An Uncommon Countenance: Provoking Past, Present, and Future Perspectives within Canadian Curriculum Studies

May 21 - 22, 2009 | University of Ottawa

www.education.uottawa.ca/events/pcs
As President of the Canadian Association of Curriculum Studies, I am delighted to welcome you all to the 4th Biennial Provoking Curriculum Studies Conference entitled: An Uncommon Countenance: Provoking Historical, Present, and Future Perspectives within Canadian Curriculum Studies. This conference offers opportunities for us to come together as scholars and educators to provoke our thinking and to reflect on the complex and evolving fields of curriculum studies in Canada.

In the latest issue of the Journal of Canadian Curriculum Studies, Bill Pinar (2008) discusses the re-publication of Tomkins’ historical text of Canadian curriculum studies entitled A Common Countenance. Pinar argues for the value of historical knowledge and perspectives for understanding the complicated conversations that engage and challenge us as contemporary Canadian curriculum scholars. Today, Pinar suggest, the field of Canadian curriculum studies might more aptly be termed “an uncommon countenance,” with attention to a range of perspectives that includes the indigenous, the phenomenological and hermeneutic, the autobiographical and narrative; the postmodern and poststructuralist; the historical and postcolonial and the psychoanalytic; arts-based inquiry; women’s studies and studies of space and place.

Given such diverse and hybrid approaches to curriculum studies in Canada today, I suggest we pause to reflect on Pinar’s (2008) term “an uncommon countenance” that provides the title for this year’s conference. According to Roget’s 21st Century Thesaurus, “countenance” as a noun can refer to “appearance,” “expression,” “a visual aspect” and also to “explicit approval” and “endorsement” (Kipfer, 2005). Perhaps these definitions offer hope for the valuing of more arts-based and image-based approaches to curriculum and for movement toward greater acceptance of global and indigenous ways of knowing. As a verb, “countenance” has synonyms such as “consent to,” “give permission” and “support,” again opening up possibilities for new perspectives that challenge or counter the canonical curricular knowledge still entrenched in many schools and teacher education programs across Canada.

The adjective “uncommon” also offers a range of nuanced meanings, including “strange,” “distinctive,” “unconventional,” “uncommon,” “rare” and “exceptional,” definitions that may open doors for us to study non-western orientations to curriculum studies drawn from traditions previously unfamiliar to many Canadian scholars. I think, for example of the African concept of Ubuntu, which Desmond Tutu has described as “our interconnectedness, the essence of being human,” a philosophy that posits “what you do affects the whole world” (Wikipedia, 2008). Or we may reflect on John Ralston Saul’s uncommon vision of Canada in his new book A Fair Country: Telling Truths about Canada in which he envisions Canada as a Métis civilization influenced and shaped more by Aboriginal ideas than European traditions, an imaginary that he claims has been subsumed by “elaborate theatrical screens of languages, references and mythology to misrepresent ourselves to ourselves” (p.1). Such uncommon countenances offer us new ways to re-story who we think we are and to re-consider notions of philosophical and curricular traditions that we have tended to take for granted. This conference may be the catalyst for enabling us to look to the past to acknowledge new ways of curriculum theorizing, reflecting, learning, teaching and listening to others for the future.

Sincerely, Ingrid Johnson

Ingrid Johnston, Ph.D.
President of Canadian Association of Curriculum Studies
Associate Dean, Research and Graduate Studies
Faculty of Education
Chair, Education, Extension, Augustana & Campus St Jean Research Ethics Board
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The *Provoking Curriculum Studies Conference* provides a key occasion for complicated conversation regarding the content, context, and process of education, the organizational and intellectual center of which is the curriculum.

The *Provoking Curriculum Studies Conference* encourages experimental presentations that enable understanding of uniquely Canadian curricular issues. As curriculum theorists committed to educating the public in this current era of social, technological, environmental and curricular globalization, how might we then locate such understanding within the field of *Canadian Curriculum Studies*? Focusing, on the significance of curriculum history to understanding Canadian curriculum in the present and imagining curriculum in the future, our conference is *An Uncommon Countenance: Provoking Historical, Present, and Future Perspectives within Canadian Curriculum Studies*.

**Conference Chair**
Nicholas Ng-A-Fook, PhD  
Assistant Professor of Curriculum Theory  
Faculty of Education, University of Ottawa

**Conference Committee**
Chlöe Brushwood-Rose  
York University  
Sharon Cook  
University of Ottawa

Phyllis Dalley  
University of Ottawa  
Rita Irwin  
University of British Columbia

Ingrid Johnston  
University of Alberta  
Karen Krasny  
York University

William F. Pinar  
University of British Columbia  
Hans Smits  
University of Calgary

**Student Committee**
Lisa Brankley  
Katrine Cuillerier  
Kelly Dao

Monica Escamilla  
Katy Galvin  
Tracy Norris

Anne-Sophie Ruest-Paquette  
Andréeanne Gélinas Proulx  
Lisa Weatherall

Shenin Yazdanian

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Marketing and Events Management Officer

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May 21 - 22, 2009 | University of Ottawa
## Thursday, May 21, 2009

