We welcome submissions to the upcoming Provoking Curriculum conference. While we invite any and all pieces that address your current work in curriculum studies, we especially invite submissions that speak to “Curriculum Encounters.” We welcome proposals for: papers and panels; poetry, arts-informed, and performative pieces.

“Curriculum Encounters” attends to how curriculum, never politically neutral nor materially inert nor disembodied, is always ‘in the making.’ We understand ‘making curriculum’ as very different from the notion of curriculum as a “management category” preoccupied with making a “language of input and output within a production system” (Aoki, 2005, p. 271). Instead, we know that ‘making curriculum’ (as well as unmaking it) carries ethical charges, opening ourselves to encounters (past, present, future; expected and unexpected): (1) with a plurality of voices, beings and bodies, which are all in movement, (2) in spaces that may be disciplinary, interdisciplinary or transitional/in between), and that through our encounters (3) affective intensities may be produced, which can 4) inspire new ethical charges.

Therefore, the proposed theme includes the following (4) thematic strands: Plurality, Spaces, Intensities, and Charges.
(1) **Plurality**
Whose voices, beings or bodies need to be considered in our curriculum encounters? As Maxine Greene (and Hannah Arendt) remind us, plurality is “the condition of human action because we are all the same, that is, human, in such a way that nobody is ever the same as anyone else who ever lived, lives, or will live” (Greene, 1995, pp. 155-6).

(2) **Spaces**
What kinds of curricular spaces (e.g., disciplinary, interdisciplinary, transitional/in between, “places d’accueil”) can be created to be open to a plurality of voices, beings and/or bodies? In what kinds of spaces are curriculum boundaries made and unmade? By whom, where and why? How can such reconfigurations contribute to projects of curricular reconstruction (Pinar, 2011)?

(3) **Intensities**
Which curricular intensities will conduce to attuning and opening us to plurality and differences? What kinds will produce discomfort and provoke thinking? How can we become better attuned to the “affective discharges of the semiotic” (Lewkowich, 2015, p. 46) including instances “where the body takes over from … words” (Phillips in Lewkowich, 2015)?

(4) **Charges**
What kinds of curricular charges (e.g., responsibilities, commitments, projects, movements), might emerge from these intensities so as to catalyze consciousness and move us towards more “just and caring” classrooms and curricula (Greene, 1995, p. 167), ones that address such important contemporary issues as sustainability and wellbeing, and that can continually bring us back to the question: “What is the significance of inviting people to take up what really matters to them?” (Chambers, 1998, p. 17).

When submitting a proposal, include the following:

- Name & e-mail address for each participant involved in the proposal
- Institutional affiliation
- Title of the presentation
- 250-word abstract with a clear explanation of the presentation format

Please submit your proposals by **September 6, 2016** to provokingcurriculummcgill@gmail.com.

The conference will open Friday evening with a plenary, with sessions running Saturday and Sunday, and concluding Sunday at 3:30 pm. We are anticipating publishing from the conference (e.g., journal issue; edited book); more news at the conference itself!

Thank you and we look forward to your submissions!

*Provoking Curriculum Organizing Committee*
Teresa Strong-Wilson (McGill) & Avril Aitken (Bishops), co-presidents of CACS, with Mindy Carter, Margaret Dobson, Christian Ehret, Lisa Starr, Paul Zanazanian (McGill), Sandra Chang-Kredl (Concordia) & McGill doctoral students Mitchell McLarnon, Shauna Rak, Abigail Shabtay, Layal Shuman, & Amarou Yoder; thank you to Shauna for permission to include the ‘provocative’ image included in this Call.
References


