

Editor's Introduction

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We offer this new issue of the *Journal of Curriculum Theorizing* after another successful and provocative Bergamo Conference and we are pleased to include here the 2013 keynote address by Dr. Elizabeth St. Pierre and the winner of the 2013 Graduate Student Paper Award, Justin Grinage. The powerful and expansive work of both the journal and the Bergamo Conference carries on with the commitments of those that have come before. The issue assembled here reflects the commitments to maintaining the important role of the journal in the broader field of curriculum studies, continuing to push the boundaries of curriculum scholarship, and helping to create new spaces for voices that may otherwise be marginalized.

We continue to be excited in working with an outstanding team of editors, leadership team members, and reviewers to maintain the quality and reputation of *JCT*. While we are responsible for feature articles, our section editors also receive manuscripts, send them out for peer review, and make editorial decisions for their sections; thanks are due to all those that give of their time, passion, and intellect. We also would like to thank the School of Education at Loyola University Maryland for providing ongoing financial support for the journal.

In this complicated conversation, let us continue to step together.