

**University of Ottawa  
Faculty of Education**

**EDU 5260**

**Introduction to Curriculum Studies  
Spring/Summer Session 2020, Online, Brightspace**

*Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo akì eko weshkad.  
Ako nongom ega wìkàd kì mìgiwewàdj.*

*Ni manàdjiyànànig kakina Anishinàbeg ondaje kaye ogor kakina eniyagizidjig enigokamigàg  
Kanadàng eji ondàpinangig endàwàdjìn Odàwàng.*

*Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye  
kejeyàdizidjig.*

*Nigijeweninmànànig ogor kà nìgànì sòngideyedjig; weshkad, nongom; kaye àyànikàdj.*

(for translation see <https://www.uottawa.ca/indigenous/>)

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**Office:** 436 Lamoureux Hall (LMX)  
**Websites:** [www.curriculumtheoryproject.ca](http://www.curriculumtheoryproject.ca) and [www.fooknconversation.com](http://www.fooknconversation.com)  
**Academia.edu:** <https://uottawa.academia.edu/NicholasNgAFook>

**Office Hours:** Thursday 2:00-4:00pm via skype, phone, or by appointment

**This is an online asynchronies course. Therefore, you can complete the weekly activities for each module at your own pace. There might also be optional weekly online lectures that you can attend via Zoom. They will also be audio recorded and shared within 48 hours.**

**COURSE OUTLINE**

**Calendar Description**

Overview of recurring curriculum issues in historical and contemporary perspectives; introduction to the practices of curriculum theorizing; investigation of the effects of shifting paradigms within the field of curriculum studies.

## Background

This lived curriculum, of course, is not the curriculum as laid out in a plan, but a plan more or less lived out. It deserves the label "curriculum" as much as the plan deserves the label "curriculum-as-plan."

(Aoki, 1993, p. 257)

Canadian curriculum studies is an intellectually dynamic and ever-changing field. For Canadian curriculum scholars engaging the processes of situating and defining "curriculum" theorizing as -planned, -implemented, and -lived remains a historically situated and contested "complicated conversation." Each week we will try to "reactivate," "reconceptualize," "reconstruct" and "complicate" our historical, present, and future understandings of the discrepancies between various disciplinary discourses, which in turn may inform our lived experiences inside and outside the contexts of institutional forms of education (Pinar, 2019). Moreover, our weekly online conversations will critically examine how such discrepancies create tensions between both internal and external stakeholders to the field of curriculum studies, and the very concept of "curriculum" writ large. This course thus invites us to participate in a personal and communal dialogue, indeed a "complicated conversation," in which we will be asked to recursively consider existing systemic and alternative approaches toward understanding our conceptions of the curriculum-as-planned, -implemented, and -lived in relation to the current contexts of the 2020 pandemic.

## Course Rationale

Introduction to Curriculum Studies 5260 is a graduate course designed to:

- 1) **Investigate** historical and contemporary perspectives on curriculum issues within the field of curriculum studies;
- 2) **Introduce** various interdisciplinary strategies for curriculum theorizing; and
- 3) Draw on the different practices of curriculum theorizing to **analyze** and/or **disrupt** one's **understanding** of the very concept of "**curriculum**."

## Course Expectations

**By the end of the course students should be able to:**

- i) **Demonstrate** an **understanding** of the key concepts that exist within curriculum studies and its respective discourses;
- ii) **Describe** the tensions among understanding the curriculum-as-planned, -implemented, and –evaluated, and -lived;
- iii) **Foster** an appreciation for the **ironies**, **contradictions** and **paradoxes** that influence the shifting paradigm within the field of **curriculum studies** and **curriculum policy** in relation to **diversity** and **equity**;
- iv) **Analyze** and **synthesize** different curriculum theories in relation to different educational issues;
- v) **Develop** the necessary **academic writing** skills to clearly **communicate** and **represent** your **self-understanding** in relation to the **course content**; and

- vi) **Nurture** an **appreciation** that strives to be more creative with the iterative **processes** of **academic writing** (curriculum theorizing) prior to sharing your **thoughts** for publication on our virtual community's discussion boards and course assignments.

