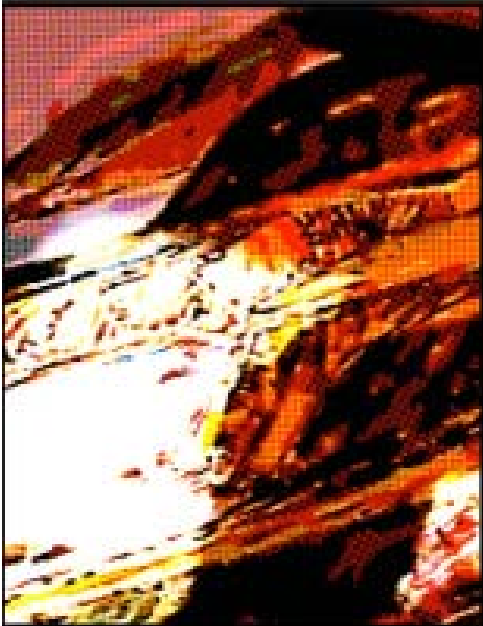


**5th Biennial Pro-
voking
Curriculum Con-
ference**



**Provoking Curriculum Studies as
an Aesthetics of Vulnerability**

October 21 & 22, 2011



Hosted by

The Faculty of
Education at
the University of
Alberta

Sponsored by

The Canadian
Association for
Curriculum Studies

Images by J. Robertson



Friday Keynote Speakers

3:30 to 4:30 p.m. (Rm: ED N2 115)

The secret life of vulnerability ~ **Judith**

Robertson (University of Ottawa)

Professor Robertson is concerned with expanding dialogue about learning, literature and sociality by building relationships with teachers and researchers, as well as developing scholarly and pedagogical materials.



Professor Robertson has consistently aspired to influence and stimulate theories and practices of curriculum and pedagogy in teacher education. Within the fields of English language arts education and cultural studies, she persistently attempts to impress on her students a deep passion and curiosity about literature, the literate life and the humanizing potential of cultural forms. Her courses, Critical Perspective on Children's Literature, Studies in Popular Culture and Education and Feminist Theories have proven her ability to stimulate interdisciplinary attentiveness.



4:30 to 5:30 p.m. (Rm: ED 2-115)

Provoking a discipline of wind and pedagogies of vulnerability: An Indigenous Métissage ~

Vicki Kelly (Simon Fraser University)

Dr. Vicki Kelly's research interests are in holistic and aesthetic education as well as indigenous education.

Her focus is on:

indigenous knowledge and epistemologies, indigenous language and culture revitalization, holistic learning, the integration of the arts in education, art therapy, transformative education, and spirituality in education. She is also inter-

ested in arts-based narrative and arts-informed research methodologies.

Vicki Kelly is currently working in Indigenous Education with the Faculty of Education at Simon Fraser University. She has worked extensively in holistic education, holistic medicine, art education and art therapy.

Welcome

On behalf of the Canadian Association for Curriculum Studies we would like to welcome you to the 5th Biennial Provoking Curriculum Studies Conference. We would like to thank the Faculty of Education at the University of Alberta for supporting this crucial and timely forum where scholars can gather to provoke curriculum studies as an aesthetics of vulnerability in relation to global crises, such as the growing ecological destruction of our planet, the deepening domino effects of the recent economic downturns, and the ongoing impacts of worldwide natural disasters. This conference provide a unique opportunity for us all to push our research toward nuanced yet complicated understandings of vulnerable education.

With best wishes,

Nicholas Ng-A-Fook, Co-President, CACS,
and conference co-organizer

Karen Krasny, Past President, CACS

Ingrid Johnston, Conference co-organizer

Au nom de l'association canadienne des études du curriculum j'aimerais vous souhaiter la bienvenue. Comme co-présidente de l'ACEC avec mon collègue Nicholas Ng-A-Fook de l'université d'Ottawa, je vous remercie de vous êtes déplacés à l'occasion de cette conférence qui cherche à « Provoquer l'étude du curriculum comme une esthétique de la vulnérabilité ». J'espère que vous profiterez de cette conférence pour tisser des liens entre vous et avec nous, afin que l'on puisse travailler ensemble pour disséminer les méthodes, assises théoriques et conceptuelles qui sous-tendent le domaine des études du curriculum de façon plus élargie et soutenue dans les deux langues officielles du pays. Merci et bonne conférence.

