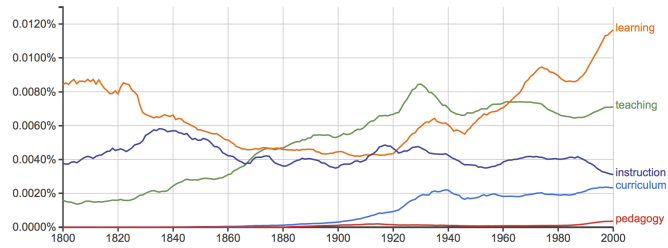
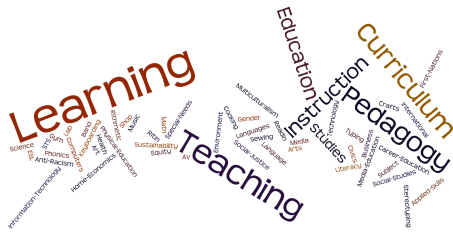


Doctoral Seminar in Curriculum and Pedagogy: History and Theory



EDCP 601.031

University of British Columbia

Winter 1 2016 (W, 1.00-4.00)

Course Description:

This seminar is intended for first-year doctoral students. It examines the emergence of contemporary conceptions of curriculum and pedagogy, looking across various historical and theoretical influences. Emphasis is placed on analysis of varied conceptual and political perspectives, explicit and tacit rationales for formal education, and consequent principles that infuse conceptions and enactments of curriculum and pedagogy. *For 2016, we will focus on the history *and* sociology of curriculum and pedagogy. More specifically, we will focus on the history *and* sociology of bias in, of, and from curriculum and pedagogy. “Theory without history is empty, history without theory is blind” (Miller, 1939, p. 36, paraphrasing Kant, 1781).

Instructor: Stephen Petrina

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WWW: <http://edcp.educ.ubc.ca> + <http://blogs.ubc.ca/edcp601a/>

Graduate Assistant: ?

Office Hours: By appointment

Valued Ends of the Course:

My intention is to help you develop a background and a depth of expertise—as a scholar—as an intellectual—for understanding and changing curriculum and pedagogy.

Readings (Required):

1. *Readings in Curriculum and Pedagogy (Histories and Theories)*. (Download all from <https://connect.ubc.ca>)

Assessment (for details, see below):

1. Participation in Seminars, Symposia, Minicourses (10%)
2. Affiliated or SSHRC Proposal
3. Symposium Leadership (groups of 4-5) (20%)
4. Historicizing Curriculum and Pedagogy (20%)
5. Prize Essay (20%)
6. Scholarly Essay (30%)

Deadline:

- Ongoing
21 September
Ongoing
19 October
9 November
15 December

- **Academic Honesty and Standards, and Academic Freedom: Please refer to *UBC Calendar***
- **Policies and Regulations (Selected):** <http://www.students.ubc.ca/calendar>
- **Academic Accommodation for Students with Disabilities:** Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay (see UBC Policy #73 www.universitycounsel.ubc.ca/policies/policy73.pdf).

**EDCP Grading Guidelines
July 2008**

A level - Good to Excellent Work

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.
- B- (68-71%) Barely adequate work at the graduate level.

NOTE: For UBC's Faculty of Graduate Studies (FOGS), a final mark below 68% for Doctoral students and below 60% for Masters students is the equivalent of a Failing mark.

C & D level - Seriously Flawed Work

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

- D (50-54%)

F level - Failing Work

- F (0-49%)

EDCP 601 Course Schedule & Readings

The schedule primarily consists of a series of seminars, student symposia, and minicourses.