Through group work, presentations, individual assignments, and thoughtful discussions, you are expected to critically engage course material, as well as develop educational perspectives that take into account the major curriculum theorists and issues covered in this course. The format of the course will vary each week according to content and will be organized to encourage your participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, "safe" (if there is such a thing), and respectful class atmosphere.

**Required Readings:** All of the assigned articles can be found through the University of Ottawa E-Journal Database or online utilizing any search engine or on the Virtual Campus course website. A list of the required articles will be provided on the first night of classes.

## **General Course Expectations**

### ***Student Responsibilities:***

1. Through small group work, online discussions, as well as individual and group writing assignments you are expected to critically engage the course material. You will also develop skills at curriculum theorizing that takes into account the major contributions of different curriculum scholars. The format of the course will vary each week according to content and will be organized to encourage your online participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially share difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, "**safe**" (if there is such a thing), and **respectful online atmosphere**.
2. **Online community engagement:** Please ensure that you engage your fellow colleagues each week via the different **online discussion boards** as well as in your **professional writing groups**. Each of you will be a member of a professional writing group. These groups have been created for you to support each other during the **copyediting phases** of writing up the different course assignments. Moreover, you will collaborate with colleagues in these groups for any group assignments taken up in the course. **At the end of the course** you are required to complete a **community engagement report** that describes the different ways in which you sought to **enhance of online collective lived experiences** during the term.
3. Students are expected to complete required readings, watch videos, and listen to the podcast in each module before engaging any online activities. You should set aside at least **4-6 hours each week** to do the course readings, watch videos, listen to podcast, and related online writing activities. It will make our online discussions and your assignments richer. In all of the assignments you must demonstrate an **analysis** and **synthesis** of your knowledge and understanding in relation to the concepts put forth by different curriculum scholars.
4. Please, follow the instructions for your written assignments. **Always** include a **title/name/date** for your work. **When submitting a digital copy of your work to the professor**, make sure to

include your **full name** in the **saved file name** and **title of assignment**. Assignments **will not be assessed** unless they follow these specific expectations. Make sure to read over course assignment instructions prior to beginning assignment or contact the professor with questions about the assignment.

5. For your protection, always **keep a hardcopy** of your written assignments. Or back it up on an external hard drive and/or cloud drive. In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

***Access Services for students needing adaptive measures:*** If certain barriers prevent you from integrating into university life and you may need adaptive measures to progress (physical setting, accommodations for assignments, arrangements for exams, learning strategies, etc.), please contact ***Access Service*** right away:

- In person at the Desmarais Building, Room 3172, Laurier Avenue East;
- Online at <https://web3.uottawa.ca/sass/apps/ventus/student/>, or
- By phone at 613-562-5976 - TTY: 613-562-5214.

Access Service designs services and implements measures to break down barriers that would otherwise impede the learning process for students with health problems (mental or physical), visual impairments or blindness, hearing impairments or deafness, permanent or temporary disabilities, or learning disabilities. It is the responsibility of the student to register with access services in order to receive adaptive measures. For more information about the services available, please see the guide at <http://www.sass.uottawa.ca/access/students/>.

**Academic Fraud:** Students are advised to become familiar with the University of Ottawa's policy regulations on academic fraud. The University of Ottawa's regulations on academic fraud apply in this course. It is imperative that any ideas or styles of writing that are not yours are properly referenced and will need to be done in compliance with American Psychological Association (6<sup>th</sup> or 7<sup>th</sup> ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. Plagiarism is one type of academic fraud. A student found guilty of committing plagiarism will be subject to sanctions, which range from receiving a mark F for the work in question to being expelled from the University, and even the revocation of a degree, diploma, or certificate already awarded. For useful guidelines to help you avoid plagiarism, please consult the following web pages:

<http://www.uottawa.ca/plagiarism.pdf>

[http://web5.uottawa.ca/mcs-smc/academicintegrity/message\\_vp.php](http://web5.uottawa.ca/mcs-smc/academicintegrity/message_vp.php)

