

**University of Ottawa
Faculty of Education**

EDU 5260

Introduction to Curriculum Studies
Fall 2011, Wednesday 5:30-8:30 pm, LMX 240

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Office Hours: Wednesday 2:00-5:00, or by appointment

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

COURSE OUTLINE

Calendar Description

Overview of recurring curriculum issues in historical and contemporary perspectives; introduction to the practices of curriculum theorizing; investigation of the effects of shifting paradigms within the field of curriculum studies.

Background

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

Course Rationale

Introduction to Curriculum Studies 5260 is a graduate course designed to:

- 1) Investigate historical and contemporary perspectives on curriculum issues within the field of curriculum studies;
- 2) Introduce various interdisciplinary strategies for curriculum theorizing; and
- 3) Understand the historical and present effects of various curricular paradigms and respective discursive trends within the field of curriculum studies.

Course Expectations

It is anticipated that through **active participation** in this course, each candidate will develop:

- i) An understanding of the dialectical tensions between curriculum theory and curriculum development;
- ii) An appreciation of the ironies, contradictions and paradoxes that influence curriculum theorizing;
- iii) An ability to examine historical and/or existing curricular discursive trends and illustrate an understanding of their theoretical basis;
- iv) Participate during face-to-face meetings and the online discussion forums; and
- v) Engage in the playful processes of curriculum theorizing (and if needed, translating such theoretical implications in relation to our discussions around curriculum development and 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 issues covered in this course. The format of the course will vary each week according to content and will be organized to encourage your participation. This means that your thoughtfulness and engagement is both valued and important. At various points throughout the course, we will potentially cover difficult and controversial knowledge, and thus an important expectation is that all participants will be committed to creating an intellectually stimulating, “safe” (if there is such a thing), and respectful class atmosphere.

Required Readings:

All of the assigned articles can be found through the University of Ottawa E-Journal Database or online utilizing any search engine or on the Virtual Campus course website. A list of the required articles will be provided on the first night of classes.

Ng-A-Fook, N. (2007). *An Indigenous Curriculum of Place*. New York, New York: Peter Lang.

Pinar, W. (2011). *What is Curriculum Theory?* New York, New York: Routledge.

Young, K. & Stanley, D. (2010). *Contemporary Studies in Canadian Curriculum: Principles, Portraits, and Practices*. Calgary, Alberta: Detselig Enterprises.

These required books are available at the Agora Bookstore at 145 Besserer Street, Ottawa, ON K1N 6A7, books@agorabookstore.ca, Tel: 613-562-4672 x 28, Fax: 613-241-1401. Feel free to order them online.

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 (5th 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/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 Paper | (20 %) |
| 2) Curriculum Artifact Presentation | (20 %) |
| 3) Curriculum Artifact Analysis Paper | (20 %) |
| 5) Final Paper | (40 %) |

Reader Response Commentaries (20 %): Students must sign-up during the first week of class to present a reader response over the course of this term. As part of this assignment you will be responsible for taking up one of the mandatory or optional readings for a given week. The sign-up sheet will be available as a Google document and have a limited amount of spaces for each week. I will send link and/or invite you to sign up for the document during the first week of scheduled classes. Your commentary should stimulate an ensuing conversation on the assigned articles that week. The commentary need only focus on one of assigned readings for the week in question. But you can also make reference to the other articles covered prior to, and for that class. *Assuming that each student, including myself, has read the assigned readings, the commentary should not be a straight summary of the article.* Instead, you should utilize the articles or book chapters as a methodological filter, if you will, which in turn informs your commentary on historical and/or contemporary curricular issues you decide to complicate and put forth to your fellow graduate students. You must send a draft of your commentary to me at least one week prior to your posting in order to receive formative feedback on your writing. This is an opportunity for you and I to work closely on your writing. It also gives me a sense as a professor, where you are at in terms of your writing. Moreover, it gives you a sense of my expectations of your writing as a graduate student in the course. In turn, it will better prepare you, in terms of the writing expectations, for your final paper in the course. I am hoping everyone, will think of this hybrid course, as a writing workshop, to help prepare you to improve your academic writing as you move forward in the program to either complete your synthesis paper or thesis. As such, you will be grouped into small online writing groups. In those groups I want you to help each other edit your writing prior to submitting it to me. Once you have completed an approved final draft of your reader response, post it on the discussion board associated with its specific online course module. The due dates will be outlined in the reading schedule, which will be sent to during the first week of scheduled classes. Consult this schedule to choose which reading you would like to respond to. In this assignment, I encourage you to play with the theoretical underpinnings of each article or book chapter. Focus on what speaks to your educative experiences both historically and presently? How do the various theoretical concepts inform your educative experiences both inside and outside the institutional walls of schools in terms of curriculum studies (or school curriculum)? Or, how can your lived experiences inform or create tensions with the articles or book chapters in terms of curriculum studies (or school curriculum)? Your commentary must be between 600-1000 words (which is 3 to 4 pages double-spaced in 12 font Times New Roman, no more than 1000 words). These will commence during week three of the course. I will send out the link to the Google docs sign-up sheet on September 9th, 2011. 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 Artifact Presentation (20%): Over the course of the term in groups of 5 or 6 you will be responsible for choosing a curricular artifact and then present it to the rest of the class. The curriculum artifact can be a curriculum policy document, a textbook, a school board policy, a film clip or YouTube clip (3-4 minutes maximum), a newspaper or magazine article, a photo, art, historical documents that depicts teacher and/or student engagement with an aspect of the of the “curriculum” (curriculum-as-planned, -implemented, -lived, and/or –evaluated for example). For the presentation you must present a short overview of your chosen curriculum artifact. You must also provide examples of how the course readings have helped you to deconstruct your chosen artifact. Finally, you must utilize the course readings to create questions that will help to facilitate small and large group discussions at the end of your presentation. *The presentation itself must not exceed 18 minutes. This does not include taking up the discussion questions. Time management will be taken into consideration as part of the assessment criteria for this assignment.*