Rochelle Skogen, co-présidente de l'ACES

Friday at a Glance

1:00 to 5:00 p.m. Registration open
(Second floor of foyer outside ED N2 115)

1:30 to 2:45 p.m. Conference Pre-sessions

3:15 to 3:30 p.m. Introduction and Welcome
(Room: ED N2 115)

3:30 to 4:30 p.m. Keynote ~ Judith Robertson
(Room: ED N2 115)

4:30 to 5:30 p.m. Keynote ~ Vicki Kelly
(Room: ED N2 115)

5:30 to 6:30 p.m. Reception, Snacks, and Drinks
(Rooms: ED 358/366)

6:30 p.m. Dinner on your own

Friday Pre-sessions 1:30 - 2:45 p.m.

P-1 (Rm: ED N2 123):

The sounds of life to the sounds of life: Encountering the lived curriculum in spontaneous moments ~ **Mandy Krahn*** (University of Alberta)

Lived experiences of loss: Living perceptively as a teacher between the foreign and the familiar ~ **Candace P. Lewko**
(Lethbridge College)

Transformative arts-based practices in schools?: Lessons learned from drama research with youth in prison ~ **Diane Conrad**
(University of Alberta)

P-2 (Rm: ED N2 117):

Publishing in the "Journal of the Canadian Association for Curriculum Studies" and the "Canadian Journal of Education" for graduate students

- **Karen Krasny*** (York University),
- **Rochelle Skogen** (University of Alberta)
- **Nicholas Ng-a-Fook** (University of Ottawa)

Saturday, October 22 at a Glance

8:00 to 8:45 a.m. Breakfast and Registration

(Rooms: ED 358/366)

8:45 to 10:00 a.m. Special Panel

(Room: ED 129)

10:00 to 10:15 a.m. Refreshment Break

(Rooms: ED 358/366)

10:15 to 11:45 a.m. 'A' Sessions

11:45 to 1:00 p.m. Lunch Provided

(Rooms 358/366)

1:00 to 2:30 p.m. 'B' Sessions

2:30 to 2:45 p.m. Refreshment Break

(Rooms: ED 358/366)

2:45 to 4:15 p.m. 'C' Sessions

4:15 to 4:30 p.m. Refreshment Break

(Rooms: ED 358/366)

4:30 to 6:00 p.m. 'D' Sessions

Saturday Plenary

8:45 to 10:00 a.m. (Rm: ED 129) Special panel *The vulnerability of the world: Meditations on the work of David Geoffrey Smith*



David Geoffrey Smith

- **Dwayne Donald***
(University of Alberta)
- **Cynthia Chambers**
(University of Lethbridge)
- **David Jardine**
(University of Calgary)
- **Heesoon Bai**
(Simon Fraser University)
- **David Smith**
(University of Alberta)

'A' Sessions 10:15 - 11:45

A1 (Rm: ED 303)

The aesthetic, affective vulnerabilities of young adult literature:

Reading through structures of feeling in Ellen Hopkins' "Crank" ~ David Lewkowich (McGill University)*

Vulnerability and risk in the materialization of scholarly allies ~ Tim Molnar and Karla Jessen-Williamson (University of Saskatchewan)

A direction of significance: Poetry in the research of digital epistemology ~ James Nahachewsky (University of Victoria)

A2 (Rm: ED 165)

Pour une inclusion complète : l'insertion professionnelle des étudiants stagiaires des minorités visibles dans l'école franco-phoné albertaine ~ Paulin Mulatris and Rochelle Skogen (University of Alberta)*

The gentle indifference of national identity: Engaging the absurdity of "Canadianness" ~ Bryan Smith (University of Ottawa)

Tuning into vulnerability: Curriculum, Aesthetics, and the Billboard Hot 100 ~ Brian Kom (University of Ottawa)

What would our world look like if there were more Sages? Zac and His Sages: A story of a child living in the 'third space' ~ Monica Chahal (University of Alberta)

A3 (Rm: ED 255)