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<th>Time</th>
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<tr>
<td>10 a.m. to 4 p.m.</td>
<td>Registration and reception - UCU, Alumni Auditorium</td>
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<tr>
<td>10 a.m. to 11:15 a.m.</td>
<td>Graduate students’ forum with international speakers - UCU, Alumni Auditorium</td>
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<td>11:15 a.m. to 1 p.m.</td>
<td>Lunch break</td>
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### Discussion Panels
1. Constructing the Other: Relations of Power and Orientalism in the 21st Century? - LMX 220
2. Provoking Historical, Present, and Future Perspectives of/on Ecojustice Within Canadian Curriculum Studies - LMX 407
3. Balancing the books of the corporate gridlock: curricular traces running out of countenance ... - LMX 405

### Paper Presentations
1. Provoking Culture and Uncommon Absences within Curriculum Studies - LMX 221
2. Provoking Narrative Research within Curriculum Studies - LMX 451
3. Provoking Multiple Literacies within Curriculum Studies - LMX 405
4. Provoking Lived Experiences within Curriculum Studies - LMX 475
5. Provoking Environmental Education and Global Citizenship within Curriculum Studies - LMX 445

### Afternoon refreshment break - LMX 477

### Discussion Panels

### Paper Presentations
2.2 Provoking Art, Storytelling, and Transforming within Curriculum Studies - LMX 455
2.3 Provoking A Zone Between Shadows, Poaching, and Reading within Curriculum Studies - LMX 475
2.4 Provoking Ghosts, Book Clubs, and Writing us a Reflexive Research Praxis within Curriculum Studies - LMX 407
2.5 Provoking Vocational Pedagogies and Community Service within Curriculum Studies - LMX 405
2.6 Provoking Discourse, Identity, and Literature within Curriculum Studies - LMX 451
2.7 Rethinking Cultural Symbols, Curricula Production, and Text within Curriculum Studies - LMX 403
2.8 Provoking Indigenous Knowledge, Pedagogy, and Politics within Curriculum Studies - LMX 220
2.9 Provoking Memories of Watercolor Ink within Curriculum Studies - LMX 221

### Dinner Break

### Keynote Speakers - UCU, Alumni Auditorium

### Wine and Cheese and Graduate Students Poster Session - UCU, Alumni Auditorium and Concourse A
# Overview of the program

**Friday, May 22, 2009**

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<th>Time</th>
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<tr>
<td>7:30 a.m. to 8:30 a.m.</td>
<td>Continental Breakfast</td>
<td>MRN, main lobby</td>
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<td>8:30 a.m. to 10 a.m.</td>
<td>International Panel</td>
<td>MRN, Auditorium</td>
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<td>10 a.m. to 10:30 a.m.</td>
<td>Morning Break</td>
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<td>10:30 a.m. to 11:45 a.m.</td>
<td>- Session 1</td>
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<td><strong>Discussion Panels</strong></td>
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<td></td>
<td>1.1 Aoksisowaato'p: Place and Story as Organic Curriculum - MRN, Auditorium</td>
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<td>1.2 The Historical Embeddedness of Responsibility - LMX 221</td>
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<td><strong>Paper Presentations</strong></td>
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<td>1.3 Provoking the Complexities and Tensions of Identities and Hope within Curriculum Studies - LMX 407</td>
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<td>1.4 Provoking Animism and (Re)discovering Roots within Curriculum Studies - LMX 451</td>
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<td>1.5 Provoking Discensus, Autonomy, and Difference as a defiance within Curriculum Studies - LMX 455</td>
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<td>1.6 Provoking Developmental Education and Dialectically-Determined Motivation within Curriculum Studies - LMX 220</td>
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<td>1.7 Provoking the Question of Language and Culture within Curriculum Studies - LMX 422</td>
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<td>1.8 Provoking a Community of Practice and An Interdisciplinary Pedagogical Frame Work within Curriculum Studies - LMX 445</td>
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<td>1.9 Provoking A Discourse of Disability, Place-consciousness, Technology and Accessibility within Curriculum Studies - LMX 403</td>
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<td>1.10 Provoking A Breasted Curriculum, (N)everland and Erotics within Curriculum Studies - LMX 475</td>
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<td>11:45 a.m. to 1 p.m.</td>
<td>Lunch break</td>
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<td>1 p.m. to 2:15 p.m.</td>
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<td>2.1 Uncommon Composure: Becoming a Teacher - LMX 475</td>
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<td>2.2 Challenges Bequeathed: Taking up the Challenges of Dwayne Huebner - LMX 221</td>
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<td>2.3 Provoking Space, Creativity, Reformations and Openings for Individual Voices within Curriculum Studies - LMX 403</td>
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<td>2.4 Provoking Democratic Education, Transcendence, and Being within Curriculum Studies - LMX 445</td>
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<td>2.5 Provoking les répercussions identitaires et Littérature dans l'étude de curriculum - LMX 220</td>
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<td>2.6 Provoking (Un)intended and Tolerable Historical Identities within Curriculum Studies - LMX 455</td>
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<td>2.7 Provoking E/Raced Aboriginal Discourses and Cognitive Approaches to History Education within Curriculum Studies - LMX 451</td>
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<td>2.8 Provoking Curricular Trends, Indigenous Understandings, and Environmental Education within Curriculum Studies - LMX 422</td>
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<td>2:15 p.m. to 2:30 p.m.</td>
<td>Afternoon refreshment break - LMX 477</td>
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<td>2:30 p.m. to 3:45 p.m.</td>
<td>- Session 3</td>
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<td>3.1 Complicating Curriculum for Social Justice in Post-Secondary Education: thinking about women, Deaf Culture, and race - LMX 220</td>
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<td>3.2 New Questions in Curriculum Studies: Exploring Educational Experience in Transnational Times — Part II - LMX 221</td>
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<td>3.3 Provoking A Poetic of Im/possible Pedagogies and Possibilities of Utilizing Indigenous African Proverbs within Curriculum Studies - LMX 407</td>
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<td>3.4 Provoking “The Other,” L'Apprentisage De L'art et de la Vie, and Imagination within Curriculum Studies - LMX 403</td>
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<td>3.5 Provoking Nursing, Science Centres, and English Language Learners within Curriculum Studies - LMX 445</td>
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<td>3.6 Provoking Uniformed Power within Curriculum Studies - LMX 451</td>
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<td>3.7 Provoking the Territor and Enlivening the Curriculum within Curriculum Studies - LMX 475</td>
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<tr>
<td>4 p.m. to 5:30 p.m.</td>
<td>National Panel and Closing</td>
<td>MRN, Auditorium</td>
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Keynote Speakers

