Stakes Testing as Curriculum: Teacher Practice and Multicultural Education in Canada and the U.S.
Arlo Kempf, University of California, Los Angeles

Provoke Dialogues 1  11:00 AM – NOON, DARBY

The Evolving Significance of Race: Living, Learning and Teaching
We are living, learning, and teaching by questioning how to address race in a society that consistently prefers to see itself as colorblind, a society claiming to seek a “post-racial” existence. This edited volume offers evidence of the evolving significance of race from a diverse group of male and female contributors self-identifying as Black, Latino, Asian, White, Gay, Lesbian, Jewish, Christian, and Muslim. Our attempts to provide every child and adult learner with what they need (equity) to make the most of their educational experiences (excellence) are still consciously and unconsciously thwarted by the ingrained nature of racism in our society. This becomes obvious when we begin teaching those audiences that represent diverse lived experiences of race about the changing significance of race and how to develop a more critical, reflexive lens focused upon the politics of race. The editors and contributors to this book are finding empowering ways to co-construct and implement a critical race pedagogy that reflects both an acknowledgment of the evolving significance of race and opportunities for hope via education.

Isabel Nuñez, Concordia University, Chicago
David Stovall, University of Illinois at Chicago
Boni Wozolek, Kent State University

Discussant
Sherick Hughes, University of North Carolina
2.3A  1:15 PM–2:30 PM, DARBY

PANEL
 THEORY AND EDUCATIONAL RESEARCH: GRADUATE STUDENT PERSPECTIVES
 Greg Dimitriadis, SUNY-Buffalo
 Brian Casemore, George Washington University
 Elizabeth M. Benton, Montgomery College
 Danielle Natalie Bierzynski, George Washington University
 Naamal De Silva, George Washington University
 Afshan Kamangar, George Washington University
 Vaughn Perry, George Washington University
 Maranda Ward, George Washington University
 Valin Jordan, George Washington University

2.3B  1:15 PM–2:30 PM, BARRETT

READING HISTORY BACK TO ITS TEXT AS AN (UN)LEARNING EXPERIENCE: UNDERSTANDING YIJING IMAGE-NUMBER PEDAGOGICAL THOUGHT WITH CHINESE “WIND” DISCOURSE
 Weili Zhao, University of Wisconsin-Madison

HERODOTUS’S ΣΤΟΡΙΑ AND INTER/TRANSDISCIPLINARY INQUIRY IN TEACHER EDUCATION
 E. Lisa Panayotidis, University of Calgary

2.3C  1:15 PM–2:30 PM, CHAMINADE

AYN RAND AND THE SPECTER OF OBJECTIVISM IN NEOLIBERAL TIMES
 Antonio Garcia, Global Center for Advanced Studies

THE STANDARD(S) CHOICE: EDUCATIONAL STANDARDS AND CHOICE DISCOURSE IN INDIANA
 Jeremy Jernigan, Indiana University

COMMON CORE STANDARDS AND CURRICULAR ENCLOSURE
 C. Bradford Griggs, Indiana University Southeast
 Graham B. Slater, University of Utah

2.3D  1:15 PM–2:30 PM, BORDEAUX

GEORGIAN DREAMS: CURRICULUM DISCOURSE CHANGES IN POST-SOVIET GEORGIA
 Shirley Wade McLoughlin, Keene State College

GOVERNING THE MIND AND BODY: IDEA OF A ‘WHOLE PERSON’ IN THE HISTORY OF CURRICULUM IN SOUTH KOREA
 Ji-Hye Kim, University of Wisconsin-Madison

CULTURE, CULTURE, EVERYWHERE...
 Shakhnoza Kayumova, University of Georgia

2.3E  1:15 PM–2:30 PM, HOELLE

MAJOR EDUCATIONAL ISSUES FACING JAPANESE SOJOURNER STUDENTS IN THE US
 Reiko Akiyama, Purdue University

DEMO CRATIC CITIZENSHIP: A CRITICAL DISCOURSE ANALYSIS
 William Cortezia, Fitchburg State University, Massachusetts

ANALYSIS OF THE EDUCATIONAL AIMS OF LANGUAGE TEACHING IN CHILE: THE IDEOLOGY BEHIND CURRICULAR ADJUSTMENTS
 Rocio Esquivel, Université de Sherbrooke