Our endangered curriculum ~ Michael Hammond-Todd (University of Victoria)*

The cultural continuity between East and West in curriculum innovation ~ Wenhua Wu (University of Alberta)

Transformative curriculum for on-reserve students ~ Takwana Nhau (University of Ottawa)

(Re)Framing white women teacher/travelers to Hawaii in the late 1800's ~ Sarah J. Twomey (University of Hawaii)

A4 (Rm: ED 327)

Curriculum in the ecological time zone ~ Jackie Seidel (University of Calgary)*

How might the reading curriculum documents be imagined as a dialogic encounter? ~ Laurence Abbott (University of Alberta)

Status-quo remains in Science curriculum in Canada: Ethno-minority students' vulnerability to losing their cultural identities and sense of belonging ~ Eun-Ji Amy Kim (University of Ottawa)

A transnational and multicentric framework for deconstructing school textbooks and teaching about whiteness, national identities, and shifting collectivities ~ Amir Mirfakhraie (Kwantlen Polytechnic University)

A5 (Rm: ED 265)

Panel: Vulnerable sites and guises: Studies of adult symbolizing experiences in three venues of education

- **Avril Aitken*** (Bishop's University)
- **Nectaria Karagiozis** (University of Ottawa)
- **Linda Radford** (University of Ottawa)
- **Judith Robertson** (University of Ottawa)

A6 (Rm: ED 276)

Panel: Evoking vulnerability through the arts

- *Evocative objects and the historical other: Towards a practice of vulnerability ~ Naomi Norquay* (York University)*
- *Opening a space in environmental education for resisting national image ~ Pariss Garramone (York University)*
- *Giving in to, coming to terms with or getting by Bill 44? ~ Kathryn Jones (University of Calgary)*

'B' Sessions 1:00 - 2:30 p.m.

B1 (Rm: ED 303)

Panel Part A: Traduire, c'est trahir: Lost in translation

- *Recherche et vie en salle de classe : les maux pour le dire* ~ **Julie Long** (Université de l'Alberta) and **Sonia Houle** (Université de l'Alberta)
- *ACEC Le prix pour la meilleure thèse de doctorat au Canada : êtes-vous au courant?* ~ **Rochelle Skogen**, (Campus Saint-Jean, Université de l'Alberta)

B2 (Rm: ED 306)

From aesthetics to aisthetics: Considering the event in curriculum theorizing ~ **jan jagodzinski*** (University of Alberta)

Facilitating the unknowing: The blind spot of art museum education ~ **Marie France Berard** (University of British Columbia)

The Fraser Institute's defense of school rankings and its effects: Discourses of exclusion and vulnerability ~ **Rodney Handelsman** (McGill University)

Stop that teacher! Performative pedagogy as interrupted parrhesia ~ **Patti Pente** (University of Alberta)

B3 (Rm: ED 315)

The trace, the face and pedagogical responsibility: Learning to respond to/from works of art ~ **Claudia Ruitenber*** (University of British Columbia) and **Ann Chinnery** (Simon Fraser University)

Vulnerability of the unconditional: A Madness beyond calculation ~ **Robert Nellis** (Red Deer College)

A message for Canadians regarding No Child Left Behind: Do not try this at home! ~ **David Calhoon** (Black Hills State University)

B4 (Rm: ED 255)

Panel: The "Emotional Situation" of language: Reading, writing and psychoanalysis

Chair: **Dr. Lisa Farley***

- *Narrating natality: Psychoanalytic thoughts on becoming human* ~ **Lauren Jarvis** (York University)
- *A life between the Drowned and the Saved : Primo Levi's re-reading to Forget and Remember Guilty Survival* ~ **Christina Foisy** (York University)
- *Conflicted words: Psychoanalysis and the scene of writing* ~ **Angela Robinson** (York University)

B5 (Rm: ED 327)

A voiding vulnerability: Learning from neither self nor other ~ **Kent den Heyer*** (University of Alberta)

Compelling provocations of language: Reading Jay-Z's "Decoded" as curriculum text ~ **David Lewkowich** (McGill University)

Tragedy in the English classroom: Why does it have to be so sad? ~ **Bill Howe** (University of Alberta)

B6 (Rm: ED 265)