[http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism\\_3.pdf](http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism_3.pdf)

<http://sass.uottawa.ca/sites/sass.uottawa.ca/files/plagiarism.pdf>

***I have also included some videos on the course website that will help to support you in APA citation practices in Module 1.***

### **Attendance**

The Faculty of Education policy that regular attendance in classes, seminars, and workshops is compulsory applies to this course. ***Any student who is unable complete their weekly online responsibilities must notify the instructor before their scheduled due dates.***

**Late Assignment Policy:** Assignments which are submitted after the due date without an agreed upon extension are considered late assignments. The penalty on late assignments in all courses amounts to a grade loss of 5% per day up to a maximum of 10 days, after which time assignments will not be accepted. Submission of late assignments requires my prior consent and written verification of a medical professional or due to compassionate reasons necessitating a deadline extension. In the event of extraordinary personal circumstances that prevent completion of an assignment by the specified due date, students should speak with the instructor as soon as possible.

**University Policy on Sexual Violence:** The University of Ottawa does not tolerate any form of sexual violence. Sexual violence refers to any act of a sexual nature committed without consent, such as rape, sexual harassment or online harassment. The University, as well as student and employee associations, offers a full range of resources and services allowing members of our community to receive information and confidential assistance and providing for a procedure to report an incident or make a complaint. For more information, visit [www.uOttawa.ca/sexual-violence-support-and-prevention](http://www.uOttawa.ca/sexual-violence-support-and-prevention).

**Course Evaluations:** Please take the necessary time to complete the course evaluations. The Faculty of Education and University of Ottawa use these course evaluations to assess professors' annual teaching competencies in relation to online courses. More importantly, the evaluations provide invaluable feedback to the professor who can then make the necessary revisions to enhance future students learning experiences. The online evaluation forum for this course will be open from **in June-July 2020**.

**Grading framework:**

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.

## Assignments and Assessment Criteria

Your final grade will be determined arithmetically first by reducing the numerical grades for each assignment in accordance with each assignment's percentage value of the final grade (listed immediately below). Once summed, the individual figures yield a total that is the percentage grade for the course.

1) Reader Response Commentary	(25%)	Sign-up
2) Educational Biography	(25%)	May 29 <sup>th</sup>
3) Final Essay	(30%)	July 17 <sup>th</sup>
4) A Communal Letter	(20%)	July 22 <sup>nd</sup>

**Reader Response Commentaries (25%)**: Students must sign-up during the first week of class to present a reader response over the course of this term. As part of this assignment you will be responsible for **taking up one** of the mandatory or optional readings for a given week. The sign-up sheet will be available as a Google document and have a limited amount of spaces for each week. I will send link and/or invite you to sign up for the document during the first week of scheduled classes. Your commentary should stimulate an ensuing conversation on the assigned articles that week. The commentary need only focus on one of assigned readings for the week in question. But you can also make reference to the other articles covered prior to, and for that class. *Assuming that each student, including myself, has read the assigned readings, the commentary should not be a straight summary of the article.* Instead, you should utilize the articles or book chapters as a methodological filter, if you will, which in turn informs your commentary on historical and/or contemporary curricular issues you decide to complicate and put forth to your fellow graduate students (HPE and/or Math curriculum as two examples). **You must send a draft** of your commentary to me **at least one week prior** to your posting in order to receive formative feedback on your writing. **This is an opportunity for you and me to work closely on your writing.** It also gives me a sense, where you are at in terms of your writing. Moreover, it gives you a sense of my expectations of your writing as a graduate student in the course. This assignment seeks to prepare you, in terms of the writing expectations, for your final paper in the course.

I am hoping everyone, will think of this online course, as a writing workshop, to help prepare you to improve your academic writing as you move forward in the program to either complete your synthesis paper or thesis. As such, you will be grouped into small online professional writing groups. In those groups I want you to help each other edit your writing prior to submitting it to me. Once you have completed an approved final draft of your reader response, post it on the discussion board associated with its specific online course module. **The due dates will be outlined in the reading schedule.** Consult this schedule to choose which reading you would like to respond to.