2.4A  2:45 PM–4:00 PM, DARBY

PANEL
 SPIVAK IN SIX VOICES: SIFTING THE ASHES FOR THE EMBERS OF AN AESTHETIC EDUCATION
 Susan R. Adams, Butler University
 Vanessa de Oliveira Andreotti, University of Oulu
 Gabriel Huddleston, Indiana University
 Walter S. Gershon, Kent State University
 Robert J. Helfenbein, Indiana University-IUPUI
 Jenn Milam, University of Akron
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<th>Session</th>
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<td>2.4B</td>
<td>2:45 PM–4:00 PM, BARRETT</td>
<td>Sustenance for my Pedagogic Soul?: Sharing the Burden of the Private Faces of Curriculum Reconceptualization</td>
<td>Senetta Bancroft, University of Akron</td>
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<td>A Settler Negotiates Postcolonial and Indigenous Worldviews to the Song of a Gypsy Violin</td>
<td>Annette Furo, University of Ottawa</td>
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<td>Seeking the Perfection: The Problem with Transdisciplinary Curriculum Theory</td>
<td>Mario A. Martinez, Texas Tech University</td>
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<td>2.4C</td>
<td>2:45 PM–4:00 PM, CHAMINADE</td>
<td>Panel</td>
<td>Reconceptualizing Curriculum Development: Inspiring and Informing Action</td>
<td>Daniel J. Castner, Kent State University, James G. Henderson, Kent State University, Thomas Kelly, John Carroll University, Jennifer Schneider, Kent State University, Donna Breault, Missouri State University</td>
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<td>2.4D</td>
<td>2:45 PM–4:00 PM, BORDEAUX</td>
<td>Affective and Rhythmic Pedagogies in Capoeira Angola: An Exploration of Traditional Movements and Rhythms of Resistance</td>
<td>Curtis Porter, Indiana University of Pennsylvania</td>
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<td>Improvisational Responsibility: Derrida’s Call to Play</td>
<td>Reagan Patrick Mitchell, Louisiana State University</td>
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<td>Recess and Curriculum</td>
<td>Rhonda Lisa Aguiton, University of Toledo</td>
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<td>2.4E</td>
<td>2:45 PM–4:00 PM, HOELLE</td>
<td>Community and Curriculum Integration: Service Learning through Intergenerational Relationships</td>
<td>Shannon Nicole White, Noblesville High School</td>
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<td>Intimacy in the Classroom: Where are the Boundaries?</td>
<td>Avi Desai Lessing, University of Illinois, at Chicago and Oak Park and River Forest High School</td>
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<td>Language for the Poets or the Spies?: How Politics Affects Curricula of Less Commonly Taught Languages</td>
<td>Afsaneh Kamangar, George Washington University</td>
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<td>Spotlight Session 2</td>
<td>The New Empiricism/Materialism?</td>
<td>Patti Lather, The Ohio State University, Elizabeth Adams St. Pierre, University of Georgia</td>
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<td>4:15 PM – 5:45 PM, DARBY</td>
<td>This session will explore issues, questions and terms of choice in articulating recent turns in qualitative methodologies from conventional to more “post” formations that entail multiple possible genealogies and strands of significant development. Each of the presenters will offer brief overviews of their ideas and then open up to Q&amp;A from the audience.</td>
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Post Qualitative Research

In this presentation, St. Pierre describes what she believes are disconnects between assumptions that ground concepts and practices in what she has been calling “conventional humanist qualitative inquiry” or “1980’s qualitative research” in the U.S. context and assumptions about subjectivity, language (and representation) in poststructural approaches. She argues that these disconnects are highlighted in the new empiricisms/new materialisms that put to work “post” ontologies, especially the experimental ontology of Deleuze and Guattari. Following Foucault, St. Pierre does not offer an “alternative” methodology but encourages researchers to make clear how the onto-epistemological grounding of their studies aligns with their methodology. A question here, of course, is whether conventional qualitative methodology—which in the U.S. is heavily grounded in positivist and interpretive social science approaches—is thinkable in the “posts.”

