

**University of Ottawa  
Faculty of Education**

**EDU 6102 W100**

**Curriculum Studies Seminar  
*Spring/Summer 2020, Online***

*Ni manàdjiyànànig Màmìwininì Anishinàbeg, ogor kà nàgadawàbandadjig iyo akì eko weshkad.*

*Ako nongom ega wikàd kì mìgiwewàdj.*

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

*Ninisidawinawànànig kenawendamòdjig kije kikenindamàwin; weshkinìgidjig kaye kejejàdizidjig.*

*Nigijeweninmànànig ogor kà nìgàni 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:** Wednesday 3:00-4:30 pm in person, via phone, or Skype. If you cannot make that time, then you can make an appointment.

This is an online course. Our weekly activities and assignments will take place online on Brightspace. The course will consist of 12 online modules, which you will be required to complete over the course of 12 weeks.

## **COURSE OUTLINE**

### **Calendar Description**

Critical examination of research within the field of curriculum studies.

### **Course Rationale**

**Seminar in Curriculum Studies EDU 6102** is an online course designed to:

- 1) **Synthesize** different curriculum studies scholarship put forth in coursework;
- 2) **Analyze** the contributions of curriculum scholars' intellectual work and research to educational practice; and
- 3) **Integrate** a critical analysis and synthesis of the contributions and gaps of different international and national curriculum scholars' research in relation to the field of curriculum studies.

## Course Curricular Expectations:

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

- 1) **Analyze** the possibilities and limitations of different theoretical concepts, conceptual frameworks, and/or empirical research;
- 2) **Synthesize knowledge and understanding** of theoretical concepts, conceptual frameworks, and/or empirical research in relation to the “curriculum-as-planned, -implemented, and -lived” across different international, national, provincial, and/or territorial contexts.
- 3) **Communicate** via writing, video logs, and/or podcasts your knowledge and understanding of different **curricular concepts** in relation to one’s lived experiences, professional, and/or educational practices within different institutional and cultural settings (COVID-19 Pandemic, family, public education, graduate studies, government, health, NGOs, etc.); and
- 4) **Develop and apply** different **academic writing** skills to clearly **communicate** and **represent** your **self-understanding** in relation to your analysis and synthesis of different curriculum scholars’ works.

Through online group work, presentations, individual assignments, and thoughtful discussions you will be expected to engage the different weekly online activities. Each week, you will be afforded pedagogical opportunities to apply a critical lens to the concepts put forth by different curriculum scholars. Consequently, we will read samples of their intellectual scholarship. In turn, you will have an opportunity to listen to [Fooknconversation](#), which is a podcast that invites you to delve deeper into the lives and thinking of these different curriculum scholars and respective scholarship in relation to their lived experiences with COVID-19.

**Required Readings:** Weekly videos and readings related to any activities will be provided in online modules. I have provided a sample bibliography with readings that you may consult should some of them be of interest to you.

## 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*, please submit a *community*

*engagement report* that describes the different ways in which you sought to *enhance our 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. Please 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/>. Let me know, please.☺

**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. If you are not sure, ask me😊*

### 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. *Please just give me a shout out via email if you are having any difficulties completing assignments especially during these unprecedented times.*

**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 teaching online, blended, and/or face-to-face courses. More importantly, the evaluations *provide invaluable feedback* to the professor who can *then make the necessary revisions* to enhance future students' lived 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 (Individual)	(25%)	Sign-up
2) Curriculum Scholar Review (Group)	(25%)	June 5 <sup>th</sup>
3) Podcast Background Research (Individual)	(20 %)	June 19 <sup>th</sup>
4) Final Essay (Individual)	(30%)	July 20 <sup>th</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 number of spaces for each week. I will send link and/or invite you to Google sign-up sheet 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, try to utilize the articles or book chapters as a conceptual lens, if you will, to share your commentary on the 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). **Please 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 translating your thinking through a certain kind of academic writing.** It also gives me a sense, where you are at in terms of your writing competencies. 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 writer's 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 we have completed a final draft of your reader response, post it on the discussion board associated with its specific online course module. Your response will be part of the teachings for that given online 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 and/or create tensions with the articles or book chapters in terms of curriculum studies (or the school curriculum)? Please keep commentary 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 **no later than 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/>).

