

Week	Thematic Content	Readings	Activities and Assignments	Due Dates
1	Introduction to Curriculum Studies F-T-F	Course Syllabus	Overview of course syllabus, Film	Sep. 7 th
2	Module 1 What “is” the “isness” of curriculum Theorizing? F-T-F	Read the following readings: Cynthia Chambers. (1999). A Topography for Canadian Curriculum Theory. <i>Canadian Journal of Education</i> , 24 (2), pp. 137-150. Young, K. & Stanley, D. (2010). <i>Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices</i> . Calgary, Alberta: Detselig Enterprises. (Read, pp. 11-76)	Small group discussions and in-class activities.	Sep. 14 th
3	Module 2 How might we understand curriculum as a historical text within field of curriculum studies Part I? Online	Read 2 or more of the following readings: O’Sullivan, Brian. (Summer, 1999). Global Change and Educational Reform in Ontario and Canada. <i>Canadian Journal of Education</i> , 24 (3), pp. 311-325. Tomkins, G. (1981). Stability and Change in The Canadian Curriculum. In Donald Wilson’s (1981) <i>Canadian Education in the 1980s</i> , pp. 135-158. Alberta: Detselig Enterprises Limited. Smits, H. (2008). Is a Canadian Curriculum Studies Possible? (What are the conditions of possibility?): Some preliminary notes for further inquiry. <i>Journal of the Canadian Association for Curriculum Studies</i> , 6 (2), pp. 97-112. Optional Reading: Earl, L. M. (1995). Assessment and Accountability in Education in Ontario. <i>Canadian Journal of Education</i> , 20 (1), pp. 45-55.	Reader Response	Sep. 21 st
4	Module 3 How might we understand curriculum as a historical text within field of curriculum studies Part II? F-T-F	Required: Pinar, W. (2011). <i>What is Curriculum Theory?</i> New York, New York: Routledge. (Read Intro to Chapter 3) Optional: Ng-A-Fook, N. & Robayo-Sheridan, K. & Noble, S. (2011, Feb). <i>Reconceptualizing High School: Curriculum, Film, and Narrative Assemblies</i> . Journal for the American Association for Advancement of Curriculum Studies, 1 (1), (pp. 1-27).	Reader Response Curriculum Artifact Presentations	Sep. 28 th

5	<p align="center">Module 4</p> <p align="center">How might we understand curriculum as a political text?</p> <p align="center">Online</p>	<p>Required:</p> <p>Pinar, W. (2011). <i>What is Curriculum Theory?</i> New York, New York: Routledge. (Read Ch. IV)</p> <p>Read at least 1 of the following optional readings:</p> <p>Apple, M. & King, N. (1977). What do Schools Teach? <i>Journal of Curriculum Inquiry</i>, 6 (4), pp. 341-358.</p> <p>Dillon, J. T. (2009). The Questions of Curriculum. <i>Journal of Curriculum Studies</i>, 41 (3), pp. 343-359.</p> <p>Giroux, H. A. (1990). Perspectives and Imperatives Curriculum Theory, Textual Authority, and The Role of Teachers as Public Intellectuals. <i>Journal of Curriculum and Supervision</i>, 5 (4), pp. 361-383.</p> <p>Lather, P. (1986). Issues of Validity in Openly Ideological Research: Between a Rock and a Hard Place. <i>Interchange</i>, 17 (4), pp. 63-84.</p>	Reader Response	Oct. 5 th
6	<p align="center">Module 5</p> <p align="center">How might we understand the concept of “place” within field of curriculum studies?</p> <p align="center">F-T-F</p>	<p>Required:</p> <p>Ng-A-Fook, N. (2007). <i>An Indigenous Curriculum of Place</i>. New York, New York: Peter Lang. (Intro to chapter 2)</p> <p>Read at least one of the following optional readings:</p> <p>Chambers, C. (1994). Looking for Home: Work in Progress. <i>Frontiers: A Journal of Women Studies</i>, 15 (2), pp. 23-50.</p> <p>Young, K. & Stanley, D. (2010). <i>Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices</i>. Calgary, Alberta: Detselig Enterprises. (Ch. 5)</p>	Reader Responses Curriculum Artifact Presentations	Oct. 12 th
7	<p align="center">Module 6</p> <p align="center">How might we understand life narrative and/or autobiographical research within the field of curriculum studies</p> <p align="center">Part I?</p> <p align="center">Online</p>	<p>Required:</p> <p>Ng-A-Fook, N. (2007). <i>An Indigenous Curriculum of Place</i>. New York, New York: Peter Lang. (Ch. 3-5)</p> <p>Read 1 of the following readings:</p> <p>Young, K. & Stanley, D. (2010). <i>Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices</i>. Calgary, Alberta: Detselig Enterprises. (Read Ch. 4 or 12)</p>	Reader Responses	Oct. 19 th
No Classes		Study Week	Oct. 23	