**Cynthia Chambers**, Professor  
*Faculty of Education, University of Lethbridge*  
*Title of the presentation: The Countenance of the Commons: Translating Curriculum North and South*

Cynthia Chambers is a Professor of Education at the University of Lethbridge where she teaches curriculum, literacy and Indigenous education. She lives in southern Alberta where she writes, teaches and practices being a neighbour. She is a co-investigator on a collaborative research project on the living literacies of the Inuinnaqtul of Ulukhaktok, NWT. She is co-author, along with Erika Hasebe-Ludt and Carl Leggo, of *Life Writing and Literary Métissage, an Ethos for Our Times* [Peter Lang, 2009].

**Jacques Daignault**, Professor  
*Département des sciences de l’éducation, Université du Québec à Rimouski*  
*Title of the presentation: Épivoquer ou comment répondre à la provocation...*

Dr. Jacques Daignault is a well established curriculum theorist at the University of Québec at Rimouski. Using curriculum theory as a conduit, his work is focused on bringing ideas from Contemporary French Literature and Philosophy to the field of education. To further pursue his most recent interest, which takes a philosophical and pedagogical approach to eliminating the digital divide, he has established the cooperative ACANTIC. Dr. Jacques Daignault has a long list of publication, including his most recent book released in 2002, *(H)opéra pour Geneviève.*

**Peter Cole**, Associate professor  
*University College of the North*  
*Title of the presentation: Coyote and Raven Talk About Indigenizing Curriculum*

Dr. Peter Cole is an Associate Professor in the Faculty of Arts at University College of the North. His scholarly work is focused on the following areas: orality, narrativity, environmental thought, Aboriginal education and Aboriginalizing methodology. As a member of the Douglas Fir First Nation, his teaching and research conveys Aboriginal epistemologies, methodologies, and protocols. His latest publication is “Speaking for Ourselves Environmental Justice in Canada” and is forthcoming this June with UBC Press.
Denise Egéa-Kuehne, Professor
Department of Educational Theory, Policy and Practice, College of Education, Louisiana State University
Title of the presentation: ‘Comment provoquer les Études du Curriculum dans les Sociétés Multiculturelles / Provoking Curriculum in Multicultural Societies’

In addition to being a full-time professor at Louisiana State University Dr. Denise Egéa-Kuehne is the Director of The French Education Project for Research and Teacher Education (FEP) and The National Resource Center for the Teaching of French as a Second Language and French Immersion (NRC). She has a long list of publications including three books and numerous refereed articles. Her scholarship, which is centered on ethico-political issues and the question of diversity and social inclusion/exclusion, has been recognized around the globe. Dr. Egéa-Kuehne's influence is seen in the invitations she has received to speak at such conferences as the American Education Research Association Conference in 2008, the International Association for Philosophy and Literature Conference in 2008, and the International Society for the Study of European Ideas in 2006. The Officier dans l’Ordre des Palmes Académiques, a prestigious academic honour granted by the government of France to recognize outstanding contributions to scholarship, teaching, and research, was presented to her in 2006.

William Doll Jr., Professor
Department of Curriculum & Instruction, Louisiana State University
Title of the presentation: “Revisiting Aoki’s ‘Inspiriting the Curriculum’ (1987)”

Dr. William E. Doll, Jr. is a Professor at Louisiana State University who currently holds an adjunct position at the University of Victoria. Professor Doll's research interests include chaos and complexity theories, spirituality, and teacher education. He is the author of four books and over 30 articles and chapters. He has been invited to speak at more than 34 conferences and events including the John Dewey Memorial Lecture, the International Association for the Advancement of Curriculum Studies Conference in Shanghai, and the Claremont China Conference on Educational Reform. He has and continues to hold a number of well respected posts in his field including Co-Editor of Journal of Complexity Science and Educational Research, and Senior Researcher in the Institute for Postmodern Development in China. As well, he sits on the Advisory committee for the Centre for the Study of the Internationalization of Curriculum Studies.

William F. Pinar, Professor & Canada Research Chair
University of British Columbia
Title of the presentation: On the Cultivation of Cosmopolitanism

William F. Pinar teaches at the University of British Columbia, where he holds a Canada Research Chair. Pinar has also served as the St. Bernard Parish Alumni Endowed Professor at Louisiana State University, the Frank Talbott Professor at the University of Virginia, and the A. Lindsay O’Connor Professor American Institutions at Colgate University. He is the author, most recently, of The Worldliness of a Cosmopolitan Education: Passionate Lives in Public Service (Routledge 2009).
Phyllis Dalley, Professor
Faculty of Education, University of Ottawa
Title of the presentation: Linguistic Variation and Power in a French Language School

Dr. Phyllis Dalley is a socially engaged pedagogue and sociolinguist whose main research interest is minority language education. Her research in the area of French language education in Canada has dealt with social processes of inclusion, exclusion and identity construction. As a sociolinguist, she studies the role language(s) plays in these processes as both an instrument of boundary maintenance and as a subversive tool for those situated outside of or at group boundaries. As a pedagogue, she works towards the translation of critical sociolinguist theory into inclusive pedagogical practices.