**Curriculum Scholar Review (25%):** You are invited to review the scholarship of a curriculum studies scholar. If you choose a curriculum scholar who is already part of the online course modules and/or course readings, you are required to find at least 3 additional publications related to their work. For those who plan to review a scholar not listed, please review a scholar who has published at least 2-3 articles between 2010-2020 within any of the major curriculum studies journal listed at the end of the course syllabus. For this assignment, collaborating with your professional writing groups review the historical and intellectual work of a curriculum scholar. The format of your review should be written up as word document that will generate content for a blog post that provides an overview of your chosen scholar's work. Please include embedded hyperlinks to the scholar's website(s), articles, reviews, and/or to other websites that provide information about the scholar (which showcase video interviews, photos, or audio podcasts). Please review at least 3-5 articles, book chapters, or books published by your chosen scholar. In your review of that work make sure to comment on how each of those works either individually or collectively have helped to advance educational knowledge and/or research within the broader international field of curriculum studies.

When doing this assignment, consider the following guiding questions: What is the scholar's (personal and professional) biography? Are they currently alive and at which university do they work at? How does the scholar's work speak to your individual and/or collective educational interests? What has and does their academic work focused on within the field of curriculum studies? What major concepts do they put forth in relation to which issues? What theoretical frameworks do they draw upon? In what ways do their theoretical interests (in gender, race, class, sexuality, cultural studies, Indigenous studies, environmental education, equity, trauma, history, psychoanalysis, curriculum development, posthumanism, phenomenology, postcolonial studies, etc.) speak to the field of curriculum studies? As future curriculum scholars, administrators, teachers, and graduate students what can we learn from their work? What major contributions have they made to the field of curriculum studies and/or other areas of educational research? Again, these are just guiding questions.

I am open to alternative presentations formats. You can incorporate various media into your word document for example (photos, videos, audio, etc.). However, whatever format you choose, please make sure that review is organized into different sections that speak to the scholars' professional career as a curriculum scholar. Such organization can be either genealogical and/or thematic (or both). Click on this [link](#) or (<http://www.curriculumtheoryproject.ca/2012/03/rita-irwin-an-artographic-inquiry-a-curriculum-scholar-review-by-rachel-poff-for-edu-6102-seminar-in-curriculum-studies-research/>) for an example. This assignment should be between 1000-1500 words. You are required to submit this assignment no later than **June 5<sup>th</sup>, 2020**. I create professional writing groups for the course. You will collaborate with colleagues in these groups to complete this group assignment.

**Podcast Background Research (20%):** If you had an opportunity to host a podcast with a curriculum scholar, who would it be? For this assignment, please choose a "curriculum studies" scholar who is not part of the course online podcast [Fooknconversation](#) series. You are invited to do the background research in preparation for a podcast interview. Such research includes investigating where the scholar's works, what their general research focuses on, and what major contributions have they made to the field of curriculum studies. Moreover, after doing the initial background research, what questions would you ask the scholar in question during the podcast interview. For this assignment, please submit the following:

1. A brief biographical overview of the scholar;
2. A review of at least three peer-reviewed articles and/or book chapters;
3. A description of key concepts and/or significant contributions put forth in that work; and
4. A list of 5-10 questions that you would ask the scholar in question.