Panel: Echoing: An Inquiry into the aesthetics of vulnerability & intimacy

- **Celeste Snowber***
- **Vicki Kelly**
- **Lynn Fels** (Simon Fraser University)

B7 (Rm: ED 276)

Math sucks – NO! Math rocks: A dilemma of advocacy ~ **Elaine Simmt*** (University of Alberta)

Co-creating with Ugandan youth: Activist pedagogy for counter-narratives ~ **Leslie Robinson** (University of Alberta)

Re-sculpting vulnerability in physics education: From suffering to elegance ~ **David Blades** and **Göksenin Sen** (University of Victoria)

Mad men, madder children: Interrogating nostalgia through the 'History of the Present' ~ **Shenin Yazdanian** (University of Ottawa)

'C' Sessions 2:45 - 4:15 p.m.

C1 (Rm: ED 165)

Panel: Living ethically within conflicts of colonial logics and relationality

- **Dwayne Donald***
- **Florence Glanfield**
- **Gladys Sterenberg** (University of Alberta)

Exposing narratives: Teacher candidates' body mapping of musical experiences ~ **Shelley M. Griffin** (Brock University)

C2 (Rm: ED 255)

Panel: Curriculum theorizing as an aesthetic of vulnerability

- **Nicholas Ng-A-Fook*** (University of Ottawa)
- *Where the living and the dead mingle together: Revisions of vulnerability in Death on the Ice* ~ **RM Kennedy** (York University)
- *Vulnerability as being affected: Lessons from a photograph* ~ **Aparna Mishra Tarc** (York University)

C3 (Rm: ED 327)

Ten thousand purple clouds: What can stories about listening teach us about having compassion towards our creative journeys? ~ **Joanne Price*** (University of British Columbia)

The axiomatics of a subtractive ontology: How $A \neq A$ is the key to ethical pedagogy, and the liberation of a moribund subjective figure in education ~ **Graham Giles** (University of British Columbia)

An essay is being written: Between aggression and just words ~ **Lisa Farley** (York University)

C4 (Rm: ED 265)

Outdoor educators picturing response-ability ~ **Tai Munro*** (University of Alberta)

Sticky questions behind the scenes of teacher education ~ **Kent den Heyer** (University of Alberta)

Stage pratique d'enseignement en milieu humanitaire : accompagner le « bricolage » et la décentration ~ **Eva Lemaire** and **Lucille Mandin** (University of Alberta, Campus Saint-Jean)

C5 (Rm: ED 276)

Getting my Master's ... But am I a Better Teacher? ~ **Michael Corbett*** (Acadia University)

In the studio: Ethics, aesthetics and undecidability ~ **Cristina Delgado** and **Sylvia Kind** (Capilano University)

Maintaining the international Other: Provoking transculturation ~ **Kumari Beck** (Simon Fraser University)

C6 (Rm: ED 303)

Re-rooting Science education back into the world ~ **Sharon Pelech*** (University of Calgary)

Rethinking Technology: On an emergent, ecological approach to narrative and technology with young learners ~ **Linda Laidlaw** and **Lee Makovichuk** (University of Alberta)

Inter vulnerability and a Caribbean-Canadian (Kumbla) consciousness in/for Curriculum Studies ~ **Steven K. Khan** (University of British Columbia)

C7 (Rm: ED 306)

Panel Part B: Traduire, c'est trahir: Lost in translation

- *École et diversité(s) : nouveaux contextes, nouveaux enjeux* ~ **Mary Richards*** (Campus Saint-Jean, University of Alberta) and **Paylig Oltadjian**, (St. Albert Protestant Schools, Alberta)
- *Acadia, ce n'est pas l'Acadie : Comment vivre ensemble nos vulnérabilités et nos multiples paysages curriculaires* ~ **Laura A. Thompson** (Acadia University)

'D' Sessions 4:30 - 6:00 p.m.