In this assignment, I encourage you to play with the theoretical underpinnings of each article or book chapter. Focus on what speaks to your educative experiences both historically and presently? How do the various theoretical concepts inform your educative experiences both inside and outside the institutional walls of schools in terms of curriculum studies (or school curriculum)? Or, how can your lived experiences inform or create tensions with the articles or book chapters in terms of curriculum studies (or school curriculum)? Your commentary must be between 750-1000 words (which is 3 to 4 pages double-spaced in 12 font Times New Roman, no more than 1000 words). These will commence during week three of the course. I will send out the link to the Google docs sign-up sheet **on May 8<sup>th</sup>, 2020**. Click on this [link](http://www.curriculumtheoryproject.ca/2009/12/a-reader-response-to-migrant-consciousness-by-jennifer-homanchuk/) for an example (<http://www.curriculumtheoryproject.ca/2009/12/a-reader-response-to-migrant-consciousness-by-jennifer-homanchuk/>).

**Educational Biography (25%):** In **Modules 1-3** you will be introduced to the life writing as a research methodology within the broader field of educational research and more specifically the field of Canadian Curriculum Studies. In turn, you will have an opportunity to draw on the readings, online activities, and respective curriculum studies scholarship put forth in **Modules 1-3** to write a storied account of your educational biography. Part of life writing research is developing a capacity to draw on educational research to **critically analyze** and then **synthesize** the ways in which your “lived experiences” within contexts of schools—with principals, teachers, other students, the school curriculum—have worked to shape your perspectives about the world and others. For this assignment you are therefore asked to consider the following question: What has been your "lived experiences" within the contexts of formal education and in relation to the school curriculum (i.e. public, private, home schooling, or university)? Please make sure to draw on (cite) the readings, videos, and debates put forth in the media to support your autobiographical response to this educational question. This is a formative writing assignment. Consequently, you are encouraged to take risks with your academic writing (**750-1000 words max, not including references**). The professor will utilize this assignment to **assess your capacities to use APA referencing** in relation to your **analysis** and **synthesis** of your **past educational experiences**. The following are examples of potential writing styles for your biographies: [Migrant Consciousness](#), or [Exploring Identity](#). Also consult the works of Cynthia Chambers, Erica Hasebe-Ludt, Dwayne Donald, Janet Miller, William F. Pinar, and Nicholas Ng-A-Fook. ***This assignment is due on May 29<sup>th</sup>, 2020. Please submit via Brightspace.***

**Final Curriculum Studies Paper (40%):** During the course and term, you will have the opportunity to review the work of different curriculum studies scholars (theorists) who have published their research in the approved educational journals for this course (*You can find a list of those approved journals at the end of the syllabus*). For this final paper, you can continue to work on one of your prior writing assignments (reader response, educational biography, group presentation, and/or blog). **Your writing in this course is your writing!** Therefore, the point of this final assignment is to use the feedback that Dr. Ng-A-Fook provided on these assignments to extend your overarching thesis argument with further support from the course readings. You might also want to take up the work of different curriculum scholars to analyze a novel, film or television episode (Breaking Bad, Harry Potter, School of Rock, The Class, as some examples). If you choose a film or newspaper article, what kinds of educational perspectives are being represented? What are their possibilities or limitations? For example, the School of Rock can be analyzed for and against contemporary perspectives on assessment, or in terms of diversity and equity, standardized testing, teaching against the grain, and so on. You might also choose documentaries or TV shows such as but not limited to *Strange Fruit, Rise, Glee, Shameless, Mr. Dee, The Wire, Sex Education, Top Boy*, etc. Or, you can draw on readings to analyze policy document for a given subject area (Mathematics, Science, Language, History, Physical Education etc.). Feel free to suggest other ideas for final papers. The only **requirement** is that you **utilize the course readings** and/or draw on articles that are found within any of the curriculum studies journals to conduct your analysis of chosen curricular artifact (you need to demonstrate your knowledge and understanding of course content and/or themes, or theoretical concepts). ***You should make reference to at least 10 different articles from the course, books, and/or book chapters in your final paper.*** Also try to find additional curriculum scholars’ works to support your work. ***Regardless of the chosen topic, the final paper should include the following sections:***