Feel free to reach out to your chosen scholar. This assignment should be between 1000 words max not including references. You are required to submit this assignment no later than **June 19<sup>th</sup>, 2020**. Dr. Ng-A-Fook will then work with you to try and host podcast interviews with your chosen scholar. This is a Satisfactory/Unsatisfactory assignment. **Satisfactory grades will be equated to a mark of A or 17/20.**

**Final Essay (30%)**: For this final paper, you can continue to work on a prior writing assignment (reader response, curriculum scholar review, and/or podcast background research). **Your writing in this course is your writing!** Therefore, the point of this final assignment is to use the feedback that I have 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, YouTube clip, Tiktok video, Facebook post, Instagram image, and/or television episode (*Breaking Bad*, *Les Choristes*, *Harry Potter*, *School of Rock* as some examples). Or, you might choose the works of a given scholar to **analyze** and **synthesize** your lived experiences in relation to the current contexts of the COVID-19 Pandemic. If you choose a film or newspaper article, how might you draw on the different scholar's works to analyze what is, and is not, being represented? Or, you might simply choose to review a chosen scholar's work in more depth. What are the possibilities or limitations? Feel free to suggest other ideas for the structure of your final papers. The only **requirement** is that you **utilize** the **course readings** and/or draw on articles to **communicate** and **demonstrate** your **knowledge** and **understanding** as well as **applying** your **analysis** and **synthesis** of the course content, themes, and/or theoretical concepts). You should make *reference to at least 10-15 different articles* from the course, books, and/or book chapters in your final paper. 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 how different curriculum scholars' intellectual work might help to *complicate our prior assumptions and/or historical, present, and future 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**. Please 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 professional writing group 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 4<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 15<sup>th</sup>, 2020** and is worth **20%**. See the following website for examples of final papers: [www.curriculumtheoryproject.ca](http://www.curriculumtheoryproject.ca).

### **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.



**Sample Bibliography (needs updating and suggestions welcomed):**

- Aitken, A. & Radford, L. (2012). Aesthetic Archives: Pre-Service Teachers Symbolizing Experiences through Digital Storytelling. *Journal of the Canadian Association for Curriculum Studies*, 10(2), pp. 92-119.
- Allard, M., & Covert, J., & Dufresne-Tasse, C., & Hildyard, A., & Jackson, M. (1999). *A Challenge Met: The Definition and Recognition of the Field of Education*. Ottawa, ON: Canadian Society for the Study of Education.
- Aoki, T. T. (1973). Toward Devolution in the Control of Education on a Native Reserve in Alberta: The Hobbema Curriculum Story. *Council on Anthropology and Education Newsletter*, 4(3), pp. 1-6.
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- . (1993/2005). Humiliating the Cartesian Ego. In William F. Pinar and Rita Irwin (Eds.), *Curriculum in a New Key*, (pp. 291-301). New Jersey: Lawrence Erlbaum Associates.
- . (1996/2005). Narrative and Narration in Curricular Spaces. In William F. Pinar and Rita Irwin (Eds.), *Curriculum in a New Key*, (pp. 403-411). New Jersey: Lawrence Erlbaum Associates.
- . (2005). Postscript/Rescript. In William F. Pinar and Rita Irwin (Eds.), *Curriculum in a New Key*, (pp. 449-457). New Jersey: Lawrence Erlbaum Associates.
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- Blackstock, C. (2012). *Jordan and Shannen: First Nations children demand that Canada stop racially discriminating against them*. Shadow report for Canada's 3rd and 4th periodic report to the United Nations Committee on the Rights of the Child. Ottawa: First Nations Child and Family Caring Society of Canada.
- . (in-press). Mosquito Advocacy: Change promotion strategies for small groups with big ideas. In Hilary Weaver (Ed.), *Social issues in contemporary Native America: Reflections from Turtle Island*. Surrey, UK: Ashgate.
- Blood, N., Chambers, C., Donald, D., Hasebe-Ludt, E., & Big Head, R. (2012). Aoksisowaato'op: Place and Story as Organic Curriculum. In Nicholas Ng-A-Fook & Jennifer Rottmann (Eds.), *Reconsidering Canadian Curriculum Studies*, (pp. 47-82). New York, New York: Palgrave Macmillan.
- Britzman, D. (1998). *Lost Subjects, Contested Objects*. New York, New York: State University of New York Press.
- . (2006). *Novel Education*. New York, New York: Peter Lang.
- . (2009). *The Very Thought of Education*. New York, New York: State University of New York Press.

