

**University of Ottawa
Faculty of Education**

EDU 5260

Introduction to Curriculum Studies
Fall 2019, Thursday 5:30-8:30 pm, LMX 445

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Office Hours: Thursday 2:30-4:00pm, or by appointment

This is a hybrid course. Therefore, our lectures will take place face-to-face as well as online on virtual campus. A schedule for our face-to-face meetings will be provided on the first night of class.

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

Curriculum Studies is an intellectually dynamic and ever changing field. For curricularists engaging the processes of situating and defining curriculum theorizing and development remains a historically situated and contested “complicated conversation.” Each week we will try to reconceptualize and complicate our historical, present, and future understandings of the discrepancies between various disciplinary discourses, which in turn inform curriculum theorizing and development. Moreover, our weekly conversations will critically examine how such discrepancies create tensions between both internal and external stakeholders to the field of curriculum studies, and the school curriculum writ large. This course thus invites us to participate in a personal dialogue, indeed a “complicated conversation,” in which we will be asked to recursively consider alternative approaches to curriculum theorizing and development, and in turn with the conversational issues that these alternatives involve.

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 are also to develop your skills at curriculum theorizing that takes into account the major international, national, and provincial movements covered in this course. The format of the course will vary each week according to content and will be organized to encourage your face-to-face and online 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 online atmosphere*.
2. Students are expected to complete required readings in each module before engaging any face-to-face and/or online activities. You should set aside at least **9 hours each week** to do the course readings and related online activities. It will make our discussions and your assignments richer. In all of the writing assignments you must demonstrate an analysis and synthesis of your knowledge and understanding of the course readings.
3. 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**. Make sure to read over course assignment instructions prior to beginning assignment or contact the professor with questions about the assignment.
4. For your protection, always **keep a hardcopy** of your written assignments. 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 barriers might 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, as stated in the Teacher Education Calendar (pp. 6-8), 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 (6th 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://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.

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.

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 **November 19th to November 30th, 2018**.

Assignments and Evaluations

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	(20%)	Sign-up
2) Educational Biography	(20%)	Oct. 24 th
3) Curriculum Policy, Diversity, and Equity Group Presentation	(15 %)	Sign-up
4) Blogging Curriculum, Diversity and Equity	(20 %)	Nov 15 th
5) Final Essay	(25%)	Dec 1 st

Reader Response Commentaries (20%): 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 I 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 hybrid 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 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 September 11th, 2019**. 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 (20%): In *Module 3* you will be introduced to the life writing as a research methodology within the broader field of educational research. In turn, you will have an opportunity to draw on the readings, online activities, and respective curriculum studies scholarship put forth in *Modules 1-6* 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 (*500-1000 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 October 24th, 2019. Please submit via Brightspace.***

Curriculum, Diversity, and Equity Presentation (15%): Over the course of the term in groups of 4-6 you will be responsible for choosing one of the priority areas taken up by the Equity Knowledge Network: 1) *Antiracist education*; 2) *Refugee & Newcomer Education*; 3) *Gender & Sexuality Education*; 4) *Education for Students with Disabilities*; 5) *Minority Language Education in Pluralist Contexts*; 6) *Income Inequality & Poverty*. Your presentation should focus on one of these priority areas in relation to the course readings and Ontario curriculum policy and public schooling context. Your presentation could focus on analyzing the possibilities and limitations put forth in a curriculum policy document, a textbook, a school board policy, YouTube clip (3-4 minutes maximum), a newspaper or magazine article, a photo, art, historical documents that depicts teacher and/or student engagement with an aspect of the of the “curriculum” (curriculum-as-planned, -implemented, -lived, and/or -evaluated for example). ***The presentation should illustrate the different kinds of systemic barriers that children and youth face in relation to such priority areas within the contexts of the public school curriculum writ large.*** The presentation should also put forth the work of any educational researchers, community organizations, and/or school board programs that seek to challenge and disrupt such systemic barriers.