Elizabeth Adams St. Pierre, University of Georgia
### 3.1A 9:30 AM–10:45 AM, DARBY

**Diagrams and Cuts: A Materialist Approach to Research-Creation**  
Stephanie Springgay, Ontario Institute for Studies in Education, University of Toronto  
Nikki Rotas, Ontario Institute for Studies in Education, University of Toronto  
Zofia Zaliwska, Ontario Institute for Studies in Education, University of Toronto

**Is-ness Matters: A Textual and Sonic Argument for the Importance of the Ontogenic**  
Walter S. Gershon, Kent State University  
Sam Rocha, University of North Dakota

**A Parable for Our Times**  
Peter M. Appelbaum, Arcadia University

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### 3.1C 9:30 AM–10:45 AM, CHAMINADE

**Racial Battle Fatigue in Higher Education**  
Roland Walker Mitchell, Louisiana State University  
Kenneth Fashing-Varner, Louisiana State University

**“Here We Come to Save the Day”: Exploring the Dark Side of Servant Leadership Narratives among College Freshman**  
Nicholas Clegorne, Virginia Tech

**It Ain’t All that Different: Disproportionality is Still Present**  
Nathaniel Williams, Indiana University-IUPUI

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### 3.1B 9:30 AM–10:45 AM, BARRETT

**Philosophies of Praxis: Returning the “Humanness of Being” to Curriculum Practice**  
Stephen Shepard Triche, Nicholls State University

**Conceptualizing Critical Philanthropy in Uncritical Times**  
Antonio Garcia, Global Center for Advanced Studies  
Melanie McKitrick, Indiana University-IUPUI

**A Critical Humanist Curriculum**  
Kevin Magill, University of Texas, Austin  
Arturo Rodriguez, Boise State University

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### 3.1D 9:30 AM–10:45 AM, BORDEAUX

**Panel (Part 2) Education Activism, Mobilization, and Instigation in Diverse Contexts: Resisting Educational Deform in Chicago, New York, Canada, and Online**

This panel continued from Session 1.1d on Thursday.

Arlo Kempf, University of California, Los Angeles
Isabel Nuñez, Concordia University, Chicago
Daiyu Suzuki, Teachers College, Columbia University
Ruth Powers Silverberg, College of Staten Island, City University of New York
Arnold Dodge, Long Island University
INTERNATIONAL TEACHER EDUCATION AND THE CORPORATIZATION OF TEACHING PRACTICE

Jubin Rahatzad, Purdue University
Hannah L. Sasser, Purdue University
JoAnn Phillion, Purdue University
Suniti Sharma, St. Joseph’s University

CRISIS IN LIBRARIAN PREPARATION: AN ABANDONMENT OF SOCIAL JUSTICE

Julie Marie Frye, Indiana University

THE EVOCATIVE WORLD OF COMMUNITY-ENGAGED TEACHING: EXPLORING THE SENSE OF PLACE AND CIVIC LIFE IN A TEACHER EDUCATION PROGRAM

Brian Casemore, George Washington University
Vaughn Perry, George Washington University

Žižek and Education

Žižek is the twenty-first century Heidegger who does not seek to make us believe or think as he does; rather, Žižek provides us tools to build our own philosophico-ideological houses and foundations. The following scholars all hold some entrance into the idea of “Žižekian” and how theoretical and pedagogical landscapes can be rendered and forged via the tools Žižek provides. To this end, each scholar will provide a short overview of his or her chapter for the upcoming book “Žižek and Education” paying close attention to identifying critical tenets, lines of flight, and underlying paths of departure. In so doing, this does not by any means provide an exhaustive account of Žižek, not even in the slightest, but it does provide a space to begin knowing and considering the philosophical giant who has been deemed “the most dangerous philosopher in the west” by Adam Kirsch and “the Elvis of cultural studies” by the Chronicle of Higher Education. It is the goal of this panel that ideas are presented, dialogic exchanges sought, and that both curious support and critique of Žižek (and consequently this project) be encouraged.

Antonio Garcia, Global Center for Advanced Studies
Samuel Rocha, University of North Dakota
Peter Appelbaum, Arcadia University
Jennifer Milam, University of Akron
Dennis Carlson, Miami University
Tommy Mayberry, University of Waterloo

PANEL

A DIALOGUE BEYOND NEO-COLONIAL EDUCATION: FOUR CASE STUDIES

Dennis Lynn Carlson, Miami University
Trevor Ngorosha, Miami University
Precious Gawanani, Miami University
Jamal H. Abu-Atiyeh, Miami University
Antonio Garcia, Global Center for Advanced Studies

UNDERSTANDING ‘THE EVENT’: READING EDUCATIVE POLITICS THROUGH THE PHILOSOPHY OF LOUIS C.K.