- Brushwood Rose, C. (2006). Virtual curriculum: Digital games as technologies of aesthetic experience and potential spaces. *Journal of the Canadian Association for Curriculum Studies*, 4(1), pp. 97-110.
- Chambers, C. (1999). "A Topography for Canadian Curriculum Theory." *Canadian Journal of Education*, 24(2), pp. 137-150.
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- . (2004a). "Antoinette Oberg: A Real Teacher . . . and An Organic but not so Public Intellectual . . ." *Journal of the Canadian Association for Curriculum Studies* 2(1), pp. 245-260.
- . (2004b). "Research that matters: Finding a Path with Heart." *Journal of the Canadian Association for Curriculum Studies*, 2(1), pp. 1-19.
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- Cole, P. (2006). *Coyote Raven Go Canoeing: Coming Home to the Village*. Montreal, QC: McGill-Queen's Press.
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- van Kessel, C. (2018). Banal and Fetishized Evil: Implicating Ordinary Folk in Genocide Education. *Journal of International Social Studies*, 8(2), pp. 160-171.
- van Kessel, C. (2020). Teaching the Climate Crisis: Existential Considerations. *Journal of Curriculum*

- Studies Research. 2(1), p. 125-149.
- Wang, H. (2019). An Integrative Psychic Life, Nonviolent Relations, and Curriculum Dynamics in Teacher Education. *Studies in Philosophy and Education* 38, pp. 377–395.
- Wang, H. (2018). Nonviolence as teacher education: a qualitative study in challenges and possibilities. *Journal of Peace Education*, 15(2), pp. 216-237.
- Watt, D. (2011). From the Streets of Peshawar to the Cover of Maclean's Magazine: Reading Images of Muslim Women as Curriere to Interrupt Gendered Islamophobia. *Journal of Curriculum Theorizing*, 27(1), pp. 64-86.
- Weber, S. & Mitchell, C. (2003). Collaboration and Coauthorship: Reflections from the Inside. *Journal for the Canadian Association of Curriculum Studies*, 1(1), pp. 83-91.
- Weenie, A. (2008). Curricular Theorizing from the Periphery. *Curriculum Inquiry*, 38(5), pp. 545-557