Awad Ibrahim, Professor
Faculty of Education, University of Ottawa
Title of the presentation: Straight outta Campton, Straight outta Ottawa: MÂ©tissage, Affect and Pedagogy in a Time of Global Hip-Hop Nation

Awad Ibrahim is an Associate Professor at the Faculty of Education of the University of Ottawa. He used to teach in Education and American Cultural Studies Program at Bowling Green State University, Ohio. He is a doctoral graduate of the University of Toronto and teaches and publishes in the areas of curriculum theory, Hip-Hop studies/Black pop culture, minority adolescents, racially and linguistically mediated identities, applied socio-linguistics, and cultural studies. He is the editor (with Cris Mayo) of the journal, Philosophical Studies in Education and the editor (with Samy Alim and Alastair Pennycook) of, Global Linguistic Flows: Hip-Hop Cultures, Youth Identities, and the Politics of Language (Routledge, 2009) and his book, “Hey, whassup homeboy?” Becoming Black: Hip-Hop Culture and Language, Race Performativity and the Politics of Identity in High School (University of Toronto Press) is forthcoming.

Sharon Cook, Professor
Faculty of Education, University of Ottawa
Title of the presentation: Charting a Curriculum of the Inarticulate: Photographs as Text and Counter-text

Dr. Sharon Cook is a professor in the Faculty of Education at the University of Ottawa. Her involvement with the faculty dates back to 1987. The research interests of Dr. Cook include Women's history, educational history, women and educational pressure groups, women and evangelical religion, gender issues in education, history of health education, including anti-alcohol and anti-tobacco. Currently, Dr. Cook is the Co-ordinator of a CIDA-funded project, Developing a Global Perspective for Educators/Développement d’une perspective globale pour enseignants et enseignantes, which is now in its seventh year.

Dwayne Donald, Professor
Department of Secondary Education, University of Alberta
Title of the presentation: Forts, Curriculum, and Indigenous Métissage

Dwayne Donald is an assistant professor in The Department of Secondary Education at the University of Alberta. His work focuses on curriculum studies and Indigenous standpoints. More specifically, he attends to the curricular and pedagogical significance of the intersections of Indigenous and Eurowestern ways of being and knowing.
Thursday, May 21, 2009

10 a.m. to 4 p.m.
Registration and reception
University Centre, Alumni Auditorium

10 a.m. to 11:15 a.m.
Graduate students’ forum with international speakers
University Centre, Alumni Auditorium

11:15 p.m. to 1 p.m.
Lunch break

1 p.m. to 2:15 p.m. - Session 1
Discussion Panels

1.1 Constructing the Other: Relations of Power and Orientalism in the 21st Century?
Lamoureux Hall, room 220
  • “Teaching Said: Culture Discourse Meets Culture Critique” (Dr. Carl Davila, The College at Brockport)
  • “Canadian Curriculum: Orientalism Reconsidered” (Dr. Amani Hamdan, Independent Educational and Diversity consultant, Ottawa)
  • “America was founded to destroy Islam: A Genealogy of Misguided Patriotic Fervor in ‘Post-9/11’ America” (Michael Fickess, The College at Brockport)
  • “Framing Torture: Photographs of Lynching and Abu Ghraib” (Catherine Snyder, The College at Brockport)

1.2 “Provoking Historical, Present, and Future Perspectives of/ on Ecojustice Within Canadian Curriculum Studies”
Lamoureux Hall, room 407
  • “Reconceptualizing Elementary Language Arts Curriculum: An Ecojustice Approach” (Kelly Young, Trent University)
  • “Reconceptualizing Literacies: Focal Practices as Ecojustice Curriculum” (Andrejs Kulnieks, York University)
  • “An/other Bell Ringing in the Sky: Greenwashing, Curriculum, and Ecojustice” (Nicholas Ng-a-Fook, University of Ottawa)
  • “Complexity and Ecojustice: Arguments for a Paradigm of Transdisciplinarity” (Darren Stanley, University of Windsor)

1.3 “Balancing the books of the corporate gridlock: curricular traces running out of countenance …”
Lamoureux Hall, room 405
(Patricia Palulis, University of Ottawa; Cynthia Morawski, University of Ottawa; Linda Radford, University of Ottawa; Diane Watt, University of Ottawa; Veena Balsawer, University of Ottawa; Barbara Cuerden, University of Ottawa; Kate Meadowcroft, University of Ottawa; Chantal Lapointe, CECLF; Gillian Williamson, Ottawa Carleton District School Board)
Paper Presentations

1.4 Provoking Culture and Uncommon Absences within Curriculum Studies
Lamoureux Hall, room 221
- “Culture as a Catalyst in L. Looking for L: Life, Learning, Love, Language, and Limen/Led Zeppelin” (Larisa Segida, University of Ottawa)
- “Uncommon Absences: A Call to Reinstate Our Universal Languages Through and Throughout the Curriculum” (Glenys McQueen-Fuentes, Brock University)