Date	Forum	Assignment	Readings & Topics
Week 1 7 Sept	Seminar	Readings & Assignments	Can the “Next Generation” Speak? Understanding Curriculum Pinar, Reynolds, Slattery & Taubman, “A Postscript;” Weiss, “Our Rights”
Week 2 14 Sept	Seminar	Readings & Assignments	History of Curriculum and Curriculum Studies
Week 3 21 Sept	Seminar	Affiliated & SSHRC due 21 September	Sociology & Theory of Curriculum and Pedagogy
Week 4 28 Sept	Minicourse	Readings & Assignments	Minicourse: On Critique
Week 5 5 Oct	Symposium	Readings & Assignments	Student Symposium: Curriculum and Pedagogy Works (in Progress) Lost in Queer
Week 6 12 Oct	Symposium	Readings & Assignments	Student Symposium: Curriculum and Pedagogy Works (in Progress) Your / EDCP PhD student work, TBA
Week 7 19 Oct	Minicourse	History due 19 October	Minicourse: On Bias
Week 8 26 Oct	Symposium	Readings & Assignments	Student Symposium: Curriculum and Pedagogy Works (in Progress) Your / EDCP PhD student work, TBA
Week 9 2 Nov	Minicourse	Readings & Assignments	Minicourse: On (curriculum) Theory
Week 10 9 Nov	Symposium	Prize Essay due 9 November	Student Symposium: Curriculum and Pedagogy Works (in Progress) Your / EDCP PhD student work, TBA
Week 11 16 Nov	Seminar	Readings & Assignments	Histories and Stories of Indigenous Curriculum and Pedagogy
Week 12 23 Nov	Minicourse	Readings & Assignments	Minicourse: Methodologies, Ecologies, Media, Technologies
Week 13 30 Nov		Paper due 14 December	

Week 1

Can the “Next Generation” Speak? Understanding Curriculum

Close Reading

1. Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (1995). Understanding curriculum: A postscript for the next generation. In *Understanding curriculum* (pp. 847-868). New York, NY: Peter Lang.
 - a. Peters, M. (1999). Review of *Understanding Curriculum*. *Educational Philosophy and Theory*, 31(2), 254-258.
2. Weiss, E. B. (1990). Our rights and obligations to future generations for the environment. *American Journal of International Law*, 84(1), 198-207.

Resources

1. Grimmer, P. P. & Halvorson, M. (2010). From understanding to creating curriculum: The case for the co-evolution of re-conceptualized design with re-conceptualized curriculum. *Curriculum Inquiry*, 40(2), 241–262.
2. Pinar, W. F., Reynolds, W. M., Slattery, P., & Taubman, P. M. (1995). *Understanding curriculum*. New York, NY: Peter Lang.
3. Pinar, W. F. (Ed.). (2003). *International handbook of curriculum research*. Mahwah, NJ: Erlbaum.
4. Pinar, W. F. (Ed.). (2013). *International handbook of curriculum research* (2nd ed.). New York, NY: Taylor & Francis.
5. Connelly, F. M., Fang He, M., & Phillion, J. (2008). *Sage handbook of curriculum and instruction*. Los Angeles, CA: Sage.
6. Malewski, E. (Ed.). (2012). *Curriculum studies handbook– The next moment*. New York, NY: Routledge.

Week 2

History of Curriculum and Curriculum Studies

Close Reading

1. Petrina, S., Lee, Y.-L. & Feng, F. (2016). *On the historiography of curriculum: The legend of Petrus Ramus*. Paper Presented at the annual meeting of the American Educational Research Association, Washington, DC, 7-10 April 2016.
2. Baker, B. (Ed.). (2009). Borders, belonging, beyond: New curriculum history. In *New curriculum history* (pp. ix-xxxv). Rotterdam, NL: Sense.

Semantics

3. Phelan, A. (2015). Introduction: Teacher education for the sake of the subject. In *Curriculum theorizing and teacher education* (pp. 1-9). New York, NY: Routledge.

Secondary Reading

1. Whitty, G. (2010). Revisiting school knowledge: Some sociological perspectives on new school curricula. *European Journal of Education*, 45(1), 28-45.
2. Aoki, T. T. (1981/2005). Toward understanding curriculum: Talk through reciprocity of perspectives. In W. F. Pinar & R. L. Irwin, (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 219-228). Mahwah, NJ: Erlbaum.
3. Doll, W. E. (2002). Ghosts and the curriculum. In W. E. Doll & N. P. Gough (Eds.), *Curriculum visions* (pp. 23-72). New York, NY: Peter Lang.