For the presentation you must present a short overview of the priority area you decided to address in relation to different types of evidence you consulted. You **need to draw** on the **course readings** to deconstruct your chosen curricular artifact to support your analysis. Draw on the course readings to create questions that will help to facilitate small and large group discussions at the end of your presentation. ***The presentation itself must not exceed 15 minutes. This does not include taking up the discussion question for five minutes. Time management will be taken into consideration as part of the assessment criteria for this assignment.***

How might your questions push your peers to question how various curricular (ideological, cultural, linguistic, political, racialized, gendered, environmental, etc.) discrepancies create tensions between both internal and external stakeholders working either within the field of curriculum studies and/or with the school curriculum writ large for example? Or how our readings might help us to analyze and synthesize the complexities of the curriculum-as-planned, -implemented, -lived, and/or -

evaluated in relation to creating and/or disrupting systemic barriers? What kinds of educational assumptions are being made? Who is being *represented* and who is being *silenced* in the curricular artifact you have decided to analyze? Are there any stereotypes and prejudgments? What is being socially reproduced, subverted, reconceptualized, reconstructed, and/or challenged? What is the underlying message behind these the mediated representations put forth in your chosen artifact? How might your presentation help us (the public) to understand both historical and present perspectives on curriculum, diversity, and equity issues you have chosen to address? ***Each group must hand in a 3-4 pages overview of your presentation that draws on the readings. Make sure to reference the different sources of evidence and course readings. Not everyone in the group has to present during the presentations.*** There will be a sign-up sheet for presentation dates. ***Presentations will begin on October 3rd. The written overview is due via email the day after in order to give you time to address any questions asked after your presentation.***

Bloggng Curriculum, Diversity and Equity (20 %): Drawing on the course readings, you will prepare a public intellectual blog as a curriculum theorist, which in turn will be submitted for consideration to be posted as an *Equity Knowledge Network Public Blog Post*. ***You can choose any topic related to the 6 priority areas. You must draw on the educational research put forth in the course readings to support your stance in the blog.*** For this assignment you will draw on some of the course readings to analyze a chosen curricular artifact. The artifact can be a curriculum policy document, a textbook, a school board policy, a film clip or YouTube clip, a newspaper or magazine article, a photo, art, historical documents that depicts teacher and/or student engagement with an aspect of Ontario educational policy. You can be creative in terms of your choice of artifact. However, make sure to discuss your final choice with Dr. Ng-A-Fook. He will support any choice that that affords you an opportunity to engage the course readings and respective educational issues related to diversity and equity that support your final analysis.

Here are some questions you might consider while writing up your analysis: Why does the chosen artifact speak to you in terms of diversity and equity? What kinds of curricular (political, racialized, gendered, and so on) perspectives are represented or not through and within the artifact in relation to the 6 Equity Knowledge Network priority areas? How has your analysis of your chosen curricular issue and readings enabled you to discuss the possibilities and limitations of different research perspectives put forth? What kinds of assumptions are being made? Who is being represented and/or silenced? What kinds of knowledges and/or representations are being reproduced, reconceptualized, reconstructed, subverted, and/or challenged? What kinds of connections are you able to make among your analysis, readings, and lived experiences of others (or your self) either inside and/or outside the institutions of public schooling?

This writing assignment will afford you an opportunity to practice and develop the following:

1. Quality of writing in terms of style (aesthetics of referencing, narrative structure, etc.);
2. Ability to utilize the educational perspectives (theories) put forth in readings to analyze/make connections with chosen curriculum artifact; and
3. Critical thinking related to analysis of such historical and contemporary connections.

Finally this writing assignment provides you an opportunity to experiment with your writing as a curriculum theorist and with various ways you are utilizing the readings to reread the historical and present reproduction, representations, subversions of certain educational perspectives, identities, cultural marginalization, ideologies, social justice policies, etc. found within your chosen artifact. **This assignment is due on November 14th, 2019. The blog should be between 750-1000 words including references (Times Roman, 3-4 pages).** See <http://www.rsekn.ca/knowledge-hub/kmb-blog> for examples.

