

**University of Ottawa
Faculty of Education**

EDU 6102

Seminar in Curriculum Studies
Winter 2012, Tuesday 5:30-8:30 pm, LMX 218

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Office Hours: Tuesday 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

Critical examination of research within the field of curriculum studies.

Background

Canadian Curriculum Studies is an intellectually dynamic and ever changing field. Each week we will try to examine the various methodological approaches for conducting educational research within the broader field of curriculum studies in order deconstruct the discrepancies between various disciplinary frameworks, which in turn inform curriculum theorizing, government policy, and its respective implementation both inside and outside the classroom. Moreover, our weekly face-to-face and online conversations will critically examine how such discrepancies within the research literature create tensions among the various internal and external stakeholders to the field of curriculum studies, and the school curriculum writ large.

Course Rationale

Seminar in Curriculum Studies is a graduate course designed to:

- 1) Investigate historical and contemporary methodological approaches for conducting educational research that takes up various curriculum concepts within the field of Canadian curriculum studies;
- 2) Introduce various Canadian curriculum scholars and their different theoretical and methodological strategies for engaging educational research; and
- 3) Apply different theoretical frameworks to deconstruct curriculum artifacts that exist here in Canada.

Course Expectations

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

- i) A working understanding of intellectual history that informs the educational research taken up within the Canadian field of Curriculum Studies;
- ii) Strategies for deconstructing the political tensions and nuances between curriculum theory and curriculum development in Canada;
- iii) An ability to deconstruct historical and/or contemporary discursive trends within Canadian curriculum studies and illustrate an understanding of their theoretical underpinnings;
- iv) Rigorous and recursive strategies to engage each other academically and intellectually during face-to-face meetings and the online discussion forums (and if needed, translating such theoretical implications in relation to our discussions around curriculum development and classroom practices); and
- v) Writing strategies for playing with the aesthetics of curriculum theorizing.

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 Canadian 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 sometimes 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 found on the Virtual Campus course website.

Brodi, H. (2000). *The Other Side of Eden*. Toronto: Douglas & McIntyre.

Dewey, J. (1990). *The School and Society/The Child and the Curriculum*. Chicago, IL: University of Chicago.

Rowling, J. K. (1997/2004). *Harry Potter and the Philosopher’s Stone*. London, U.K.: Bloomsbury.

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 Evaluation Criteria

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) Online Community Discussions | (20 %) |
| 3) Curriculum Scholar Review Paper | (25 %) |
| 4) Curriculum Artifact Analysis Final Paper | (35 %) |

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 one week prior to your posting in order to receive formative editorial 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 ***January 11th, 2012***. Click on the follows links: [Example 1](#) and [Example 2](#).

Online Community Discussions (20%):

...I propose to support “lively” and “radical” thinking in the various national and regional fields of curriculum studies, studying how these fields respond to [a]...complicated conversation.

(Pinar, 2006, p. 169)

As you all know this is hybrid course which means half of our encounters will be online. My hope is that the virtual campus platform through which the course is taught does not simply become an online repository for our work; where such work is merely posted for the professor then to assess. Rather my radical hope for this course, is that the we are able to develop an online community, one that complicates our face-to-face meetings and is in turn committed toward sharing our differing ideas about the various research approaches within Canadian curriculum studies as well as challenging each other to extend them beyond their starting points. How might we all generate what Pinar (2006) has called elsewhere a “complicated conversation” from week to week (p. 169)? In response to this question, I encourage each of you over the course of the term to respond to your peers’ posted reader responses, their Canadian curriculum scholar reports, drafts of the writing assignments in your small groups, and general weekly discussions on the discussion boards.