Week	Thematic Content	Tentative Reading Schedule	Activities and Assignments	Due Dates
1	Module 1: Online	<p><b>Read the following readings:</b></p> <p>Donald, D. T. (2004). <a href="#">Edmonton pentimento re-reading history in the case of the Papaschase Cree</a>. <i>Journal of the Canadian Association for Curriculum Studies</i>, 2(1), 21-54.</p> <p>Donald, D. (2009). <a href="#">Forts, curriculum, and Indigenous Métissage: Imagining decolonization of Aboriginal-Canadian relations in educational contexts</a>. <i>First Nations Perspectives</i>, 2(1), 1-24.</p> <p>Donald, D. (2019). <a href="#">Homo economicus and forgetful curriculum: Remembering other ways to be a human being</a>. In S. Styres, H. Jahnke &amp; S. Lilly (Eds.). <i>Indigenous education: New directions in theory and practice</i>. Edmonton: University of Alberta Press, pp. 103-125.</p>	Overview of course syllabus,	May 4 <sup>th</sup>
2	Module 2: Online	<p><b>Read the following readings:</b></p> <p>Milligan, A. &amp; Gibson, L. (2018). Enriching Ethical Judgments in History Education. <i>Theory &amp; Research in Social Education</i>, 46 (3), 449-479.</p> <p>Gibson, L. (2018). Ethical Judgments About the Difficult Past: Observations from the Classroom (pp. 81-103). In Magdalena Gross &amp; Luke Terra. (Eds.). <i>History and Social Studies Education in a Context of Intolerance</i>. New York, New York: Routledge.</p> <p>Gibson, L. (2019). Reshaping Canadian History Education in Support of Reconciliation. <i>Canadian Journal of Education</i>, 41(1), pp. 251-284.</p>		May 11 <sup>th</sup>
3	Module 3: Online	<p><b>Read the following readings:</b></p> <p>Wang, H. (2019). An Integrative Psychic Life, Nonviolent Relations, and Curriculum Dynamics in Teacher Education. <i>Studies in Philosophy and Education</i> 38, pp. 377–395.</p> <p>Wang, H. (2018). Nonviolence as teacher education: a qualitative study in challenges and possibilities. <i>Journal of Peace Education</i>, 15(2), pp. 216-237.</p> <p>Aoki, T. T. (1992/2005). In the Midst of Slippery Theme-Words: Living as Designers of Japanese Canadian Curriculum. In William F. Pinar and Rita Irwin (Eds.), <i>Curriculum in a New Key</i>, (pp. 263-278). New Jersey: Lawrence Erlbaum Associates.</p>	Reader Responses	May 18 <sup>th</sup>
4	Module 4: Online	<p><b>Read the following 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>Shah, V. (2018). Leadership for Social Justice through the Lens of Self- Identified, Racially and Other-Privileged Leaders. <i>Journal of Global Citizenship and Equity Education</i>. 6(1), pp. 1-41.</p> <p>Aoki, T. T. (1983). Experiencing Ethnicity as a Japanese Canadian Teacher: Reflections on a Personal Curriculum. <i>Curriculum Inquiry</i>, 13(3), pp. 321-335.</p>	Reader Responses	May 25 <sup>th</sup>
5	Module 5: Online	<p><b>Read the following readings:</b></p> <p>Mishra-Tarc, A. (2020). <i>Pedagogy in the Novels of J.M. Coetzee: The Affect of Literature</i> (intro). New York, New York: Routledge.</p> <p>Mishra-Tarc, A. (2011). Reparative Curriculum. <i>Curriculum Inquiry</i>, 41(3), pp. 350-372.</p> <p>Mishra-Tarc, A. (2020). Engaging Texts Today or How to Read a Poem. <i>Journal of Curriculum Theorizing</i>, 35(1), pp. 32-45.</p>	Reader Responses	June 1 <sup>st</sup>