How might your questions push your peers to deconstruct what the artifact might teach us about how various curricular (ideological, cultural, linguistic, political, racialized, gendered, environmental, etc.) discrepancies create tensions between both internal and external stakeholders working either within the field of curriculum studies and/or with the school curriculum writ large for example? Or how our readings might help us to deconstruct the complexities of the curriculum-as-planned, -implemented, -lived, and/or -evaluated put forth in your chosen artifact? What kinds of assumptions are being made? Who is being represented in your artifact and who is being silenced? Are there any stereotypes and prejudgments? What is being socially reproduced, subverted, reconceptualized, reconstructed, and/or challenged? What is the underlying message behind these the mediated representations put forth in your chosen artifact? How might your curricular artifact help us to understand both historical and present perspectives on curriculum issues within the larger field of curriculum studies? **Each group must hand in a 3-4 pages overview of your presentation that draws on the readings. Not everyone in the group has to present during the presentations.**

Curriculum Artifact Analysis Paper (20%): For this assignment you are responsible for analyzing a curriculum artifact. You can choose any artifact that affords you an opportunity to engage the readings through your analysis in terms of themes and/or theoretical concepts linked to the larger field of curriculum studies. Why does the chosen curriculum artifact speak to you as a teacher and/or student? How does it speak to you as a burgeoning curriculum theorist? In what ways does the curriculum artifact connect to you autobiographically either inside and/or outside the institutions of public schooling? While addressing these example questions linkages among your chosen artifact, analysis, and course content are required. Consider the curriculum artifact analysis as a writing assignment that affords you a curricular and pedagogical opportunity to practice and develop the following:

1. Quality of writing in terms of style (aesthetics of referencing, narrative structure, etc.);
2. Ability to utilize theoretical concepts put forth in readings to analyze/make connections with chosen curriculum artifact; and
3. Originality of such theoretical connections and analyses.

Finally this writing assignment provides you an opportunity to experiment with your writing as a curriculum theorizing and with various ways you are utilizing the readings to reread the historical and present reproduction, representations, subversions of certain identities, cultural marginalization, ideologies, social justice policies, etc. found within your chosen curriculum artifact. **This assignment is due on November 9th, 2011. The paper should be between 6-8 pages not including references.**

Provoking Curriculum Studies Conference Paper (40 %):

Drawing on the course readings, you will prepare a paper, which in turn will be presented at an in class *University of Ottawa Graduate Student Curriculum Studies Conference* (of which we will organize to take place at the end of the term in December). *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. 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?). For those attempting to write a publishable article you should situate your article in relation to an existing curriculum studies journal. If you choose this route make sure to consult the journal in question and see if there are existing articles that relate to your chosen topic. You want to make sure that you take up these articles within your final paper in some way or another in order to join the ongoing “complicated conversation” within that journal.

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) not including references, depending on how fast you read.

Final Paper Writing Schedule

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| 1) Conference title and abstract due | <i>November 23rd</i> | (5 %) |
| 2) First draft of final conference paper due | <i>November 30th</i> | (10 %) |
| 3) Final papers due night of conference | <i>December 7th</i> | (25 %) |

Grading framework:

Grades are awarded according to the following scale:

Grade	Percentage	Description
A+	90 - 100 %	Exceptional
A	85 - 90 %	Excellent
A-	80 - 84 %	Excellent
B+	75 - 79 %	Very good
B	70 - 74 %	Very good
C+	65 - 69 %	Good
C	60 - 64	Fail

All grades below C (60-64 %) are failing grades for graduate students.