Final Curriculum Studies Paper (25%): 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*). You will also have an opportunity to address at least 1 of the 6 Equity Knowledge Network priority areas. 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. You might also choose documentaries or TV shows such as but not limited to *Strange Fruit, Rise, Glee, Shameless, Mr. Dee*, 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 educational research 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 your 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***. Make sure to draw upon your peers for support to edit an initial first draft of your final paper. A **first draft** should be posted and shared within your peer support writing group no later than **November 28th, 2019** and will be worth **10%**. You will receive the full **10%** if your first draft is complete and shared with your peers to review during our final class. You can arrange among yourselves in the small groups who might review each other's drafts. The final draft of the paper is due no later than **December 1st, 2019** and is worth **15%**. See the following website for examples of final papers: www.curriculumtheoryproject.ca.

Grading framework:

Grades are awarded according to the following scale:

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.

Possible Educational Research Journals you might consult:

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 the Canadian Association of Curriculum Studies
10. Journal of the American Association for the Advancement of Curriculum Studies
11. Canadian Journal of Education
12. Inside Education
13. Contemporary Issues in Technology and Education
14. Education Policy Analysis Archives
15. Educational Researcher
16. Harvard Educational Review
17. Journal of Second Language Teaching and Research
18. Studies in Second Language Learning and Teaching
19. Second Language Research
20. Second Language Studies
21. British Journal of Educational Technology
22. Educational Communication and Technology
23. Australian Journal of Educational Technology
24. Journal of Educational Technology
25. Canadian Journal of Counselling
26. Canadian Journal of Counselling and Psychotherapy
27. The European Journal of Counselling Psychology
28. British Journal of Guidance & Counselling
29. Educational Studies in Mathematics
30. Journal for Research in Mathematics Education
31. ZDM Mathematics Education
32. For the Learning of Mathematics
33. Canadian Journal of Mathematics, Science, & Technology Education

34. International Journal of Science and Mathematics Education
35. Educational Studies in Mathematics
36. Advances in Mathematics Education
37. Journal of Mathematics Teacher 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	Module 1: Face-to-Face Curriculum Studies: What “is” the “isness” of curriculum studies? Face-To-Face	Read the following readings: Chambers, C. (1999). A Topography for Canadian Curriculum Theory. <i>Canadian Journal of Education</i> , 24 (2), pp. 137-150. Ng-A-Fook, N., Ingham, M., Burrows, T. (2018). Reconciling 170 Years of Settler Curriculum Policies: Teacher Education in Ontario. In Theodore Christou. (Ed.). <i>Curriculum History of Teacher Education</i> . New York, New York: Routledge. Ontario Ministry of Education. (2017). Ontario’s Education Equity Action Plan. (see http://www.edu.gov.on.ca/eng/about/education_equity_plan_en.pdf)	Overview of course syllabus, Film, and other community building activities	Sep. 5th
2	Module 2: Face-to-Face Who are curriculum theorists? Why does knowing who we are, and where we are matter to issues related to diversity, equity, and social justice?	Read the following readings: 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. Chambers, C. (1994). Looking for Home: A Work in Progress. <i>Frontier: A Journal of Women Studies</i> . 15(2), pp. 23-50. 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.	Sign-up deadlines for reader response, group presentations.	Sep. 12th
3	Module 3: Online What kinds of questions might we ask as curriculum theorists about our past, present, and future lived relations with the school curriculum?	Read the following readings: Dillon, J.T. (2009). Questions of Curriculum. <i>Journal of Curriculum Studies</i> , 41 (3), pp. 343-359. 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. Optional in you have time: Ng-A-Fook, N. (2015). Autobiography, Intellectual Topographies, and Teacher Education. In Hua Zhang and William F. Pinar (Eds.). <i>Autobiography and Teacher Development in China: Subjectivity and Culture in Curriculum Reform</i> , pp. 121-150. New York, New York: Palgrave Macmillan.	Online activities to be completed. Introduction to academic writing. Reader Responses 1. 2. 3. 4.	Sep. 19th
4	Module 4: Online What does it mean to decolonize “the curriculum” as “curriculum planed, implemented, and lived?” What are our responsibilities as Indigenous and non-Indigenous settlers?	Read the following readings: Chambers, C. (2008). Where are we? Finding common ground in a curriculum of place. <i>Journal of the Canadian association for curriculum studies</i> , 6(2). 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. 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.	Reader Responses 1. 2. 3.	Sep.26th