Each week 4-5 students will be responsible for presenting in class and/or posting their reader responses on the associated discussion board and their peers will then be encouraged to discuss their interpretations of the readings, thoughtfully, in relation to the initial responses. This will be a central point of departure for our face-to-face and online discussions. There is not set quantitative limit on your responses to each other. ***However, I do hope to see your push the qualitative dynamic of your responses to each other. The only time requirement is that your respond to the reader responses within one week from the time that they are posted.*** In turn, we can move on to the readings and course discussions the following week as a collective. Pick and choose what interests you in terms of your responses. Use the readings to respond, as well as current events, other books, films, etc. If a member of your small writing group is sharing their reader response one week, take the time to respond to other students who are not in your group. This in turn will help to diversify our weekly conversations in response to the readings and reader responses. ***Feel free to respond via a video or audio clip as an alternative format.***

At the end of the course you will write a brief commentary (4-5 pages) on your engagement and participation in the online community discussions. Make sure to provide examples from the online discussion themselves and what you were thinking at the time, and what you now think of your initial engagement. You can provide the examples as direct quotes and/or screen captures. You only need reference your online activities for this commentary. Make sure to comment on what you contributed and took away from the course in terms of your online engagement with others. ***This commentary is due on April 6th, 2013. Make sure to include your full name and assignment title in the saved file name. Finally, you will give yourself a letter grade (A, B, C) that your think best represents the qualitative aspect of your engagement and participation with the online community discussions.*** The professor will then make a qualitative judgment on the final letter grade based on the evidence and commentary you present.

Canadian Curriculum Scholar Report (25 %):

Canadian curriculum theorists, working at universities, located in specific provinces (with their own curriculum) are challenged to interpret what is curriculum at this time and in this place? What is its significance? What would be the fitting response of curriculum in this time and place?

(Chambers, 2003)

Prior to the commencement of the course, the professor will organize you into small online discussion forum groups of 5-6 students. During the term, this will be your online writing group. For this paper you will research the historical and intellectual work of a Canadian curriculum scholar. The scholar must be chosen from the course scholar list, which *you can find in module 11 of the online course*. Or you can choose a Canadian curriculum scholar that *has published at least a total of 3 articles between 2002 and 2012* within any of the major curriculum studies journal listed at the end of your course syllabus. For this assignment you must conduct a literature review of the historical and intellectual work of your chosen scholar. The format of your review can be a word document that generates content for a webpage dedicated to providing an overview of your chosen scholar's work; or a magazine story; or a podcast interview with the scholar that discusses their work (this should be accompanied by a written overview). You can include hyperlinks to the scholar's website(s) or to other websites that provide information about the scholar (which showcase video interviews, photos, or audio podcasts). Moreover, you must review at least a total of 5 works published by your chosen scholar between 2002 and 2012 (articles, book chapters, or books). In your review of that work make sure to comment on how each of those works either individually or collectively have helped to advance educational knowledge and/or research within the broader international field of curriculum studies.

When doing this assignment, consider the following guiding (these are suggested only) questions: How does the scholar's work speak to your individual and/or collective educational interests? What is the scholar's (personal and professional) biography? 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 and/or methodological frameworks do they draw upon? In what ways do their theoretical interests (in gender, race, class, sexuality, cultural studies, indigenous studies, environmental education, psychoanalysis, curriculum development, phenomenology, postcolonial studies, etc.) speak to the field of curriculum studies? As future curriculum scholars, administrators, teachers, and graduate students what can we learn from their work? What major contributions have they made to the field of curriculum studies and/or other areas of educational research? Again these are just guiding questions.

I am open to alternative presentation formats (like a Wikipedia format as one example). You can incorporate various media into your word document for example (photos, videos, audio, etc). However whatever format you choose, you need to make sure that review is organized into different sections that speak to the scholar's professional career as a Canadian curriculum scholar. Such organization can be either genealogical and/or thematic (or both). Click on this [link \(http://www.curriculumtheoryproject.ca/2009/12/coyote-and-raven-a-curriculum-scholar-review-by-jennifer-homanchuk/\)](http://www.curriculumtheoryproject.ca/2009/12/coyote-and-raven-a-curriculum-scholar-review-by-jennifer-homanchuk/) for an example. This assignment should be between 1750-2000 words. You are required to publish this on the associated discussion board no later than **February 28th, 2012**.