- 1) Write an introduction that ***provides an overview*** of what you paper will address. You can begin your paper with an autobiographical narrative, an example from the media, a story, movie, etc. But at the end of this section, you ***should indicate to the reader*** what the rest of your paper will address;



- 2) **Research and write a literature review** section of any relevant articles within the *course readings* and/or approved *educational research journals* that speak to your topic of interest; and then
- 3) Utilize course readings, other articles or book chapters, and what you learned from online discussions to **analyze and synthesize the possibilities and limitations** of differing educational perspectives in relation to your topic of interest. Or how different scholars' research might help to **complicate our prior assumptions and/or historical and present understandings** of your chosen topic of study.

In this assignment you are expected to demonstrate your knowledge and understanding of the course material, capacity to apply different theoretical frameworks to your analysis and synthesis, and clearly communicate your stance via writing. The paper should be between **2000-2500 words** long. You must include a **cover title page**, abstract with your final paper submission. Make sure to follow the **most recent APA referencing style**. The 6<sup>th</sup> edition is accepted. Please draw upon your peers for support to edit an initial first draft of your final paper within our professional writing groups. A **first draft** should be posted and shared within your professional writing group no later than **July 10<sup>th</sup>, 2020** and will be worth **10%**. You will receive the full **10%** if your first draft is complete and shared with your peers. A final draft of the paper is due no later than **July 17<sup>th</sup>, 2020** and is worth **20%**. See the following website for examples of final papers: [www.curriculumtheoryproject.ca](http://www.curriculumtheoryproject.ca).

**A communal letter: Not to (de)grade our online community (20%):** We will be an online community. Let us not (de)grade the virtual platform in ways that become an online repository for our work; where such work is merely posted for the professor to then assess. Rather, let us create, support, and sustain an online community committed toward sharing and extending our ideas beyond their initial starting points. And let us also learn to become more supportive, kind and compassionate to one another.

Each week 3-4 students are responsible for sharing their reader responses. In turn, you are encouraged to discuss the readings and their responses in relation to your lived experiences. Be sure to draw on the readings, videos, and podcasts in your responses. And, there is not set quantitative limit on your weekly responses. Pick and choose what might be of interest to your intellectual studies. And yes, **I appreciate** the **qualitative dynamics** of a **carefully crafted** response. The only time requirement for your responses to responses is one week from the time a given reader responses is posted.

To document your lived experiences, you might write a weekly journal entry about your lived experiences with the readings, podcasts, and responses. And then, draw on those entries to inform the crafting of a final letter that expresses what you learned from colleagues, scholars, and I over the course of the term. **That letter should be addressed to us and between 750-1000 words not including any references.** Be sure to include reminds us of your online lived experiences in terms of what you were thinking at the time, and what you now think of your commitment to sustaining our online community. You can provide the examples as direct quotes and/or screen captures.

**Your letter is due on July 22<sup>th</sup>, 2020.** Make sure to include your full name and assignment title in the saved file name. Finally, **please self-assess** what you think best represents the qualitative dynamics of creating, supporting, and sustaining our online community. **To do so, assign yourself an A, A-, B+, B, and/or B- at the end of your letter.**



### **Possible Curriculum Studies Journals (and others):**

1. Transnational Curriculum Inquiry
2. Journal of Curriculum Studies
3. Journal of Curriculum Theorizing
4. Journal of Curriculum Inquiry
5. Journal of Curriculum and Pedagogy
6. Journal of Curriculum and Teacher Dialogue
7. Curriculum Theory Network
8. Language, Curriculum, and Culture
9. Journal of Curriculum and Teaching
10. Journal of the Canadian Association of Curriculum Studies
11. Journal of the American Association for the Advancement of Curriculum Studies
12. The Curriculum Journal
13. Teachers and Curriculum
14. Canadian Journal of Education
15. Inside Education
16. Educational Philosophy and Education
17. Journal of Philosophy Education
18. Studies in Philosophy Education
19. Education Policy Analysis Archives
20. Educational Researcher
21. Harvard Educational Review
22. Journal of Second Language Teaching and Research
23. Studies in Second Language Learning and Teaching
24. Second Language Research
25. Second Language Studies
26. Teachers College Record
27. McGill Journal of Education
28. Alberta Journal of Educational Research
29. Pedagogy, Culture, and Society
30. Pedagogy
31. Writing and Pedagogy
32. Review of Education, Pedagogy, and Cultural Studies
33. Teaching and Teacher Education
34. Journal of Teacher Education
35. Technology, Pedagogy, and Education