5	<p>Module 5: Face-to-Face Understanding Ontario curriculum policy as settler historical consciousness? What might it mean to decolonize one's self?</p>	<p>Read at least three of the following required readings: Tupper, J. (2012). Treaty education for ethically engaged citizenship: Settler identities, historical consciousness and the need for reconciliation. <i>Citizenship Teaching & Learning</i>, 7(2), 143–156. Tupper, J. (2013). Disrupting Ignorance and Settler Identities: The Challenges of Preparing Beginning Teachers for Treaty Education. <i>In Education</i>, 17 (3), pp. 38-55. Dion, S. (2007). Disrupting Molded Images: Identities, responsibilities and relationships—teachers and indigenous subject material. <i>Teaching Education</i>, 18(4), 329-342.</p> <p>If you have time read optional reading: Tuck, E. & Yang. (2012). Decolonization is not a Metaphor. <i>Decolonization: Indigeneity, Education & Society</i>, 1 (1), pp. 1-40.</p>	<p>Reader Responses 1. 2. 3. 4.</p> <p>Presentations 1. 2. 3.</p>	Oct. 3
6	<p>Module 6: Face-to-Face How might we analyze the curriculum-as-planned, -implemented, -evaluated, and -lived as racisms and antiracisms?</p>	<p>Read the following required readings: Stanley, T. (1999). A letter to my children: Historical memory and the silences of childhood, (pp. 34-33). In Judith P. Robertson (Ed.), <i>Teaching for a Tolerant World, Grades K-6: Essays and resources</i>. Urbana, Ill.: National Council of Teachers of English. Stanley, T. (2000). Why I Killed Canadian History: Towards An Anti-Racist History in Canada. Stanley, T. (2016). John A. Macdonald, “the Chinese” and Racist State Formation in Canada. <i>Journal of Critical Race Inquiry</i>, 3(1), pp. 6-34.</p> <p>Optional Reading: A Better Way Forward: Ontario’s 3-Year Anti-Racism Strategic Plan. (see https://files.ontario.ca/ar-2002-anti-black-racism-strategy-en.pdf)</p>	<p>Reader Response 1. 2. 3. 4.</p> <p>Presentations 1. 2. 3.</p>	Oct. 10
No Classes, only studies☺		Study Week		Oct. 14 th
7	<p>Module 7: Online 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>Read the following required readings: 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. 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. Pinto, L. & 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>Read one of the following optional readings if you have time: Butler, J. (2015). The Gap Between Text and Context: An Analysis of Ontario’s Indigenous Education Policy. <i>In Education</i>, 21(2), pp. 26-48. Apple, M. & King, N. (1977). What do Schools Teach? <i>Curriculum Inquiry</i>, 6 (4), pp. 341-358.</p>	<p>Reader Response 1. 2. 3. 4.</p> <p>Online Biography Due</p>	Oct. 24 th

