

Week	Thematic Content	Readings	Activities and Assignments	Due Dates
1	<b>An Introduction to a Canadian field of Curriculum Studies</b> <b>Face-To-Face</b>	Course Syllabus <b>Chambers, C.</b> (1999). A Topography for Canadian Curriculum Theory. <i>Canadian Journal of Education</i> , 24 (2), pp. 137-150. <b>Chambers, C.</b> (2003). "As Canadian as Possible Under the Circumstances": A View of Contemporary Curriculum Discourses in Canada, pp. 221-252. In William F. Pinar (Ed.). <i>The Internationalization Handbook of Curriculum Research</i> . Mahwah, NJ: Lawrence Erlbaum Associated.	<b>Overview of course syllabus, small group activities</b>	<b>Jan. 10<sup>th</sup></b>
2	<b>Module 1: Part I</b> <b>Understanding curriculum as an indigenous con/text</b> <b>Face-to-Face</b>	<b>Read the following required reading:</b> <b>Brody, H.</b> (2000). <i>The Other Side of Eden</i> . Toronto: Douglas & McIntyre. (Int., Ch. 1, 2, 3)	<b>Guest Speaker</b>	<b>Jan. 17<sup>th</sup></b>
3	<b>Module 2: Part II</b> <b>Understand curriculum as an indigenous con/text</b> <b>Online</b>	<b>Read the following reading:</b> <b>Brody, H.</b> (2000). <i>The Other Side of Eden</i> . Toronto: Douglas & McIntyre. (Ch. 4, 5, 6)	<b>Reader Responses</b>	<b>Jan. 24<sup>th</sup></b>
4	<b>Module 3: Part III</b> <b>Deconstructing curriculum as anti-colonial text?</b> <b>Face-to-Face</b>	<b>Read at least 3 of the following required readings:</b> <b>Donald, D.</b> (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. <b>Cole, P., &amp; O'Riley, P.</b> (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. <b>Tupper, J. &amp; Cappello, M.</b> (2008). Teaching Treaties as (Un)Usual Narratives: Disrupting the Curricular Commonsense. <i>Curriculum Inquiry</i> , 38 (5), pp.559-578. <b>Weenie, A.</b> (2008). Curriculum Theorizing from the Periphery. <i>Curriculum Inquiry</i> , 38 (5), pp. 545-557.	<b>Reader Responses</b>	<b>Jan. 31<sup>st</sup></b>

5	<p><b>Module 4: Part I</b></p> <p><b>How might we understand educational relationships among society, school, curriculum and the child?</b></p> <p><b>Online</b></p>	<p><b>Read the following required readings:</b></p> <p><b>Dewey, J.</b> (1902/1990). <i>The Child and the Curriculum</i>, pp. 181-209. Chicago: University of Chicago Press.</p> <p><b>Dewey, J.</b> (1922/2009). Education as Engineering. <i>Journal of Curriculum Studies</i>, 41 (1), pp. 1-5.</p> <p><b>Egan, K.</b> (2003). What is Curriculum? <i>Journal of the Canadian Association of Curriculum Studies</i>, 1 (1), pp. 9-16.</p> <p><b>Egan, K.</b> (2003). A Retrospective on “What is Curriculum?” <i>Journal of the Canadian Association of Curriculum Studies</i>, 1 (1), pp. 17-24.</p>	Reader Responses	Feb. 7 <sup>th</sup>
6	<p><b>Module 5: Part II</b></p> <p><b>How might we understand educational relationships among society, school, curriculum and the child?</b></p> <p><b>Face-to-Face</b></p>	<p><b>Required:</b></p> <p><b>Dewey, J.</b> (1902/1990). <i>The School and Society</i>, pp. 6-178. Chicago: University of Chicago Press.</p> <p><b>Optional Readings:</b></p> <p><b>Doll, W. J.R.,</b> (2006). Method and Its Culture: An Historical Approach. <i>Complicity: An International Journal of Complexity and Education</i>, 3 (1), pp. 85-89.</p>	Reader Responses	Feb. 14 <sup>th</sup>
No Classes		Study Week		Feb. 20 <sup>th</sup>
7	<p><b>Module 7</b></p> <p><b>How might we understand curriculum studies in relation to Ecojustice?</b></p> <p><b>Online</b></p>	<p><b>Read at least one of the following required readings:</b></p> <p><b>Howard, P.</b> (2011). Living as Textual Animals: Curriculum, Sustainability and the Inherency of Language. <i>Journal of the Canadian Association of Curriculum Studies</i>, 9 (1), pp. 83-114.</p> <p><b>Ng-A-Fook, N.</b> (2010). An/other Bell Ringing in the Sky: Greenwashing, Curriculum, and Ecojustice. <i>Journal for the Canadian Association of Curriculum Studies</i>, 8 (1), pp. 41-67.</p> <p><b>Pente, P., V.</b> (2009). The Hidden Curriculum of Wilderness: Images of Landscape in Canada. <i>Journal for the Canadian Association of Curriculum Studies</i>, 7 (1), pp. 111-134.</p>	Reader Response  Curriculum Scholar Paper Due	Feb. 28 <sup>th</sup>
8	<p><b>Module 8</b></p> <p><b>How have Canadian curriculum scholars taken up life writing as a methodological to research?</b></p> <p><b>Face-To-Face</b></p>	<p><b>Read at least 2 articles from the following Transnational Curriculum Inquiry Journal Issue:</b> <a href="http://ojs.library.ubc.ca/index.php/tci/issue/current">http://ojs.library.ubc.ca/index.php/tci/issue/current</a></p> <p><b>Read at least 1 article from the following optional readings:</b></p> <p><b>Ng-A-Fook, N.</b> (2012). Navigating M/other-Son Plots as a Migrant Act: Autobiography, Currere, and Gender. In Stephanie Springgay and Deborah Freedman (Eds.), <i>M/othering a bodied curriculum</i>. Toronto, Ontario: University of Toronto Press.</p> <p><b>Ng-A-Fook, N.</b> (2011, July). Provoking A Canadian Curriculum Theory Project: A Question of/for <i>Currere</i>, Denkbild and Aesthetics. <i>Media: Culture: Pedagogy</i>, 15 (2), (pp. 1-26).</p>	Reader Responses	Mar. 6 <sup>th</sup>