1.5 Provoking Narrative Research within Curriculum Studies
Lamoureux Hall, room 451
- “Teaching the subject in high school religion: permitting student belief narratives to emerge” (Blair Sawa, Trent University)
- “What do life histories have to do with it?” Capturing the past as it ‘hovers over the present’ and future of technology, teachers and the curriculum” (Teresa Strong-Wilson, McGill University)

1.6 Provoking Multiple Literacies within Curriculum Studies
Lamoureux Hall, room 403
- “Learning at 30 Frames per Second: Engaging Youth Through a Digital Media Literacy Curriculum” (Katrine Cuillerier and Tracy Norris, University of Ottawa)
- “The Development of a Curriculum Model for Teacher Education” (Coleen Moore-Hayes Cape Breton University)
- Provoking A Mechanized Curriculum: The Case of Ontario’s Education System (Jennifer Geick, University of Ottawa)

1.7 Provoking Lived Experiences within Curriculum Studies
Lamoureux Hall, room 475
- “Toward A Model for Study of Lived Curriculum in Higher Education: A Phenomenological Approach” (Kourosh Fathi Vajargah, Shahid Beheshti University - National University of Iran)
- “Students’ Outlooks on the Ontario French Immersion High School Curriculum” (Josée Makropoulos, Government of Canada)
- “A Qualitative Study on the Experiences of Students Attending Thunder Bay Area Township Rural One-Room Schools in the early 20th Century” (Jennifer Isotalo, Lakehead University)

1.8 Provoking Environmental Education and Global Citizenship within Curriculum Studies
Lamoureux Hall, room 445
- “Environmental Education from a Postcolonial Perspective: Analyzing the Influence of UNESCO’s Discourse on the Ontario Elementary Science Curriculum” (Katy Galvin, University of Ottawa)
- “Narrating the Nation/in the World: The Story of Canada as a Global Environmental Citizen in Canadian Curriculum Policy 1983-2008” (Angela MacDonald, OISE at University of Toronto)
- “Provoking Global Citizenship Education within Canadian Curriculum Studies” (Cara Rautins, University of Ottawa)

2:15 p.m. to 2:30 p.m.
Afternoon refreshment break
Lamoureux Hall, room 477

2:30 p.m. to 3:45 p.m. - Session 2
Discussion Panels

2.1 New Questions in Curriculum Studies: Exploring Educational Experience in Transnational Times — Part I
University Centre, Alumni Auditorium
Chair: Karen Krasny
- “Rethinking Autobiography as Curriculum through the Stories of Immigrant Women” (Chloë Brushwood Rose, York University)
- “Theorizing Asian Canada” (Roland Sintos Coloma, OISE/University of Toronto)
- “Solidarity, Curriculum, and the Problem of Culture(s)” (Ruben Gaztambide-Fernandez, OISE/University of Toronto)
Discussant: Jen Gilbert

Paper Presentations

2.2 Provoking Art, Storytelling, and Transforming within Curriculum Studies
Lamoureux Hall, room 455
- “Provoking curriculum studies by evoking the art of storytelling” (Veena, Balsawer, University of Ottawa)
- “Provoking and Transforming Canadian Curriculum Studies: When Past and Present Meet” (Sylvia Smith, University of Saskatchewan)

2.3 Provoking A Zone Between Shadows, Poaching, and Reading within Curriculum Studies
Lamoureux Hall, room 475
- “A Zone of Deep Shadow” (David Jardine & Rahat Naqvi University of Calgary & Eric Jardine Carleton University)
Discussant: Shirley Steinberg, McGill University
2.4 Provoking Ghosts, Book Clubs, and Writing us a Reflexive Research Praxis within Curriculum Studies  
Lamoureux Hall, room 407  
- “Bringing the Ghosts into the classroom”  
  (J. Batycky, University of Calgary and D. McLeod-Huyynh, University of Calgary)  
- “Stories from Granny Bates: Provocative thoughts from a book club in St. John’s, Newfoundland”  
  (Jennifer Rottmann, University of Ottawa)  
- “Provoking A Writing Curriculum as a Reflexive Research Praxis with Teachers and Students”  
  (Shenin Yazdanian, University of Ottawa)

2.5 Provoking Vocational Pedagogies and Community Service within Curriculum Studies  
Lamoureux Hall, room 405  
- “Evaluation of Vocational Pedagogy: A case study in maritime curriculum design and implementation in Canada”  
  (Emad Gholam-Reza, University of Victoria)  
- “Reinventing the wheel: How Ontario’s community service requirement overlooks best practices”  
  (Kaylan Horner, University of Toronto)  
- “Awakening Possibilities of a Workplace Curriculum: Historical Contexts and Theories”  
  (Jennifer G. Cossete, University of Ottawa)

2.6 Provoking Discourse, Identity, and Literature within Curriculum Studies  
Lamoureux Hall, room 451  
- What do you see here?: Exploring Discourse, Identity and Representation in HIV/AIDS Collage Texts  
  (Sarah Switzer, OISE at University of Toronto)  
- “Keeping connected with literature: A day without reading is like a day without _________(fill in the blank)”  
  (Kathleen-Marie Connor, independent researcher)