8	<p align="center">Module 7</p> <p align="center">How might we understand the aesthetics of curriculum theorizing our lived experiences as <i>currere</i>?</p> <p align="center">F-T-F</p>	<p>Required: Pinar, W. (2011). <i>What is Curriculum Theory?</i> New York, New York: Routledge. (Read V-VII)</p>	<p align="center">Reader Responses Curriculum Artifact Presentations</p>	<p align="center">Nov. 2nd</p>
9	<p align="center">Module 8</p> <p align="center">How might we provoke curriculum studies as eco-justice within the 21st Century?</p> <p align="center">Online</p>	<p>Read 3 or more of the following readings: Young, K. & Stanley, D. (2010). <i>Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices</i>. Calgary, Alberta: Detselig Enterprises. (Ch. 13, 14, 15, 16)</p> <p>Optional Readings: Ng-A-Fook, N. (2010). Another Bell Ringing In The Empty Sky: Greenwashing, Curriculum, and Ecojustice. <i>Journal for the Canadian Association of Curriculum Studies</i>, 8 (1), pp. 41-67.</p>	<p align="center">Reader Responses Curriculum Artifact Paper Due</p>	<p align="center">Nov. 9th</p>
10	<p align="center">Module 9</p> <p align="center">What are some of the contemporary curricular challenges and/or movements are educators faced with in, and/or experiencing during, the 21st Century?</p> <p align="center">F-T-F</p>	<p>Read at least 3 of the following readings:</p> <p>Young, K. & Stanley, D. (2010). <i>Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices</i>. Calgary, Alberta: Detselig Enterprises. (Ch. 6, 7, 8, 9, 10, 11)</p>	<p align="center">Reader Responses Curriculum Artifact Presentations</p>	<p align="center">Nov. 16th</p>
11	<p align="center">Module 10</p> <p align="center">How might we learn to take indigenous thought seriously as future curriculum theorists?</p> <p align="center">Online</p>	<p>Required Readings:</p> <p>Cole, P., & O’Riley, P. (2005). Coyote and raven talk about the business of education or how did Wall Street, Bay Street and Sesame Street get into the pockets of publicly funded universities or vice versa. <i>Workplace: A Journal for Academic Labor</i>, 7(1), pp. 15–28.</p> <p>Donald, D (2009b). Forts, Curriculum, and Indigenous Métissage: Imagining Decolonization of Aboriginal-Canadian Relations in Educational Contexts. <i>First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre</i>, 2 (1), pp. 1-24.</p> <p>Haig-Brown, C. (2008). Taking Indigenous Thought Seriously: A Rant on Globalization with Some Cautionary Notes. <i>Journal of Canadian Curriculum Studies</i>, 6 (2), pp. 8-24.</p>	<p align="center">Title and abstract for final paper conference due via e-mail.</p> <p align="center">Reader Responses</p>	<p align="center">Nov. 23rd</p>

12	Module 11 Re-visioning our Understanding of Curriculum Studies Online	Required Readings: Pinar, W. (2011). <i>What is Curriculum Theory?</i> New York, New York: Routledge. (Read part V)	First Draft of Final Paper Due in small discussion groups (5-6 pages and working bibliography)	Nov. 30
13	Module 12 How might we provoke curriculum theorizing anew? F-T-F	No readings	Graduate Student Provoking Curriculum Conference	Dec. 7