Visit the E-journal database available through the University of Ottawa Library for other educational research journals that might interest you. If there are other journals that you would like future students to consult, please send me the link for approval. Once approved, I will add to this list for all students to consult.

### **Course Bibliography:**

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Week	Thematic Content	Readings	Activities and Assignments	Due Dates
1	<b>Module 1: Online</b> What “is” the “isness” of curriculum studies?	<b>Read the following readings:</b> Chambers, C. (1999). A Topography for Canadian Curriculum Theory. <i>Canadian Journal of Education</i> , 24 (2), pp. 137-150. Kanu, Y. & Glor, M. (2006). ‘Currere’ to the rescue? Teachers as ‘amateur intellectuals’ in a knowledge society. <i>Journal of the Canadian Association for Curriculum Studies</i> , 4 (2), pp. 101-122. <b>Optional (read if you have time):</b> Ng-A-Fook, N. (2014. Fall). Provoking the very “Idea” of Canadian Curriculum Studies as a Counterpointed Composition. <i>Journal of the Canadian Association for Curriculum Studies</i> , 12(1), pp. 10-69.	<b>Overview of course syllabus, community building activities</b>	<b>May 4<sup>th</sup></b>
2	<b>Module 2: Online</b> How might we understand our lived experiences in relation to the curriculum-as-planned, -implemented, and -lived?	<b>Read the following readings:</b> Chambers, C. (1994). Looking for Home: A Work in Progress. <i>Frontier: A Journal of Women Studies</i> . 15(2), pp. 23-50. Aoki, T. T. (1993). Legitimizing Lived Curriculum: Towards A Curricular Landscape of Multiplicity. Aoki, T. (1983). Experiencing Ethnicity as a Japanese Canadian Teacher: Reflections on a Personal Curriculum. <i>Curriculum Inquiry</i> , 13 (3), pp. 321-335.	<b>Sign-up for a reader response via google sheets link provided in Module 1.</b>	<b>May 11<sup>th</sup></b>
3	<b>Module 3: Online</b> What kinds of questions might we ask in relation to, and of, the very concept of “curriculum”?	<b>Read the following readings:</b> Dillon, J.T. (2009). Questions of Curriculum. <i>Journal of Curriculum Studies</i> , 41 (3), pp. 343-359. Flinders, D. J., & Noddings, N., & Thornton, S. (1986). The Null Curriculum: Its Theoretical Basis and Practical Implications. <i>Curriculum Inquiry</i> , 16 (1), pp. 33-42. Ng-A-Fook, N., & Radford, L., & Norris, T., & Yazdanian, S. (2013, spring). Empowering Marginalized Youth: Curriculum, Media Studies, and Character Development. <i>Canadian Journal of Action Research</i> , 14 (1), pp. 38-50.	<b>Reader Responses</b>	<b>May 18<sup>th</sup></b>
4	<b>Module 4: Online</b> How might we understand the differing intergenerational impacts of “settler colonialism” across the school curriculum?	<b>Read the following readings:</b> Tupper, J. (2019). Cracks in the Foundations: (Re)storying Settler Colonialism. In Kristina Llewellyn & Nicholas Ng-A-Fook (Eds.). <i>Oral History, Education, and Justice</i> . New York, New York: Routledge. Haig-Brown, C. (2008). Taking Indigenous Thought Seriously: A Rant on Globalization with Some Cautionary Notes. <i>Journal of Canadian Curriculum Studies</i> , 6 (2), pp. 8-24. Donald, D. (2012). Forts, Curriculum, and Ethical Relationality. In Nicholas Ng-A-Fook & Jennifer Rottmann (Eds.), <i>Reconsidering Canadian Curriculum Studies: Provoking Historical, Present, and Future Perspectives</i> , pp. 39-46.	<b>Reader Responses</b>  Educational Biography due on May 29 <sup>th</sup> via Brightspace.	<b>May 25<sup>th</sup></b>

