

**University of Ottawa  
Faculty of Education**

**EDU 5265**

**Internationalization of Curriculum Studies**  
*Fall 2009, Wednesday 5:30-8:30 pm, LMX 418*

**Professor:** Nicholas Ng-A-Fook

**Email:** nngafook@uottawa.ca

**Phone:** 613-562-5800, extension 2239

**Office:** 432 Lamoureux Hall (LMX)

**Office Hours:** Wednesday 2:00-4:00, or by appointment

**COURSE OUTLINE**

**Calendar Description**

Investigation of contemporary issues in curriculum studies within an international context: analysis of curriculum reform initiatives in other countries; examination of current trends in international and transnational curriculum movements; exploration of alternative curricular arrangements within global, national, and local contexts.

**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.” Furthermore, within the context of this course certain international curricular issues will be contradictory, confusing, and paradoxical. As a result, each week we will try to reconceptualize and complicate our historical, present, and future understandings of the discrepancies between various interdisciplinary discourses, which in turn inform curriculum theorizing and development both here in Canada and abroad.

**Course Rationale**

Introduction to Curriculum Studies 5265 is a graduate course designed to:

- 1) Investigate contemporary issues taken up within the international field of curriculum studies;
- 2) Introduce alternative curricular arrangements within global, national, and local contexts; and
- 3) Understand the historical and present effects of various trends in international and transnational curriculum movements.

## **Course Expectations**

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

- i) Demonstrate an ability to describe and analyze the historical and/or existing curricular movements taking place within the international field of curriculum studies;
- ii) Illustrate an understanding of the curriculum theories which inform such movements;
- iii) Engage in the playful processes of curriculum theorizing (and if needed, translating such theoretical implications in relation to our discussions around classroom practices).

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 movements 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:**

The course reader can be purchased at Enviro-copy on Dalhousie Street.

Students are responsible for locating on-line reading via the Internet or University of Ottawa Library journal database.

## **Persons with Physical and/or Learning Disabilities**

If you require accommodation due to any physical, cultural, neurological, or psychological needs, please schedule an appointment with me as soon as possible so that we can negotiate the necessary adjustments to course curriculum. You are strongly encouraged to visit Student Services on campus for assistance with regards to physical or psychological learning needs. Staff there can help you formally request the professor to arrange alternatives regarding assignments and exams. Please do so at the beginning of the term.

### ***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.

### ***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 to attend a scheduled meeting must notify the instructor before the scheduled meeting time. In the case of absence, students are expected to complete the required readings and in-class assignments on their own.

### ***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 (5<sup>th</sup> ed.) style guidelines. Failure to properly reference places you in a situation of academic fraud. 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/academic/info/regist/fraud\\_e.html](http://www.uottawa.ca/academic/info/regist/fraud_e.html)

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

## 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.

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|------------------------------------|--------|
| 1) Reader Response Commentary      | (20 %) |
| 2) Curriculum Scholar Presentation | (20 %) |
| 3) Curriculum Scholar Review       | (20 %) |
| 4) Final Paper                     | (40 %) |

### **Reader Response Commentary (20 %):**

Students must sign-up during first class to present *a reader response* over the course of this term. The sign-up sheet will have a limited amount of spaces for each week.

During each class two or three students will share their commentaries with other students and myself. Your commentary should stimulate an ensuing conversation on your assigned articles or book chapters for that week. Your commentary need only focus on the one assigned article for the week in question, but can 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 the curricular issues you decide to *complicate* and put forth to your fellow graduate students. *You must send a draft of your commentary to me at least one week prior to your presentation* in order to receive formative feedback on your writing.

I encourage you to *play with* the theoretical underpinnings of each article or book chapter. Focus on what speaks to your educative experiences? How do the various theoretical concepts *inform your educative experiences* both inside and outside the institutional walls of schools in term of curriculum? Or, how can *your lived experiences* inform or create dialectical tensions with the articles or book chapters in terms of *creating contradictions, confusions, and paradoxes?*

*Your commentary must be between 600-1000 words (which is 2 to 3 pages double-spaced in 12 font Times New Roman, no more than 1000 words).* You will have 15 minutes to present/read your commentary. Once you have read your paper, you will turn in a hardcopy to me at the end of class. *These will commence on week four of course.*

### **International Curriculum Studies Scholar Presentation (20 %):**

In groups of 2-4, you are responsible for reviewing and presenting a genealogical (vertical and horizontal) study of an international curriculum studies scholar's selected works. You will be required to select your curriculum scholar from a set list provided to you by the professor on first night of class.

Your multimedia presentation (poster, video, webpage, and/or power-point) will provide your fellow students with an overview of that scholar's selected works. How does the scholar's work speak to your educational interests? What has and does their academic work focus on within the field of curriculum studies? Are they currently alive and at which university do they work at? What theoretical frameworks do they draw upon? In what ways do their theoretical interests (in gender, race, class, sexuality, cultural studies, aboriginal studies, phenomenology, the more-than-human world, etc.) speak to the field of curriculum theory/studies, for example? *Your presentation will be assessed based on your ability to demonstrate a working understanding of your chosen scholar's body of work (20 minutes). This will commence on week four of course.*

### **International Curriculum Studies Scholar Review (20%):**

You are required to write an individual review of what you learned from studying the historical and present works of a curriculum scholar's work (**about 1000 words**). Your written review could include hyperlinks to that scholar's work on the Internet. Curriculum scholar reviews which are deemed exceptional (or which have the potential to be) will be considered for publishing on a website called [www.curriculumtheory.ca](http://www.curriculumtheory.ca). The sign-up sheet for these presentations will be available on first night of class. *Due on the night of presentation.*

### **Final paper (40 %):**

Drawing on the course readings you will prepare a paper, which in turn will be presented at an *University of Ottawa Graduate Student Curriculum Studies Conference* (of which we will organize to take place at the end of the term). *You can choose any topic for your paper as long as you utilize the course readings.* Strategically, you might try to utilize our course readings to write a paper on your current thesis topic, if you are currently at that stage of the graduate program. This final paper could also be the commencement of a theoretical chapter for your thesis and/or synthesis paper. You can also organize panel presentations where each of you present an individual paper which focus on the same curricular/educational research question (for example, how might one develop a culturally responsive curriculum for urban aboriginal students?).

Each conference session will be 1 hour and 30 minutes. Each session will host three presenters and each of you will have a 20-minute slot to present your paper. As a result the conference version of your paper should not exceed 7-8 pages double-spaced (1750-2000 words), depending on how fast you read.

## Final Paper Writing Schedule

- 1) Outline due November **October 21<sup>st</sup>** **(5%)**
- 2) First draft of final paper due **November 11<sup>th</sup>** **(10 %)**
- 3) Final papers due night of class **December 2<sup>nd</sup>** **(25%)**

### Grading framework:

The following grading scale is used in all graduate courses. Grading of assignments may be conducted using number or letter grades.

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+	66 - 69 %	Good

All grades below C+ (66%) are failing grades for graduate students.