**EDCP 601
Doctoral Seminar
Lesson Plans**S. Petrina (2 November 2016)

1. **Week 1**
	1. Welcome
	2. Syllabus
		1. Readings
		2. Close Reading
	3. Can the next generation speak?
	4. Is it enough to understand curriculum?
2. **Week 2**
	1. Questions
	2. Ngram
	3. Logistics & access
		1. Blog
		2. G Drive
	4. PhD Expectations
		1. Council of Ministers of Education
		2. Bronowski & blog post
		3. Primary v Secondary Sources
	5. Affiliated and SSHRC applications @ PoS
		1. Quotes
		2. Primary v Secondary Sources
		3. Fact checking
		4. Aesthetic
			1. Breathing space
		5. Style (has to be 100% perfect)
			1. APA
	6. Small Group Debrief (2nd hour)
		1. Close reading
		2. What is it that you know about the history of curriculum?
		3. What do you want know?
	7. History
		1. Angel of History
		2. Benjamin fragment
		3. *Salto Mortale*
		4. Readings @ Questions
		5. Lecture
			1. Curriculum @ *Caveat Salto Mortale*
				1. Currere quote

Pinar (1975, p. 400)

* + - * 1. *OED* (1893, p. 1271)
				2. Empedocles (ca. 450 BCE) fragment
				3. Choerilus (ca. 420 BCE) fragment
				4. Shakespeare fragment

Queen Mab image

* 1. Small Group planning
1. **Week 3**
	1. Affiliated / SSHRC feedback
		1. Bibliography v References v Works Cited
		2. Style
			1. APA
				1. London, UK: UBC Press.
			2. Serial commas
				1. Pinar, Reynolds, and Slattery suggested that a co
			3. Details
				1. How many?
			4. Don’t exaggerate
				1. Review of Lit inc. important
			5. a v the
			6. Scarce v many?
	2. Assignment Qs
	3. PhD Expectations
		1. Council of Ministers of Education
		2. Primary v Secondary Sources
	4. Discussion of Baker (Large Group)
		1. History
			1. Maintenance of the collective past
			2. Active
		2. Historiography of curriculum
		3. *That Noble Dream*
		4. Histories, Herstories, Mystories
	5. History of Curriculum (Lecture cont’d)
		1. Curriculum Wisdom
		2. Mythology & Metaphysics
		3. Crossroads of culture and history
	6. Small Group Discussion (2:19-3:15)
		1. Readings
		2. Timeline Work
	7. Large Group Discussion (3:15-4:00)
2. **Week 4**
	1. Activities
		1. Curriculum as Temporal Thing
		2. Writing
			1. Fragment
			2. Point-Counterpoint
	2. Assignments
		1. Symposia
		2. Intellectual History
			1. What is IH?
			2. context collapse
			3. social capital
	3. On Critique
3. **Week 5**
4. **Week 9**
	1. Essay feedback
		1. Publishing
			1. Mantra: “I publish (nearly) everything I write”
		2. Expectations at the PhD level
			1. Adding something new
			2. Subtracting something redundant
		3. Generalizations
			1. Black swan phenomenon
		4. Figuration
			1. Figures
			2. Straw figures
		5. Voice
			1. Hesitant language v assertive voice
		6. Commentary & Criticism or Critique
			1. Ingenuous v disingenuous reading
			2. Guarded v unguarded reading
			3. Know your objects & subjects of criticism & critique
		7. Sources & data
			1. Primary sources
			2. Secondary sources
			3. Data
		8. Research as Rhetoric / Rhetorical Reports
			1. What is persuasive
			2. What is defensible
			3. Exemplification / Exampling
		9. Profs get annoyed w:
			1. Indefensible claims & statements
				1. Ungrounded claims
			2. Misattribution v Ventriloquation
			3. Sources
				1. Privileging secondary over primary sources
				2. Access to primary is now unprecedented
				3. Incomplete sources
				4. Inadequate sources
			4. Grammar
			5. Style
	2. Minicourse On Theory: From historicizing to theorizing C&P
		1. Transition from History to Theory
			1. What historians value
			2. What actor-network theorists value
		2. History of Theory
			1. Interpretation
			2. Figuration
		3. Theorizing
5. TBA