5	<p><b>Module 5: Online</b></p> <p>How are different scholars seeking to disrupt the different curricular dynamics of settler historical consciousness?</p>	<p><b>Read at least three of the following required readings:</b></p> <p>Tupper, J. (2012). Treaty education for ethically engaged citizenship: Settler identities, historical consciousness and the need for reconciliation. <i>Citizenship Teaching &amp; Learning</i>, 7(2), 143–156.</p> <p>Tupper, J. (2011). Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education. <i>In Education</i>, 17 (3), pp. 38-55.</p> <p>Dion, S. (2007). Disrupting Molded Images: Identities, responsibilities and relationships—teachers and indigenous subject material. <i>Teaching Education</i>, 18(4), 329-342.</p>	Reader Responses	June 1 <sup>st</sup>
6	<p><b>Module 6: Online</b></p> <p>How might we analyze the curriculum-as-planned, -implemented, -evaluated, and -lived as racializations, racisms and antiracisms?</p>	<p><b>Read the following required readings:</b></p> <p>Shah, V. (2019). Calling in the Self: Centering Socially Engaged Buddhism in Critical Pedagogy Through Personal Narrative. <i>International Journal of Critical Pedagogy</i>, 10(2), 2019.</p> <p>Stanley, T. (2000). Why I Killed Canadian History: Towards an Anti-Racist History in Canada. <i>Histoire sociale/Social History</i>, 33 (65), pp. 79-103.</p> <p>Stanley, T. (2000). Witnessing Exclusion: Oral Histories, Historical Provenance, and Antiracism Education. In Kristina Llewellyn &amp; Nicholas Ng-A-Fook (Eds.). <i>Oral History, Education, and Justice</i>. New York, New York: Routledge.</p>	Reader Responses	June 8 <sup>th</sup>
7	<p><b>Module 7: Online</b></p> <p>How might we critically analyze and synthesize the different (ideological) political perspectives put forth within the contexts of government curriculum policy and schooling?</p>	<p><b>Read the following required readings:</b></p> <p>Apple, M. &amp; King, N. (1977). What do Schools Teach? <i>Curriculum Inquiry</i>, 6 (4), pp. 341-358.</p> <p>Pinto, L. &amp; Coulson, E. (2011). Social Justice and the Gender Politics of Financial Literacy Education. <i>Journal of the Canadian Association for Curriculum Studies</i>, 9 (2), pp. 54-85.</p> <p>Grace, A. P. (2018). Alberta Bounded: Comprehensive Sexual Health Education, Parentism, and Gaps in Provincial Legislation and Educational Policy. <i>Canadian Journal of Education</i>, 41(2), pp. 473-497.</p> <p><b>Optional readings if you have time:</b></p> <p>Erevelles, N. (2005) Understanding curriculum as normalizing text: disability studies meet curriculum theory. <i>Journal of Curriculum Studies</i>, 37(4), pp. 421-439.</p>	Reader Responses	June 15 <sup>th</sup>
8	<p><b>Module 8: Online</b></p> <p>How might we respond as curriculum theorists to the needs of newcomers and refugees within and across the school curriculum?</p>	<p><b>Read the following required readings:</b></p> <p>Guo, S. &amp; Maitra, S. (2017). Revisioning curriculum in the age of transnational mobility: Towards a transnational and transcultural framework. <i>Curriculum Inquiry</i>, 47(1), pp. 80-91.</p> <p>Bajaj, M. &amp; Bartlett, L. (2017). Critical transnational curriculum for immigrant and refugee students. <i>Curriculum Inquiry</i>, 47(1), pp. 25-35.</p> <p>Dryden-Peterson, S. (2017). Refugee education: Education for an unknowable future. <i>Curriculum Inquiry</i>, 47(1), pp. 14-24.</p>	Reader Response	June 22 <sup>nd</sup>