2.7 Rethinking Cultural Symbols, Curricula Production, and Text within Curriculum Studies  
Lamoureux Hall, room 403  
- “Rethinking the Adinkra symbols of Ghana as legitimate text for schooling and education”  
  (Paul Adjei, George Dei & Jagjeet Kaur Gill, OISE at University of Toronto)  
- “Where the sun don’t always shine: Private schooling and curricula production in Ecuador & Guatemala”  
  (Carlos Ruano, Indian & Northern Affairs Canada)

2.8 Provoking Indigenous Knowledge, Pedagogy, and Politics within Curriculum Studies  
Lamoureux Hall, room 220  
- “Choosing to come: Understanding indigenous ways of knowing through pre-service teacher self attentiveness”  
  (Michele Tanaka, University of Victoria)  
- “Aboriginal Literature, Pedagogy and the Politics of Interpretation”  
  (Dolores van der Wey and Sadie Donovan, Simon Fraser University)

2.9 Provoking Memories of Watercolor Ink within Curriculum Studies  
Lamoureux Hall, room 221  
- “Brushed by memories of watercolor: A graduate course of difference”  
  (Cynthia Morawski, Hayden, K., Nutt, A., Pasic, N., Rogers, A., and Zawada, V., University of Ottawa)

3:45 p.m. to 5:30 p.m.  
Dinner Break

5:30 p.m. to 7:30 p.m.  
Keynote Speakers  
University Centre, Alumni Auditorium  
- The Countenance of the Commons: Translating Curriculum North and South, by Cynthia Chambers  
- Épivoquer ou comment répondre à la provocation…, by Jacques Daigneault  
- Coyote and Raven Talk About Indigenizing Curriculum, by Peter Cole
7:30 p.m. to 9:30 p.m.
Wine and Cheese and Graduate Students Poster Session
University Centre, Alumni Auditorium and Concourse A

Posters

• “Dr. David Mitchell: A Retrospective on Educational Technology” (Catalano Laura & Matthew Macdonald, Concordia University)
• “Burning at the Edges: Judith P. Robertson and the Provocations of Reading” (David Lewkowich, English Montreal School Board)
• “Imagination and Innovation: A Genealogy of Canadian Drama and Theatre Curriculum Scholars” (Mindy Carter, University of British Columbia)
• “Notes from the Margin: Understanding the Collective Reading Experience in St. John’s, Newfoundland” (Jennifer Rottmann, University of Ottawa)
• “Generating a Radically Pink Curriculum: Problematizing the “Tolerable” Queerness Existing Within Mainstream Classrooms” (Katrine Cuillerier, University of Ottawa)
• “Exploring the Hidden Curriculum of Body Modification in School Settings: Pierced Pedagogues and Tattooed Teachers” (Tanya Howard, University of Ottawa)
• “Reconceptualization, Autobiography, and Queer Theory” (Patrick Fitzgerald, Vincent Lahey, and Joshua James at the University of Ottawa)
• “Outiller les directions d’écoles des réseaux scolaires de langue française pour favoriser l’inclusion et la réussite scolaire des nouveaux élèves immigrants au Canada” (Andréeane Gélinas Proulx, University of Ottawa)
• “Le rôle des directeurs et directrices d’écoles et le projet velTIC” (Lisa Weatherall, University of Ottawa)
• “Stephanie Springgay: An ‘A/r/tistic’ Curriculum Theorist” (Cara Rautins, Jennifer Geick and Erin Rose)
• “Nina Asher: Engaging at the Interstices” (Sylvia Smith, University of Saskatchewan & Gregory Thomas & Kristen Choquette, University of Ottawa)
• “Witnessing History” (Sophie Galiana, Ardyth Correia, Marie-Pierre Dionne, and Allison Eagan, University of Ottawa)
Friday, May 22, 2009

7:30 a.m. to 8:30 a.m.
Continental Breakfast
Marion Hall, main lobby

8:30 a.m. to 10 a.m.
International Panel
Marion Hall, Auditorium
- ‘Comment provoquer les Études du Curriculum dans les Sociétés Multiculturelles / Provoking Curriculum in Multicultural Societies’, by Denise Egéa-Kuehne
- “Revisiting Aoki’s ‘Inspiriting the Curriculum’ (1987)”, by William Doll Jr. (United States)
- On the Cultivation of Cosmopolitanism, by William F. Pinar (United States)

10 a.m. to 10:30 a.m.
Morning break

10:30 a.m. to 11:45 a.m. - Session 1
Discussion Panels

1.1 Aoksisowaato’p: Place and Story as Organic Curriculum
Marion Hall, Auditorium
(Cynthia, Chambers, University of Lethbridge; Erika Hasebe-Ludt, University of Lethbridge; Ramona Big Head, University of Lethbridge; Narcisse Blood, Red Crow College; and Dwayne Donald University of Alberta)

1.2 The Historical Embeddedness of Responsibility
Lamoureux Hall, room 221
(Hans Smits, University of Calgary; Jo Towers, University of Calgary; Lisa Panayotidis, University of Calgary; Darren Lund, University of Calgary)

Paper Presentations

1.3 Provoking the Complexities and Tensions of Identities and Hope within Curriculum Studies
Lamoureux Hall, room 407
- “Accessorizing Identities; Examining the complexity of relationships within the academy” (Kathryn Ricketts, Simon Fraser University; Lynn Fels, Simon Fraser University; and Celeste Snowber, Simon Fraser University)
- “Stuck in the difficulty of living through the tensions: A journey of hope” (Joanna Szabo Mount Royal College/UBC)