6	<b>Module 6: Online</b>	<p><b>Read the following required readings:</b>  van Kessel, C. &amp; Den Heyer, K. &amp; Schimel, J. (2019). Terror management theory and the educational situation. <i>Journal of Curriculum Studies</i>, 52(3), pp. 428-442.  van Kessel, C. (2018). Banal and Fetishized Evil: Implicating Ordinary Folk in Genocide Education. <i>Journal of International Social Studies</i>, 8(2), pp. 160-171.  van Kessel, C. (in-press). Teaching the Climate Crisis: Existential Considerations. <i>Journal of Curriculum Studies</i>.</p>	<b>Reader Response</b>	<b>June 8<sup>th</sup></b>
7	<b>Module 7: Online</b>	<p><b>Read the following required readings:</b>  Tupper, J. A. (2019). Cracks in the Foundations: (Re)storying Settler Colonialism. In Kristina Llewellyn &amp; Nicholas Ng-A-Fook (Eds.). <i>Oral History, Education, and Justice</i>. New York, New York: Routledge.  Michel, T. &amp; Tupper, J. A. (2017). High School Teachers Working Towards Reconciliation Examining the Teaching and Learning of Residential Schools (pp. 1-36). Saskatoon, Saskatchewan: Dr. Stirling McDowell Foundation for Research Into Teaching Inc.  Tupper, J. A. (2014). The Possibilities for Reconciliation Through Difficult Dialogues: Treaty Education as Peacebuilding. <i>Curriculum Inquiry</i>, 44(4), pp. 469-488.</p>	<b>Reader Response</b>	<b>June 15<sup>th</sup></b>
8	<b>Module 8: Online</b>	<p><b>Read the following required readings:</b>  Christou, T. M. (2015). “We Find Ourselves Preoccupied with the World of the Present”: Humanist Resistance to Progressive Education in Ontario. <i>History of Education Quarterly</i>, 55(3), pp. 294-318.  Christou, T. M. (2016). ‘The Task Here Before Us Is Neither New nor Easy’: William Blatz and Progressive Education at the Institute for Child Study in Toronto. <i>The Journal of School &amp; Society</i>, 3(2) pp. 58–65.  Christou, T. M. (2013). ‘Schools are no longer merely educational institutions’: the rhetoric of social efficiency in Ontario education, 1931–1935. <i>History of Education</i>, 42(5), pp. 566-577.</p>	<b>Reader Response</b>	<b>June 22<sup>nd</sup></b>
9	<b>Module 9: Online</b>	<p><b>Read the required readings:</b>  Stanley, T. (2019). Commemorating John A. Macdonald: Collective Remembering and the Structure of Settler Colonialism in British Columbia. <i>BC Studies</i>, 204, pp. 89-113.  Stanley, T. (in-press). Remembering Colten Boushie: Racisms and the Articulations of Settler Colonialism. In Amanda Gebhard, &amp; Sheelah Mclean, &amp; Verna St. Denis. (Eds.). <i>Whiteness at work: disturbing practices of racism across the Canadian prairies</i>.  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>	<b>Reader Response</b>	<b>June 29<sup>th</sup></b>
10	<b>Module 10: Online</b>	<p><b>Read the following readings:</b>  Triggs, V. &amp; Irwin, R. (2019). Pedagogy and the A/r/tographic Invitation. In Richard Hickman, John Baldacchino, Kerry Freedman, Emese Hall, and Nigel Meager. (Eds.). <i>The International Encyclopedia of Art and Design Education</i>. New Jersey: John Wiley &amp; Sons.  Leblanc, N. &amp; Irwin, R. (2020). A/r/tography. <i>Oxford Research Encyclopedias, Education</i>, pp. 1-21.  Lasczik Cutcher, A. &amp; Irwin, R. (2017). Walkings-through paint: A c/a/r/tography of slow. <i>Journal of Curriculum and Pedagogy</i>, 14(2), 1-9.</p>	<b>Reader Responses</b>	<b>July 6<sup>th</sup></b>

11	<b>Module 11: Online</b>	<p><b>Read the following readings:</b>          Brant-Birioukov, K. (unpublished, 2019). Mapping the <i>Borderlands</i> of Indigenous Narrative: An Exploration of Indigenous Narrative Inquiry. Vancouver, BC: University of British Columbia.          Brant-Birioukov, K. (unpublished, 2019). <i>In Pursuit of Alterity: Oscillation Between the Familiar and Strange</i>. Vancouver, BC: University of British Columbia.          Brant-Birioukov, K. (unpublished, 2019). <i>Towards Praxis: Ethical Indigenous Education in the Practicum Experience</i>. Vancouver, BC: University of British Columbia.</p>	<b>Reader Responses</b>	<b>July 13<sup>th</sup></b>
12	<b>Module 12: Online</b>	<p><b>Read the following readings:</b>          Pinar, W. F. 2017. Study: Concerning Relationship in Educational Experience. In Claudia W. Ruitenberg (Ed.). <i>Reconceptualizing Study in Educational Discourse and Practice</i>. (97-109). New York: Routledge.          Pinar, W. F. (2019). <i>What is Curriculum Theory?</i> New York, New York: Routledge.</p>	<b>Reader Responses</b>	<b>July 20<sup>th</sup></b>