Erin Renee Lord Kunz, Mayville State University

UNCOMMON CORE: REIMAGINING MEANINGFUL CURRICULUM THROUGH MYTH AND MOVIES

D. Joe Ohlinger, University of Illinois at Chicago

THE JOURNEY FROM LITERAL TO FIGURATIVE: THE MYTHO-POETIC PERSPECTIVE

Chelsea Chandler, University of Toledo

ENGLISH AND THE EDUCATIONALIZATION OF SOCIAL PROBLEMS, 1898-1917: A TRANS-DISCIPLINARY CURRICULUM HISTORY

Jory Brass, Arizona State University

LEARNING FROM OUR PROGRESSIVE PAST: ACCOMMODATIONISM, PROGRESSIVISM, AND RACIAL JUSTICE

Kelly P. Vaughan, DePaul University

RESURRECTING ROUSSEAU AND RAISING HISTORICAL CONSCIOUSNESS IN THE CONTEMPORARY POST-SECONDARY EARLY CHILDHOOD EDUCATION CLASSROOM

E. Lisa Panayotidis, University of Calgary
Carolyn Bjartveit, University of Calgary
PAPER SESSIONS – SATURDAY, OCTOBER 19, 2013

3.2D 1:15 PM–2:30 PM, BORDEAUX

FRIENDSHIP, LIKING, AND A WAY OUT OF LOVE AND HATE
Kevin J. Burke, University of Notre Dame
Adam J. Greteman, School of the Art Institute of Chicago

TO LIKE OBJECTS:
ON LIKABILITY AND THE PROMISES OF FETISHISM
Adam J. Greteman, School of the Art Institute of Chicago
Kevin J. Burke, University of Notre Dame

WHAT WE TALK ABOUT WHEN WE TALK ABOUT LOVE:
A DUOETHNOGRAPHIC EXPLORATION OF THE DISSERTATION RELATIONSHIP
Susan R. Adams, Butler University
Robert J. Helfenbein, Indiana University-IUPUI

3.2E 1:15 PM–2:30 PM, HOELLE

CURRICULUM STUDIES AND (LESS COMMONLY TAUGHT)
LANGUAGE EDUCATION IN THE U.S.:
REFLECTION AND RECOMMENDATION
Dinny Risri Aletheiani, Arizona State University;
Yale University

THE "SPECTACLE" OF THE CLASSROOM: FROM DEBORD’S SITUATIONISM, A POSTSTRUCTURALIST PEDAGOGY
Brad M. Petitfils, Loyola University, New Orleans

EXPECTATIONS OF EXPERTISE: A POSTSTRUCTURAL EXPLORATION OF BECOMING TEACHERS OF STUDENTS WITH DISABILITIES
Rachel D. Roegman, Teachers College, Columbia University
Suzanne Pratt, Teachers College, Columbia University
Sabrina Sanchez, Teachers College, Columbia University

3.3A 2:45 PM–4:00 PM, DARBY

PANEL
PERFORMATIVE THEORY, THEORETICAL PERFORMATIVITY:
The Arts of Teaching and the Teachings of Art
Sam Rocha, University of North Dakota
Jodi Holen, University of North Dakota
Walter S. Gershon, Kent State University

3.3B 2:45 PM–4:00 PM, BARRETT

IF YOU ONLY HAVE A HAMMER EVERY PROBLEM LOOKS LIKE A NAIL: DOMINANT DISCOURSE, EDUCATIONAL RESEARCH AND THE HEGEMONY OF TEST SCORES
Ruth Powers Silverberg, College of Staten Island,
City University of New York

TEACHER PERFORMANCE ASSESSMENT AND THE STANDARDIZATION OF TEACHER EDUCATION
Kelsy Krise, University of Toledo
DISCUSSANT
Leigh Chiarelott, University of Toledo

NEOLIBERALISM IN AMERICAN EDUCATIONAL RESEARCH
Mardi Schmeichel, University of Georgia
Ajay Sharma, University of Georgia
Elizabeth Pittard, University of Georgia