1.4 Provoking Animism and (Re)discovering Roots within Curriculum Studies
Lamoureux Hall, room 451
- “Animism as a basis for ethical third space in a decolononized academy” (M.J. Barrett & Nancy Peters, University of Saskatchewan)
- “(Re)discovering roots – the habitus of histories previously unknown, lost, or hidden” (Diane Bond, University of Ottawa)
1.5 Provoking Discensus, Autonomy, and Difference as a Difiance within Curriculum Studies
Lamoureux Hall, room 455
- “Towards a Theory and Practice of Collaborative Discensus” (Walter S Gershon, Kent State University)
- “Provoking Social control: Conformity and Autonomy in the School Curriculum” (Sophie Galiana, University of Ottawa)
- “Border-Crossing Bodies: Difference as a Defiance of Multicultural Norms in Canadian Classrooms” (Zahra Murad, OISE at University of Toronto)

1.6 Provoking Developmental Education and Dialectically-Determined Motivation with Curriculum Studies
Lamoureux Hall, room 220
- “Goals for a developmental education” (Harbans Nakra, Independent)
- “Promoting Science-based ‘WISE’ Activism: Dialectically-determined Motivation” (John Bencze, OISE at University of Toronto)

1.7 Provoking the Question of Language and Culture within Curriculum Studies
Lamoureux Hall, room 422
- “Une question de co(u)ntenance : Provoquer les perspectives francophones du curriculum en deux temps” (Laura Thompson, Acadia University)
- “Reconceptualizing An English Language Learner Curriculum-as-Planned, -Implemented, and -Lived” (Christina Scarfe, University of Ottawa)
- “Provoking an Inuuquatigiit Curriculum: A Cultural Responsive Approach to Curriculum Theory” (Kristen Sawyers, University of Ottawa)

1.8 Provoking a Community of Practice and An Interdisciplinary Pedagogical Framework within Curriculum Studies
Lamoureux Hall, room 445
- “Enacting Curricular Knowing as a Community of Practice (CoP)” (Lisa Romano-Dwyer, York University & Moira Storey, St. Joan of Arc Catholic Secondary School)
- “Higher-Order Thinking: An Interdisciplinary Pedagogical Framework” (Michael Surkes, Concordia University)

1.9 Provoking A Discourse of Disability, Place-consciousness, Technology and Accessibility within Curriculum Studies
Lamoureux Hall, room 403
- “Place-conscious Curriculum for Students with Developmental Disabilities: School to Community Transitions” (Ann Marie Hill, Queen’s University & Karin G. Steiner, New Leaf Link)
- “The Opus of Knowledge: The Role of Technology in Curricula Ownership and Accessibility” (Ellyn Lyle & Barrie Barrell, Memorial University of Newfoundland)
- “Provoking A Discourse of Disability within Canadian Curriculum Studies” (Rodney W. Walsh, University of Ottawa)

1.10 Provoking A Breasted Curriculum, (N)everland, and Erotics within Curriculum Studies
Lamoureux Hall, room 475
- “Embodying a breasted curriculum: Towards a materialist theory of becoming m/other” (Stephanie Springgay, Penn State University and Deb Freedman, Ball State University)
- “(N)everland: the (Im)possibility of teachers reading children’s fiction” (Linda Radford, University of Ottawa)
- “Schooling Desires/Cultivating Passions: Erotics within Teaching and Learning” (Steve Noble, University of Ottawa)

11:45 p.m. to 1 p.m.
Lunch break

1 p.m. to 2:15 p.m. - Session 2
Discussion Panels

2.1 “Uncommon Composure: Becoming a Teacher”
Lamoureux Hall, room 475
University of Calgary
Chair: David Jardine
Presenters
Tim Skuce, Maxx Lapthorne, Deanne Lomheim, Brenda Heater, Kai Kleinitz

2.2 “Challenges Bequeathed: Taking up the Challenges of Dwayne Huebner”
Lamoureux Hall, room 221
Jennifer Tupper, University of Regina; Patrick Lewis, University of Regina; Erika Hasebe-Ludt, University of Lethbridge; James McNinch, University of Regina; Douglas Brown, University of Regina; Barbara McNeil, University of Regina; Val Mulholland, University of Regina

Paper Presentations

2.3 Provoking Space, Creativity, Reformations and Openings for Individual Voices within Curriculum Studies
Lamoureux Hall, room 403
- “otto: space to create” (Sean Guistini, Boundless High School / York University)
- “Collapsing the Spaces Between Us in Post-Modern Times: Provoking Curriculum Studies by Creating Openings for Individual Voices, Multiple Perspectives and Personal Meaning Making in Classroom and
2.4 Provoking Democratic Education, Transcendence, and Being within Curriculum Studies
Lamoureux Hall, room 445

- “Democratic Education: An (Im)Possibility That Yet Remains To Come” (Daniel Friedrich and Bryn Jaastad, University of Wisconsin - Madison)
- “Re-Enchanting Learning: Transcendence in Learning Sites and Sites of Being: A collaborative discussion of transformational possibilities for transcendent teaching” (Mark Daley University of British Columbia & Sean Wiebe University of Prince Edward Island)

2.5 Provoquer les répercussions identitaires et Littérature dans l’étude de curriculum
Lamoureux Hall, room 220

- “Le poids des représentations sociales: les répercussions identitaires et sociales de mes expériences socioscolaires” (Anne-Sophie Ruest-Paquette, Université d’Ottawa)
- “Littérature et curriculum : le cas de l’enseignement du français dans les collèges québécois” (Isabelle Dufour, University of Ottawa)