9	<p><b>Module 9: Online</b></p> <p>How might we learn to develop and theorize culturally responsive, relevant, and relational curriculum? Or in some circles CRRP? What are its possibilities and limitations?</p>	<p><b>Read the following readings:</b></p> <p>Donald, D., Glanfield, F., &amp; Sterenberg, G. (2011). Culturally relational education in and with Indigenous community. <i>In education</i>, 17(3), 72–83.</p> <p>Pahar, N. &amp; Sensoy, Ö. (2011). Culturally Relevant Pedagogy Redux: Canadian Teachers’ Conceptions of their Work and its Challenges. <i>Canadian Journal of Education</i>, 34(2), pp. 189-218.</p> <p>Ragoonaden, K. &amp; Mueller, L. (2017). Culturally Responsive Pedagogy: Indigenizing Curriculum. <i>Canadian Journal of Higher Education</i>, 47(2), pp. 22-46.</p> <p><b>Read the following optional readings when you have time:</b></p> <p>Gay, G. (2013). Teaching to and Through Cultural Diversity. <i>Curriculum Inquiry</i>, 43(1), pp. 48-70.</p> <p>Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(3), 465–491.</p> <p>Ontario Ministry of Education. (2013). Culturally responsive pedagogy: Towards equity and inclusivity in Ontario schools. <i>Capacity building series: Secretariat special edition</i>, 35. <a href="http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy">http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy</a>.</p>	<p><b>Reader Response</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p><b>June 29<sup>th</sup></b></p>
10	<p><b>Module 10: Online</b></p> <p>What are the possibilities and limitations of using social media curriculum to express public agency and calling attention to, subverts, and challenges systemic barriers?</p>	<p><b>Read the required readings:</b></p> <p>Ng-A-Fook, N. (2016). Storying Curriculum as Technoeconomic Progress: A Lament! <i>Antistasis</i>, 6(1), pp. 30-33.</p> <p>Tupper, J. (2014). Social media and the Idle No More movement: Citizenship, activism and dissent in Canada. <i>Journal of Social Science Education</i>, 13(4), 87–94.</p> <p>Shirky, C. (2011). The Political Power of Social Media: Technology, the Public Sphere, and Political Change. <i>Foreign Affairs</i>, 90(1), pp. 28-41.</p>	<p><b>Reader Responses</b></p> <p>Draft of final essay shared with professional writing groups no later than July 10<sup>th</sup>.</p>	<p><b>July 6<sup>th</sup></b></p>
11	<p><b>Module 11: Online</b></p> <p>How might we draw on reconceptualize curriculum-as-planned, -implemented, and -lived in relation to the more-than-human world?</p>	<p><b>Read the following readings:</b></p> <p>Haig-Brown, C. (2002). A Pedagogy of the Land: Dreams of Respectful Relations. <i>McGill Journal of Education</i>, 37 (3), pp. 451-468.</p> <p>Ng-A-Fook, N. (2010). Another Bell Ringing in The Empty Sky: Greenwashing, Curriculum, and Ecojustice. <i>Journal for the Canadian Association of Curriculum Studies</i>, 8 (1), pp. 41-67.</p> <p>van Kessel, C. (in-press). Teaching the Climate Crisis: Existential Considerations. <i>Journal of Curriculum Studies</i>.</p>	<p><b>Reader Responses</b></p> <p><b>Final essay due July 17<sup>th</sup>, via Brightspace.</b></p>	<p><b>July 13<sup>th</sup></b></p>
12	<p><b>Module 12: Online</b></p> <p>How would you narrate your lived experiences in relation to our community curriculum-as-planned, and -implemented?</p>	<p>No readings this week. Time to work on writing a short synthesis of what you learned during the course in your community letter and how you sought to support us all.</p>	<p><b>Community letter due no later than July 22.</b></p>	<p><b>July 20<sup>th</sup></b></p>