8	<p>Module 8: Online How might we respond as curriculum theorists to the needs of newcomers and refugees within and across the school curriculum?</p>	<p>Read the following required readings: Guo, S. & 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. Bajaj, M. & Bartlett, L. (2017). Critical transnational curriculum for immigrant and refugee students. <i>Curriculum Inquiry</i>, 47(1), pp. 25-35. Dryden-Peterson, S. (2017). Refugee education: Education for an unknowable future. <i>Curriculum Inquiry</i>, 47(1), pp. 14-24. Ibrahim, A. (2017). Arab Spring, Favelas, borders, and the artistic transnational migration: toward a curriculum for a Global Hip-Hop Nation. <i>Curriculum Inquiry</i>, 47(1), pp. 103-111.</p> <p>Read option reading if you have time: Ng-A-Fook, N. (2009). Inhabiting the Hyphenated Spaces of Alienation and Appropriation: Currere, Language, and Postcolonial Migrant Subjectivities. In James Nahachewsky and Ingrid Johnson (Eds.), <i>Beyond Presentism</i>, pp. 87-103. Rotterdam The Netherlands: Sense publishers.</p>	<p>Reader Response 1. 2. 3. 4. 5.</p>	Oct. 31 st
9	<p>Module 9: Online What are the possibilities and limitations of using social media to express public agency that calls attention to, subverts, and challenges systemic barriers?</p>	<p>Read the required readings: Ng-A-Fook, N. (2016). Storying Curriculum as Technoeconomic Progress: A Lament! <i>Antistasis</i>, 6(1), pp. 30-33. 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. 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>Reader Response 1. 2. 3.</p>	Nov. 7 th
10	<p>Module 10: Face-to-Face 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>Read the following readings: Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. <i>American Educational Research Journal</i>, 32(3), 465-491. Gay, G. (2013). Teaching To and Through Cultural Diversity. <i>Curriculum Inquiry</i>, 43(1), pp. 48-70. Donald, D., Glanfield, F., & Sterenberg, G. (2011). Culturally relational education in and with Indigenous community. <i>[Indigenous education] in education</i>, 17(3), 72-83. Paris, D. (2012). Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice. <i>Educational Researcher</i>, 41(3), pp. 93-97. Paris, D. & Alim, S. H. (2014). What Are We Seeking to Sustain Through Culturally Sustaining Pedagogy? A Loving Critique Forward. <i>Harvard Educational Review</i>, 84(1), pp. 85-100.</p> <p>Read the following optional readings when you have time: Sleeter, C. (2012). Confronting the Marginalization of Culturally Responsive Pedagogy. <i>Urban Education</i>, 47(3), pp. 562-584. Ontario Ministry of Education. (2013). Culturally responsive pedagogy: Towards equity and inclusivity in Ontario schools. <i>Capacity building series: Secretariat special edition</i>, 35. http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_ResponsivePedagogy. Centre for Urban Schooling, Ontario Institute for Studies in Education, University of Toronto. (2015). <i>The culturally responsive and relevant pedagogy initiative</i>. http://www.cuscrrpinitiative.ca/ CRECS uOttawa. (2018). <i>Equity in education by Carl James</i>. https://www.youtube.com/watch?v=XWm_CUYHFU0</p>	<p>Reader Responses 1. 2. 3. 4.</p> <p>Presentations 1. 2. 3.</p> <p>Blog Assignment Due</p>	Nov. 14 th

11	<p>Module 11: Online How might we draw on reconceptualize curriculum-as-planned, -implemented, -evaluated, and lived in relation to the more-than-human world in terms of diversity and equity?</p>	<p>Read the following readings: Haig-Brown, C. (2002). A Pedagogy of the Land: Dreams of Respectful Relations. <i>McGill Journal of Education</i>, 37 (3), pp. 451-468. Forte, R., & Ng-A-Fook, N., & Reis, G. (2018). Enclosing the Commons: Beyond A Beautiful Destruction. In Peter Trifonas & Susan Jagger (Eds.). <i>Handbook of Cultural Studies in Education</i>. New York, New York: Routledge. Dhillon, C. & Young, M. (2010). Environmental Racism and First Nations: A Call for Socially Just Public Policy Development. <i>Canadian Journal of Humanities and Social Sciences</i>, 1(1), pp. 23-37.</p> <p>Read at least one of the optional readings: 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>Reader Responses 1. 2. 3. 4.</p>	Nov. 21
12	<p>Module 12: Face-to-Face How might we reconceptualize the integration of technology into our future curriculum designs? Online</p>		<p>Final Papers due We will recap essential questions together during last class and share abstracts of our final papers with each other. Presentations 1. 2. 3.</p>	Nov. 28