Sociology of Curriculum

1. Bernstein, B. (1981). Codes, modalities, and the process of cultural reproduction: A model. *Language in Society*, 10(3), 327-363.
2. Arnot, M. (2002). The complex gendering of invisible pedagogies: Social reproduction or empowerment?. *British Journal of Sociology of Education*, 23(4), 583-593.

Resources

1. Petrina, S. (2004). The politics of curriculum and instructional design / theory / form: Critical problems, projects, units and modules. *Interchange*, 35(1), 81-126.
2. Lee, Y.-L. & Petrina, S. (in press). Hacking minds: *Curriculum mentis*, noosphere, internet, matrix, web. In N. Ng-A-Fook, S. Pratt, B. Smith, & L. Radford (Eds.), *Hacking education in a digital age: Teacher education, curriculum, and literacies* (pp. 1-17). Charlotte, NC: Information Age Publishing Inc.
3. Baker, B. (Ed.). (2009). *New curriculum history*. Rotterdam, The Netherlands: Sense.
4. Hamilton, D. (1989). *Towards a theory of schooling*. London, UK: Falmer.
5. Tomlinson, S. (1982/2012). *A sociology of special education*. New York, NY: Routledge.
6. Goodson, I. (1988/1995). *The making of curriculum: Collected essays*. London, UK: Falmer.
7. Apple, M. (1981). Reproduction, contestation, and curriculum: An essay in self-criticism. *Interchange*, 12(2-3), 27-47.
8. Hirst, P. H. (1969). The logic of the curriculum. *Journal of Curriculum Studies*, 1(2), 142-158.
9. Petrina, S. (2006). C&I high. *Journal of Curriculum and Pedagogy*, 3(2), 125-147.

Week 3

Sociology and Theory of Curriculum and Pedagogy

Close Reading

1. Guillory, J. (2002). The very idea of pedagogy. *Profession*, 164-171.
2. Hamilton, D. (2009). Blurred in translation: Reflections on pedagogy in public education. *Pedagogy, Culture & Society*, 17(1), 5-16.
3. Phelan, A. (2014). *Theorizing pedagogy* [Course outline]. Vancouver, BC: University of British Columbia.

Signature Pedagogies

4. Klebesadel, H. & Kornetsky, L. (2009). Critique as signature pedagogy in the arts. In R. A. R. Gurung, N. L. Chick, & A. Haynie, (Eds.), *Exploring signature pedagogies* (pp. 99-138). Sterling, VA: Stylus.

Secondary Reading

1. Britzman, D. (1996). On becoming a “little sex researcher:” Some comments on a polymorphously perverse curriculum. *Journal of Curriculum Theorizing*, 12(2), 4-11.
2. DeLeon, A. P. & Ross, E. W. (2010). On the edge of history: Towards a new vision of social studies education. In *Critical theories, radical pedagogies, and social education* (pp. ix-xvi). Rotterdam, NL: Sense.

Resources

1. Stearns, J., Sandlin, J. A. & Burdock, J. (2011). Resistance on aisle three?: Exploring the big curriculum of consumption and the (im)possibility of resistance in John Updike’s “A&P”. *Curriculum Inquiry*, 41(3), 394-415.
2. Edwards, A. (2001). Researching pedagogy: A sociocultural agenda. *Pedagogy, Culture and Society*, 9(2), 161-186.
3. Aristarkhova, I. & Wilding, F. (2009). “My personal is not political?” A dialogue on art, feminism and pedagogy. *Liminalities: A Journal of Performance Studies*, 5(2), 1-20.
4. Pinar, W. F. (2005). The problem with curriculum and pedagogy. *Journal of Curriculum and Pedagogy*, 2(1), 67-82.
5. Rocha, S. (2015). The blue soul of jazz: Lessons on waves of anguish. In T. E. Lewis & M.J. Laverty, (Eds.), *Art’s teachings, teaching’s art* (pp. 195-209). New York, NY: Springer.