Curriculum Artifact Paper (35%): 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. You can also use your review done for curriculum scholar assignment as part of your theoretical framework to deconstruct and analysis your chosen curriculum artifact. Consider the curriculum artifact analysis 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 educational research is taken up within the field of Canadian curriculum studies.

Final Paper Writing Schedule

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| 1) Draft of final paper (7-8 pages with references) due in class | <i>March 27th</i> | (10 %) |
| 2) Final papers must be posted before midnight on VC (7-8 pages) | <i>April 3rd</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).
- Aoki, T. (1983). Experiencing Ethnicity as a Japanese Canadian Teacher: Reflections on a Personal Curriculum. *Journal of Curriculum Inquiry*, 13 (3), pp. 321-335.
- Britzman, D. (2010). On the madness of lecturing on gender: a psychoanalytic discussion. *Gender and Education*, 22 (6), pp. 633-646.
- Brody, H. (2000). *The Other Side of Eden*. Toronto: Douglas & McIntyre.
- 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.
- 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. *Workplace: A Journal for Academic Labor*, 7(1), pp. 15-28.
- Doll, W. J.R., (2006). Method and Its Culture: An Historical Approach. *Complicity: An International Journal of Complexity and Education*, 3 (1), pp. 85-89.
- Donald, D. (2009a). The curricular problem of indigenusness: 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.
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- Egan, K. (2003). A Retrospective on “What is Curriculum?” *Journal of the Canadian Association of Curriculum Studies*, 1 (1), pp. 17-24.
- 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.
- Gilbert, J. (2004). “Let us say yes to who or what turns up”: Education as Hospitality. *Journal for the Canadian Association of Curriculum Studies*, 4 (1), pp. 25-34.
- 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.
- Howard, P. (2011). Living as Textual Animals: Curriculum, Sustainability and the Inherency of Language. *Journal of the Canadian Association of Curriculum Studies*, 9 (1), pp. 83-114.
- Ibrahim, A. (2008). The New Flaneur: Subaltern cultural studies, African youth in Canada and the semiology of in-betweenness. *Cultural Studies*, 22 (2), pp. 234-253.
- Mayes, C. (2009). The psychoanalytic view of teaching and learning, 1922-2002. *Journal of Curriculum Studies*, 41(4), pp. 539-567.
- Montgomery, K. (2005). Imagining the Antiracist State: Representations of racism in Canadian history textbooks. *Discourse: studies in the cultural politics of education*, 26 (4), pp. 427-442.
- 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.
- Ng-A-Fook, N. (2011, July). Provoking A Canadian Curriculum Theory Project: A Question of/for *Currere*, Denkbild and Aesthetics. *Media: Culture: Pedagogy*, 15 (2), (pp. 1-26).
- Ng-A-Fook, N. (2012). Navigating M/other-Son Plots as a Migrant Act: Autobiography, *Currere*, and Gender. In Stephanie Springgay and Deborah Freedman (Eds.), *M/othering a bodied curriculum*. Toronto, Ontario: University of Toronto Press.
- O’Sullivan, Brian. (Summer, 1999). Global Change and Educational Reform in Ontario and Canada. *Canadian Journal of Education*, 24 (3), pp. 311-325.
- Pente, P., V. (2009). The Hidden Curriculum of Wilderness: Images of Landscape in Canada. *Journal for the Canadian Association of Curriculum Studies*, 7 (1), pp. 111-134.

- Rowling, J. K. (1997/2004). *Harry Potter and the Philosopher's Stone*. London, U.K.: Bloomsbury.
- 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.
- Stanley, T. (1999). A letter to my children: Historical memory and the silences of childhood, (pp. 34-33). In Judith P. Robertson (Ed.), *Teaching for a Tolerant World, Grades K-6: Essays and resources*. Urbana, Ill.: National Council of Teachers of English.
- 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.
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- Weenie, A. (2008). Curriculum Theorizing from the Periphery. *Curriculum Inquiry*, 38 (5), pp. 545-557.

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