

“A Step Together...”

An Introduction

ROBERT J. HELFENBEIN, EDITOR
Indiana University—IUPUI

GABRIEL S. HUDDLESTON, MANAGING EDITOR
Indiana University

IT IS WITH GREAT PLEASURE that we offer this new issue of the *Journal of Curriculum Theorizing* and our humble hope is that the provocative and expansive work of both the journal and the Bergamo Conference carries on with the commitments of those that have come before. This introduction is an opportunity to again publically thank the previous leadership team for their dedicated work and helpful counsel as we took up the work of transition. Adam Howard, previous editor and President of the Foundation for Curriculum Theory, was gracious and helpful as we began this work but it should be also noted that invaluable conversations were had with scholars too numerous to list about both the history and future of this endeavor. One message was extraordinarily clear across all of these exchanges: many, many folks feel strongly about the role that *JCT* and Bergamo has played in their careers—both personal and professional—and are deeply committed to a robust future. The leadership assembled here has taken this commitment to heart and our hope is that you join us in maintaining the important role of the journal in the 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.

It goes without saying that, as a field of study, there is much work for curriculum scholars to do. Whether one thinks about new thinking from indigenous, feminist, queer, and critical race scholars or turns to the emergence of Common Core State Standards, teacher evaluation, the privatization of public education, and the changing role of the university, this journal intends to be a space for those varied inquiries. While some call for a re-engagement in the political struggles of contemporary education reform, others see *JCT* as a safe harbor, a respite from the “nightmare of the present” (Pinar, 2004), a place where we as scholars and teachers might find room for what nurtures us. It is our hope that these are not exclusive paths but, rather, departures along the same road. Indeed we take note of the maxim “we make the road by walking” (Friere & Horton, 1990). So then, let us step together.

We are excited to be 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. We also would like to thank the School of Education at Indiana University—IUPUI for providing ongoing financial support for the journal. Continued thanks go to Lori Sirtosky for considerable help in the leadership transition and guiding us through the technical aspects of an online journal.

The new editorial team includes the following members:

Editor: Robert J. Helpfenbein
 Associate Editor: Theodorea Regina Berry
 Managing Editor: Gabriel S. Huddleston

Section Editors:
 Cultural Studies and Curriculum: Walter S. Gershon
 International Curriculum Discourses: Xin Li
 Literacies: Jacqueline Bach
 Higher Education: Roland W. Mitchell

The pieces in this issue speak to many of the commitments and varied projects mentioned above. In the case of Theodorea Berry's *Internationalization, Internalization, and Intersectionality of Identity: A Critical Race Feminist Re-Images Curriculum*, the author deftly examines how her own work volunteering with third grade students, her teaching in teacher education, and critical race feminism intersect and move apart in her continuing journey as a curriculum scholar. Carolyn Bjartveit and Euthalia Lisa Panayotidis' *Raising the House of Rousseau: Historical Consciousness in the Contemporary ECE Teacher Education Classroom*, raises the specter of Jean-Jacques Rousseau to haunt and complicate modern and postmodern notions of childhood and child care. Bringing to bear a wide range of theoretical and cultural resources, Alan Block's *Hey, I'm No Superman: The Teacher as Hero*, is an engaging journey through teacher identity formation as it relates to current education reform efforts. Attempting to capture a thought-provoking session at *JCT's* 34th Annual Bergamo Conference on Curriculum Theory and Classroom Practice, Wade Tillet's *Object Lesson*, challenges ideas and assumptions of our physical environment and objects as they relate to the curriculum of everyday life. Elizabeth Bishop's *Critical Literacy: Bringing Theory to Praxis* posits an activist stance as it relates critical literacy in both theory and praxis. By placing the historical development of student affairs departments in contrast to traditional ideas of college curriculum, Paul Eaton's *Whole Learning: Student Affairs' Challenge to College Curriculums* focuses attention on how such departments continue to expand college curriculum beyond the academic. Finally, Steve Fifield, Linda Grusenmeyer, and Danielle Ford's *Pedagogical Change and Mourning in Elementary Teacher Education* reflects on a inquiry-based course for prospective elementary teachers as it relates to students' learning, and mourning as it relates to resistance.

A complicated conversation indeed, so let us step together.

References

- Pinar, W. (2004). *What is curriculum theory?*. Mahwah, N.J: Erlbaum.
- Horton, M., & Freire, P. (1990). *We make the road by walking: Conversations on education and social change*. Philadelphia: Temple Univ. Pr.