Additional Bibliography:

- Aoki, T. (2005). In William Pinar and Rita Irwin (Eds.), *Curriculum in a New Key*. New Jersey: Lawrence Erlbaum Associates (Chapter 20).
- Apple, M. & King, N. (1977). What do Schools Teach? *Journal of Curriculum Inquiry*, 6 (4), pp. 341-358.
- Beauchamps, G. (1972). Basic Components of a Curriculum Theory. *Curriculum Theory Network*, 10 (autumn), pp. 16-22.
- Beauchamps, G. (1964). Developing Curriculum Theory. *The High School Journal*, 48, (1), pp. 7-12.
- Bowers, C. (2010). Understanding the Connections Between Double Bind Thinking and the Ecological Crises: Implications for Educational Reform. *Journal of the American Association for the Advancement of Curriculum Studies*, 6 (1), np.
- Casemore, B. (2010). Free association in sex education: understanding sexuality as the flow of thought in conversation and curriculum. *Sex Education*, 10 (3), pp. 309 — 324.
- Chambers, C. (1999). A Topography for Canadian Curriculum Theory. *Canadian Journal of Education*, 24 (2), pp. 137-150.
- Chambers, C. (1994). Looking for Home: Work in Progress. *Frontiers: A Journal of Women Studies*, 15 (2), pp. 23-50.
- Chambers, C. (2006). “Where do I belong?” Canadian Curriculum as Passport Home, *Journal of the American Association for the Advancement of Curriculum Studies*, 2, pp. 1-18.
- Donald, D. (2009a). The curricular problem of indigenism: Colonial frontier logics, teacher resistances, and the acknowledgement of ethical space. In J. Nhachewsky & I. Johnston (Eds.), *Beyond ‘presentism’: Re-imagining the historical, personal, and social places of curriculum* (pp. 23–39). Rotterdam, Netherlands: Sense Publishers.
- Donald, D (2009b). Forts, Curriculum, and Indigenous Métissage: Imagining Decolonization of Aboriginal-Canadian Relations in Educational Contexts. *First Nations Perspectives: The Journal of the Manitoba First Nations Education Resource Centre*, 2 (1), pp. 1-24.
- Farley, L. (2010). “The Reluctant Pilgrim:” Questioning Belief After Historical Loss. *Journal of the Canadian Association for Curriculum Studies*, 8 (1), pp. 6-40.
- Gidney, R. (1999). *From Hope to Harris: The Reshaping of Ontario Schools*. Toronto: University of Toronto Press.
- Giroux, H. A. (1990). Perspectives and Imperatives Curriculum Theory, Textual Authority, and The Role of Teachers as Public Intellectuals. *Journal of Curriculum and Supervision*, 5 (4), pp. 361-383.
- Haig-Brown, C. (2008). Taking Indigenous Thought Seriously: A Rant on Globalization with Some Cautionary Notes. *Journal of Canadian Curriculum Studies*, 6 (2), pp. 8-24.
- Munro, P. (1998). Engendering Curriculum History. In William F. Pinar (Ed.), *Curriculum Toward New Identities*, pp. 263-294. New York: Garland Publishing Inc.
- Ng-A-Fook, N. (2010). Another Bell Ringing In The Empty Sky: Greenwashing, Curriculum, and Ecojustice. *Journal for the Canadian Association of Curriculum Studies*, 8 (1), pp. 41-67.
- O’Sullivan, Brian. (Summer, 1999). Global Change and Educational Reform in Ontario and Canada. *Canadian Journal of Education*, 24 (3), pp. 311-325.
- Pinar, W. & Bowers, C. A. (1992). Politics of Curriculum: Origins, Controversies, and Significance of Critical Perspectives. *Review of Research in Education*, 18, pp. 163-190.
- Pinar W. (2008). JCT Today. *Journal of Curriculum Theorizing*, 24 (1), pp. 4-10.
- Pinar, W. (2010). The Unaddressed “I” of Ideology Critique. *Power and Education*, 1 (2), pp. 189-200.
- Smits, H. (2008). Is a Canadian Curriculum Studies Possible? (What are the conditions of possibility?): Some preliminary notes for further inquiry. *Journal of the Canadian Association for Curriculum Studies*, 6 (2), pp. 97-112.
- Sumara, D., & Davis, B., & Laidlaw, L. (2001). Canadian Identity and Curriculum Theory: An Ecological, Postmodern Perspective. *Canadian Journal of Education*, 26 (2), pp. 144-163.
- Tomkins, G. (1981). Stability and Change in The Canadian Curriculum. In Donald Wilson’s (1981) *Canadian Education in the 1980s*, pp. 135-158. Alberta: Detselig Enterprises Limited.

Possible Major Curriculum Studies Journals you might consult for further research:

- 1) Transnational Curriculum Inquiry
- 2) Journal of Curriculum Studies
- 3) Journal of Curriculum Theorizing
- 4) Journal of Curriculum Inquiry
- 5) Journal of Curriculum and Pedagogy
- 6) Journal of Curriculum and Teacher Dialogue
- 7) Curriculum Theory Network
- 8) Language, Curriculum, and Culture
- 9) Journal of the Canadian Association of Curriculum Studies
- 10) Journal of the American Association for the Advancement of Curriculum Studies