Critical Pedagogy

1. Mathison, S. & Ross, E. W. (Eds.). (2008). *Battleground schools: An encyclopedia of conflict and controversy*, 2 Volumes. New York, NY: Greenwood.
2. Ross, E. W. (2008). Critical pedagogy. In S. Mathison & E. W. Ross, (Eds.), *Battleground schools: An encyclopedia of conflict and controversy, Volume 1* (pp. 156-161). New York, NY: Greenwood.
3. Hayes, K., Steinberg, S. R., & Tobin, K. (Eds.). (2011). *Key works in critical pedagogy: Joe L. Kincheloe*. Rotterdam, The Netherlands: Sense.
4. Sandlin, J. A. & McLaren, P. (Eds.). (2010). *Critical pedagogies of consumption: Living and learning in the shadow of the "shopocalypse."* New York NY: Routledge.
5. McLaren, P. (1995/2004). *Critical pedagogy and predatory culture*. New York, NY: Routledge.

Mythopoetic Pedagogies

1. Leonard, T. & Willis, P. (Eds.). (2008). *Pedagogies of the imagination: Mythopoetic curriculum in educational practice*. New York, NY: Springer.

History of Pedagogy

1. Lusted, D. (1986). Why pedagogy? *Screen*, 27(5), 2-14.
2. Salvatori, M. R. (1996). *Pedagogy: Disturbing history, 1819-1929*. Pittsburgh, PA: University of Pittsburgh Press.
3. Stones, E. (1989). Pedagogical studies in the theory and practice of teacher education. *Oxford Review of Education*, 15(1), 3-15.
4. Friesen, N. (2011). The lecture as a transmedial pedagogical form: A historical analysis. *Educational Researcher*, 40(3), 95-102.

Week 4

Minicourse: On Critique— Butler, Foucault, Spivak, Latour

Close Reading

1. Kant, I. (1784/2007). Was ist aufklärung? [What is enlightenment?] (L. Hochroth & C. Porter, Trans.). In S. Lotringer (Ed.), *The politics of truth* (pp. 29-38). Los Angeles, CA: Semiotext(e).
2. Foucault, M. (1978/2007). What is critique? (L. Hochroth & C. Porter, Trans.). In S. Lotringer (Ed.), *The politics of truth* (pp. 41-83). Los Angeles, CA: Semiotext(e).
3. Foucault, M. (1981/1988). Practicing criticism (A. Sheridan, Trans.). In M. Foucault & L. D. Kritzman, (Ed), *Politics, philosophy, culture: Interviews and other writings, 1977-1984* (pp. 152-158). New York, NY: Routledge.
4. Butler, J. (2009). Critique, dissent, disciplinarity. *Critical Inquiry*, 35(4), 773-795.

Secondary Reading

5. Latour, B. (2004). Why has critique run out of steam? From matters of fact to matters of concern. *Critical Inquiry* 30(2), 225-248.
6. Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson and L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). Urbana, IL: University of Illinois Press.
7. Excerpt from Petrina, S. (2012). The new critique and old scholactivism: A petit critique of academic manners, managers, matters, and freedom. *Workplace*, 20, 17-63.

Week 5

Student Symposium: Curriculum and Pedagogy Works (in Progress)

Lost in Queer

A Symposium on Queer Theory in Education: Pedagogy, Curriculum and Visual Art

(Hector Gomez, Joanne Ursino, Kevin Day, Nicole Lee, Xinyan Fan)

Close Reading

1. King, T. L. (2016). Post-indentitarian and post-intersectional anxiety in the neoliberal corporate university. *Feminist Formations*, 27(3), 114-138.
2. Luhman, S. (1998). Queering/queering pedagogy? Or, pedagogy is a pretty queer thing. In Pinar, W (Ed.). *Queer theory in education* (pp. 141-155). New York, NY: Routledge.
3. Muñoz, J. (1995). The autoethnographic performance: Reading Richard Fung's queer hybridity. *Screen*, 36(2), 83-99.
4. Pinar, W. F. (2015). Queer theory. Unpublished Work.
5. Popkewitz, T. S. (1997). The production of reason and power: Curriculum history and intellectual traditions. *Journal of Curriculum Studies*, 29(2), 131-164.