9	<p align="center"><b>Module 9</b></p> <p align="center"><b>How might we research curriculum as a racialized text here in Canada?</b></p> <p align="center"><b>Online</b></p>	<p><b>Read at least 3 of the following required readings:</b></p> <p><b>Aoki, T. (1983).</b> Experiencing Ethnicity as a Japanese Canadian Teacher: Reflections on a Personal Curriculum. <i>Journal of Curriculum Inquiry</i>, 13 (3), pp. 321-335.</p> <p><b>Ibrahim, A. (2008).</b> The New Flaneur: Subaltern cultural studies, African youth in Canada and the semiology of in-betweenness. <i>Cultural Studies</i>, 22 (2), pp. 234-253.</p> <p><b>Montgomery, K. (2005).</b> Imagining the Antiracist State: Representations of racism in Canadian history textbooks. <i>Discourse: studies in the cultural politics of education</i>, 26 (4), pp. 427-442.</p> <p><b>Stanley, T. (1999).</b> A letter to my children: Historical memory and the silences of childhood, (pp. 34-33). In Judith P. Robertson (Ed.), <i>Teaching for a Tolerant World, Grades K-6: Essays and resources</i>. Urbana, Ill.: National Council of Teachers of English.</p>	Reader Responses	Mar. 13 <sup>th</sup>
10	<p align="center"><b>Module 10</b></p> <p align="center"><b>How might we draw upon psychoanalysis to study history, sexuality and gender within the curriculum?</b></p> <p align="center"><b>Online</b></p>	<p><b>Read at least three of the following required readings:</b></p> <p><b>Britzman, D. (2010).</b> On the madness of lecturing on gender: a psychoanalytic discussion. <i>Gender and Education</i>, 22 (6), pp. 633–646.</p> <p><b>Farley, L. (2010).</b> “The Reluctant Pilgrim:” Questioning Belief After Historical Loss. <i>Journal for the Canadian Association of Curriculum Studies</i>, 8 (1), pp. 6-40.</p> <p><b>Gilbert, J. (2004).</b> “Let us say yes to who or what turns up”: Education as Hospitality. <i>Journal for the Canadian Association of Curriculum Studies</i>, 4 (1), pp. 25-34.</p> <p><b>Mayes, C. (2009).</b> The psychoanalytic view of teaching and learning, 1922–2002. <i>Journal of Curriculum Studies</i>, 41(4), pp. 539–567.</p>	Reader Responses	Mar. 20 <sup>th</sup>
11	<p align="center"><b>Module 11</b></p> <p align="center"><b>Deconstructing the explicit, implicit, and null curricula in Harry Potter?</b></p> <p align="center"><b>Face-to-Face</b></p>	<p><b>Required Readings:</b></p> <p><b>Rowling, J. K. (1997/2004).</b> <i>Harry Potter and the Philosopher’s Stone</i>. London, U.K.: Bloomsbury.</p>	Reader Responses	Mar. 27 <sup>th</sup>

12	<p align="center"><b>Module 12</b></p> <p align="center"><b>How might we provoke curriculum theorizing anew?</b></p> <p align="center"><b>Face-to-Face</b></p>	<p><b>Draft of Paper Due (no readings)</b></p>	<p><b>Drafts of Final Papers Due. Bring a copy to class.</b></p> <p align="center"><b>Online Community Report due.</b></p>	<p align="center"><b>April 3<sup>rd</sup></b></p>
13	<p align="center"><b>Online</b></p>	<p><b>Final Paper Due (no readings). Must post on VC and e-mail a copy to professor.</b></p>	<p><b>Take time to read some of your peers final papers and comment on them.</b></p>	<p align="center"><b>April 10<sup>th</sup></b></p>