3.3C 2:45 PM–4:00 PM, CHAMINADE

PANEL
AESTHETIC OBJECTS AND THE PEDAGOGICAL RELATION
Karyn Sandlos, Art Institute of Chicago
Jim Garrett, University of Georgia
Sara Matthews, Wilfrid Laurier University

3.3D 2:45 PM–4:00 PM, BORDEAUX

OPEN MICROPHONE: CURRICULUM THEORIZING FROM THE UNCOMMON PERIPHERY
Rachel L. S. Harper, University of Illinois at Chicago
Avi Lessing, Oak Park and River Forest High School
Jason Michael Lukasik, Northeastern Illinois University
3.3E  2:45 PM–4:00 PM, HOELLE

**Exploring Embodied Curriculum with Aesthetics of Body**

Yungshan Hung, National Academy for Educational Research, Taiwan

Po-Chang Chen, The National University of Tainan, Taiwan

**Ugly Ecologies and Flickering Int-e(r)vent-ions as Trans-disciplinary Praxis**

Nikki Rotas, Ontario Institute for Studies in Education-University of Toronto

**How do “Play” and “Symbol” Make “Festival”?**

Rita Cihlar Hermann, University of Nebraska-Lincoln

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**Provoking Dialogues 2  4:15 PM – 5:45 PM, DARBY**

**Curriculum and the Aesthetic Life: Hermeneutics, Body, Democracy, and Ethics in Curriculum Theory**

*Curriculum and the Aesthetic Life* brings together over 20 years of scholarly work by dancer, educator, and scholar Donald S. Blumenfeld-Jones on the intersection of curriculum theory and practice with aesthetics, ethics, and hermeneutic inquiry, focusing on the body and emotions and the theory and practice of Arts-Based Education Research, including his noted Hogan Dreams. He brings to his work an aesthetic sensibility developed over 40 years of active involvement in the arts as well as a Frankfurt School critical theory orientation and a constant concern for building an ethical world through cultivating an aesthetic awareness. This linking of aesthetics and ethics makes a unique contribution to the theoretical foundations of curriculum theory and educational philosophy. Always concerned with connections to practice, this book provides many examples of curriculum practice and teaching as well as scholarly studies of curriculum work. This book is essential reading for anyone involved in the arts and education.

David Lee Carlson, Arizona State University

Molly Quinn, Louisiana State University

Daiyu Suzuki, Teachers College, Columbia University

Peter Appelbaum, Arcadia University

Gabriel Huddleston, Indiana University

**Discussant**

Donald Blumenfeld-Jones

Mary Lou Fulton Teachers College, Arizona State University

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**Keynote 3  7:30 PM – 9:00 PM, CHAPEL**

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

This keynote address weaves together the theoretical and the practical, the historical and the present, the audiovisual and textual to explore and understand how communities are organizing and uprising for public education. While addressing national phenomena, the presentation more closely follows the activism of key teacher, parent, and community organizations in Chicago, New York and Houston as they make their voices public in the struggle against the international neoliberal privatization of public education.

M. Francyne Huckaby

Texas Christian University, Center for Public Education
### Participant Index

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<th>Name</th>
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<td>Jake Burdick</td>
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Kevin J. Burke
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Freyca Calderon
2.2 Friday, 9:30 AM–10:45 AM, Darby

David Lee Carlson
PD 2 Saturday, 4:14 PM–5:45 PM, Darby

Dennis Lynn Carlson
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Brian Casemore
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Daniel J. Castner
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Chelsea Chandler
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Prentice T. Chandler
1.2 Thursday, 2:45 PM–4:00 PM, Chaminade

Po-Chang Chen
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Leigh Chiarelott
3.3 Saturday, 2:45 PM–4:00 PM, Barrett

Nicholas Clegorne
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Brian W. Collier, Jr.
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Kyra T. Collier
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William Cortezia
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Vanessa de Oliveira Andreotti
2.4 Friday, 2:45 PM–4:00 PM, Darby

Naamal De Silva
1.2 Thursday, 2:45 PM–4:00 PM, Darby
2.3 Friday, 1:15 PM–2:30 PM, Darby