2.6 Provoking (Un)Intended and Tolerable Historical Identities within Curriculum Studies
Lamoureux Hall, room 455

- “Evoking An (Un)Intended Curriculum” (Vincent P. Lahey, University of Ottawa)
- “Generating a Radically Pink Curriculum: Problematizing the “Tolerable” Queerness Existing Within Mainstream Classrooms” (Katrine Cuillerier, University of Ottawa)
- “Provoking the Presence of Historical Identities within A Social Studies Curriculum” (Stephanie Head, University of Ottawa)

2.7 Provoking E/Raced Aboriginal Discourses and Cognitive Approaches to History Education within Curriculum Studies
Lamoureux Hall, room 451

- “E/Raced: Aboriginal students and curriculum discourses” (Leisa Desmoulins, Lakehead University)
- “To Placate or Provoke? A critical review of the cognitive approach to history education” (Samantha Cutrara, York University)

2.8 Provoking Curricular Trends, Indigenous Understandings, and Environmental Education within Curriculum Studies
Lamoureux Hall, room 422

- “Understanding Environmental Education and its Impact on the Ontario Curriculum” (Erin Rose, University of Ottawa)
- “Examining Curricular Trends in the 20th Century: What happens to the school system during economic and demographic change?” (Kristen Choquette, University of Ottawa)
- “Weaving Indigenous Understandings into Our Curricular Experiences” (Kevin Spence, University of Ottawa)
Paper Presentations

3.3 Provoking A Poetic of Im/possible Pedagogies and Possibilities of Utilizing Indigenous African Proverbs within Curriculum Studies
Lamoureux Hall, room 407
- “En/lived vulnere: A poetic of im/possible pedagogies” (Sean Wiebe, University of Prince Edward Island & Celeste Snowber, Simon Fraser University)
- “The pedagogical possibilities of using Indigenous African proverbs in schooling and education in Canada” (George Dei, Paul Banahene Adjei, & Jagjeet Gill, OISE University of Toronto)

3.4 Provoking “The Other,” L’Apprentissage De L’art et de la Vie, and Imagination within Curriculum Studies
Lamoureux Hall, room 403
- “Drawing in ‘The Other’: Reading Graphic Novels in/ to Academic Libraries” (Kristof Avramsson, University of Ottawa)
- “Les Oeuvres D’art Au Coeur De L’Apprentissage De L’art et de la Vie” (Francine Châîné, Université Laval)
- “Releasing the Imagination and Celebrating Thinking” (Meaghan Conner, University of Ottawa)

3.5 Provoking Nursing, Science Centres, and English Language Learners within Curriculum Studies
Lamoureux Hall, room 445
- “Nursing Curriculum Studies to Become Informe[ed]-actics” (Marie-Pierre Dionne, University of Ottawa)
- “Exploring the Curriculum of the Science Centre: An Investigation into the Authenticity of Learning Outside of School” (Allison Eagen, University of Ottawa)

3.6 Provoking Uniformed Power within Curriculum Studies
Lamoureux Hall, room 451
- “Provoking the Impacts of a Uniformed Curriculum” (Ardyth Correia, University of Ottawa)
- “Provoking A Complicated Conversation on School uniforms: Controversy and Curriculum Reform” (Ana Pereira, University of Ottawa)
- “A Question of Power and the Curriculum: Provoking A Foucauldian Perspective” (Thomas Gregory Duggan, University of Ottawa)

3.7 Provoking the Terroir and Enlivening the Curriculum within Curriculum Studies
Lamoureux Hall, room 475
- “The Terroir That We Are: Bringing Curriculum Down to Earth” (Wanda Hurren, University of Victoria & Erika Hasebe-Ludt, University of Lethbridge)
- “Enlivening the Curriculum of Health-Related Fitness” (Rebecca Lloyd, University of Ottawa & Stephen J. Smith Simon Fraser University)

4 p.m. to 5:30 p.m.
National Panel and Closing
Marion Hall, Auditorium
- Forts, Curriculum, and Indigenous Métissage, by Dwayne Donald
- Linguistic Variation and Power in a French Language School, by Phyllis Dalley
- Charting a Curriculum of the Inarticulate: Photographs as Text and Counter-text, by Sharon Cook
- Straight outta Campton, Straight outta Ottawa: MÂtissage, Affect and Pedagogy in a Time of Global Hip-Hop Nation, by Awad Ibrahim

JOURNAL OF THE CANADIAN ASSOCIATION FOR CURRICULUM STUDIES - Call for Papers
Chloë Brushwood-Rose and Karen A. Krasny, Editors-in-Chief of the Journal of the Canadian Association for Curriculum Studies invite submissions from the 4th Biennial Provoking Curriculum Studies Conference for publication in Journal of the Canadian Association for Curriculum Studies, Vol. 7, No. 2. Consistent with the conference theme, “An Uncommon Countenance: Provoking Past, Present, and Future Perspectives within Canadian Curriculum Studies,” we are looking for manuscripts that provoke complicated conversations surrounding “the content, context, and process of education” and that locate the work of Canadian curriculum studies against the homogenizing effects of globalization.

The Journal of the Canadian Association for Curriculum Studies publishes articles in both French and English that address curriculum issues of interest to Canada and Canadians and an international readership. As the one domain of educational discourse that originated from and is particular to education, curriculum studies is here understood broadly—not simply as a consideration of mandated programs of study, but as a theorization of those complex structures within which teaching and learning occur.

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