D1 (Rm: ED 255)

Auto/ethno/graphic bricolage as ethical response to the Other: Provoking more complex practices of seeing and hearing in our digital media age ~ **Diane Watt*** (University of Ottawa)

A pedagogy of vulnerability: Teaching social justice with Canadian literature ~ **Ingrid Johnston** and **Lynne Wiltse** (University of Alberta)

Gesture of language: Living multiculturalism ~ **Rahat Naqvi** (University of Calgary)

D2 (Rm: ED 327)

The relevance of the vulnerability of children to the complexities of militaristic conflicts and curriculum studies ~ **Rita Forte*** (University of Ottawa)

Provoking Imagination across a border of 'knowing': constructivism, neoliberalism and Education for Social Justice ~ **Dalene M. Swanson** (Universities of British Columbia and Alberta)

Hooping through interdisciplinary intertwining: Curriculum, kin/aesthetic ethics, and energetic vulnerabilities ~ **Rebecca J. Lloyd** and **Desiree Streit** (University of Ottawa)

D3 (Rm: ED 276)

Whither the pedagogical turn in contemporary art: Pedagogies of positioning in "Positioned as Desired"

- **Warren Crichlow*** (York University)
- **Audrey Hudson** (York University)
- **Jane Griffith** (York University)

D4 (Rm: ED 303)

Conflicts of native English speaking teachers in Korea ~ **Seung-Ryul Lee*** (University of Alberta/ Korea Aerospace University)

Spanish-Indigenous bilingual education in Southeast Mexico: A curriculum that preserves and promotes the Indigenous language and culture? ~ **Karla Del Carpio** (University of Alberta)

Graffiti en langue corse : une esthétique de la vulnérabilité d'une langue minorée? (Presentation in English and French) ~ **Megan Cotnam** (University of Ottawa and Université de Corse)

D5 (Rm: 306)

Métis/sage/ing the tensioned topographies of culture and curriculum: Life writing and the aesthetics of vulnerability

- **Vicki Kelly*** (Simon Fraser University)
- **Erika Hasebe-Ludt** (University of Lethbridge)
- **Christy Audet** (University of Lethbridge)
- **Dwayne Donald** (University of Alberta)

D6 (Rm: ED 315)

Making ourselves vulnerable as an aesthetics of curriculum theorizing

- **Hans Smits*** (University of Calgary)
- **Karen Krasny** (York University)
- **Nicholas Ng-A-Fook** (University of Ottawa)

D7 (Arts-based Research Studio ED N4 104)

Arts-based youth presentation: High-risk youth uncensored: An educational exchange ~ **Diane Conrad** (University of Alberta) and youth from iHuman Youth Society



Photo: Bellevue Mines, Alberta

The Secret Life of Vulnerability

We had taken our places at the table

For some words after the break, following

On various comings and goings.

And when – twice – the professor said, “hope,”

The celestial fireworks following the verb

Had us rocketing skywards too. I had always suspected

The poet’s powerful leanings, but now I
reckoned

How few exchanges we had actually come to know

Between pedagogy, providence, and rain.

(Judith Robertson, 2010)

Thank You

To **Karla del Carpio**, doctoral candidate in Secondary Education for all her work on the program and to the many faculty members and students across the country who reviewed the proposals.

We appreciate all the help provided by the Faculty of Education, University of Alberta to host this conference.

Thank you for the *Special Initiative Funding* from the Dean of Education office, and the help and support of staff in the Secondary Education office.

Thank you to all the presenters for making this a worthwhile and exciting conference, and in particular our plenary speakers.

We are grateful to all the graduate students who have volunteered their time to helping at the conference.

Thank you to the Canadian Association for Curriculum Studies for their support of this Provoking Curriculum Conference.

With best wishes
The Conference team

Je me suis impliquée avec l'ACEC, il y a maintenant 6 ans, car j'ai voulu assurer une composante francophone à l'association. Je tiens donc à remercier Laura Thompson qui a lancé l'appel en français pour cette pré-conférence ainsi que Sonia Houle et Julie Long qui ont organisé le panel francophone. J'encouragerais aussi tous ceux et celles qui sont de langue française, soit francophone ou bilingue, de se joindre à l'Association canadienne des études du curriculum, de venir à notre assemblée générale qui aura lieu en 2012 au Congrès de la société canadienne des études en éducation à l'université de Waterloo et aussi de soumettre des articles en français à la revue canadienne des études du curriculum, revue bilingue de l'association.

Rochelle Skogen