Greg Dimitriadis
KN 1 Thursday, 7:30 PM–9:00 PM, Chapel
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Arnold Dodge
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Alyssa Elmore
1.2 Thursday, 2:45 PM–4:00 PM, Chaminade

Rocio Esquivel
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Kenneth Fashing-Varner
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Katherine Folgerberg
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<td>3.1 Saturday, 9:30 AM–10:45 AM, Bordeaux</td>
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<td><strong>Ji-Hye Kim</strong></td>
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<td><strong>Christopher Kolb</strong></td>
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<td><strong>Kelsy Krise</strong></td>
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<td><strong>Erin Renee Lord Kunz</strong></td>
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<td><strong>Patti Lather</strong></td>
<td>SS 2 Friday, 4:14 PM–5:45 PM, Darby</td>
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<td><strong>Jason Michael Lukasik</strong></td>
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<td><strong>Mario A. Martinez</strong></td>
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<td><strong>Sara Matthews</strong></td>
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<td>Tommy Mayberry</td>
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<td>Melanie McKitrick</td>
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<td>Vaughn Perry</td>
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<td>Rachel Radina</td>
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<td>Sherrie Reynolds</td>
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<td>Debbie Sonu</td>
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<td>Stephanie Springgay</td>
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<tr>
<td>David Stovall</td>
<td>PD 1   Fri. 11:00 AM–Noon</td>
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<td>Daiyu Suzuki</td>
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<td>Mark Tappan</td>
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Wade Tillett
  2.2  Friday, 9:30 AM–10:45 AM, Barrett

Stephen Shepard Triche
  3.1  Saturday, 9:30 AM–10:45 AM, Barrett

Kelly P. Vaughan
  3.2  Saturday, 1:15 PM–2:30 PM, Chaminade

Julie Vu
  2.2  Friday, 9:30 AM–10:45 AM, Darby

Maranda Ward
  2.2  Friday, 9:30 AM–10:45 AM, Barrett
  2.3  Friday, 1:15 PM–2:30 PM, Darby

Joseph Watras
  1.2  Thursday, 2:45 PM–4:00 PM, Barrett

John Weaver
  SS 1  Thursday, 4:14 PM–5:45 PM, Darby

Shannon Nicole White
  1.2  Thursday, 2:45 PM–4:00 PM, Hoelle
  2.4  Friday, 2:45 PM–4:00 PM, Hoelle

Gay Wilgus
  2.1  Friday, 8:00 AM–9:15 AM, Hoelle

Nathaniel Williams
  3.1  Saturday, 9:30 AM–10:45 AM, Chaminade

Annie Winfield
  1.1  Thursday, 1:15 PM–2:30 PM, Chaminade

Boni Wozolek
  PD 1  Friday, 11:00 AM–Noon, Darby

Zofia Zaliwska
  2.1  Friday, 8:00 AM–9:15 AM, Bordeaux
  3.1  Saturday, 9:30 AM–10:45 AM, Darby

Joseph Zanoni
  1.1  Thursday, 1:15 PM–2:30 PM, Darby

Weili Zhao
  2.3  Friday, 1:15 PM–2:30 PM, Barrett

Mila Zhu
  2.2  Friday, 9:30 AM–10:45 AM, Darby
The Bergamo Center has 61 modern bedrooms with private bathrooms. There are 26 single rooms (with one single bed) and 35 doubles (with two single beds). Rooms are equipped with clock radios. Overnight guests enjoy daily maid and linen service and have full control of the bedroom air-conditioning and/or heat.

For additional information visit the Bergamo Center’s website at [www.bergamocenter.org](http://www.bergamocenter.org)

Meals are served buffet style in the center’s dining room.

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<tr>
<th></th>
<th>Thursday-Friday</th>
<th>Saturday</th>
<th>Lunch</th>
<th>Every Day</th>
<th>Dinner</th>
<th>Every Day</th>
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<tr>
<td><strong>Breakfast</strong></td>
<td>7:00 to 8:00 AM</td>
<td>8:00 to 9:00 AM</td>
<td>12:00 to 1:00 PM</td>
<td>Everyday</td>
<td>6:00 to 7:00 PM</td>
<td>Everyday</td>
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On Friday and Saturday, please help yourself to complimentary continental breakfast and afternoon snacks available in the lobby.

NOTE: There is an elevator in the back of the kitchen with access to the lower level.