Resource

1. Chang, D. (2016, Winter). Shout, shout let it all out. *C Magazine*, 128, 34-37.
2. Kher, B. (2016). *Matter*. Vancouver, BC: Vancouver Art Gallery. (Exhibit, July 9 - October, 10, 2016). Retrieved from: https://www.vanartgallery.bc.ca/the_exhibitions/exhibit_kher.html

Week 6

Student Symposium: Curriculum and Pedagogy Works (in Progress)

Chained to the Chariot: Bridging Ethics in Education

(Bruce Moghtader, Phuong Huynh, Kshamta Hunter, Lesley Liu)

Close Reading

1. Aoki, T. T. (2005). Imaginaries of "East and West": Slippery curricular signifiers in education (1996). In W. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 313-320). Mahwah, NJ: Erlbaum.
2. Fernet-Betancourt, R., Becker, H., Gomez-Muller, A., & Gauthier, J. D. (1987). The ethics of care for the self as a practice of freedom: An interview with Michel Foucault on January 20, 1984. *Philosophy & Social Criticism*, 12, 112-131.

Week 7

Minicourse: On Bias

Close Reading

1. Gilliam, W. S., Maupin, A. N., Reyes, C. R., Accavitti, M., & Shic, F. (2016, September 28). Do early educators' implicit biases regarding sex and race relate to behavior expectations and recommendations of preschool expulsions and suspensions? *Research Study Brief*. New Haven, CT: Yale University Child Study Center.
2. Mateo, M. M., Cabanis, M., de Echeverría Loebell, N. C., & Krach, S. (2012). Concerns about cultural neurosciences: A critical analysis. *Neuroscience and Biobehavioral Reviews*, 36, 152-161.
3. Neel, R. & Shapiro, J. R. (2012). Is racial bias malleable? Whites' lay theories of racial bias predict divergent strategies for interracial interactions. *Journal of Personality and Social Psychology*, 103(1), 101-120.

4. Wegener, D. T. & Petty, R. E. (1997). The flexible correction model: The role of naive theories of bias in bias correction. *Advances in Experiential Social Psychology*, 29, 141-208.

Secondary Reading

1. Hewstone, M., Rubin, M., & Willis, H. (2002). Intergroup bias. *Annual Review of Psychology*, 53, 575–604.
2. Wegener, D. T., Petty, R. E. & Dunn, M. (1998). The metacognition of bias correction: naive theories of bias and the flexible correction model. In V. Y. Yzerbyt, G. Lories, & B. Dardenne (Eds.), *Metacognition: Cognitive and social dimensions* (pp. 202-227). London, UK: Sage.

Resources

1. Lippmann, W. (1922/1929). Stereotypes. In *Public opinion* (pp. 79-158). New York, NY: MacMillan.

Week 8

Student Symposium: Curriculum and Pedagogy Works (in Progress)

(Alex Gonzalez Donoso, Ling-Hui (Elise) Chu, Gerald Tembrevilla, Tsubasa Saito)

Close Reading

1. Taber, K. S., Ruthven, K., Mercer, N., Riga, F., Luthman, S., & Hofmann, R. (2016). Developing teaching with an explicit focus on scientific thinking. *SSR*, 97(361), 75-85.
2. Shulman, L. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
3. Aoki, T. T. (2004). Legitimizing lived curriculum: Toward a curricular landscape of multiplicity. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 199-215). New York, NY: Routledge. (Original work published 1993)

References

1. Aoki, T. T. (2004). Teaching as indwelling between two curriculum worlds. In W. F. Pinar & R. L. Irwin (Eds.), *Curriculum in a new key: The collected works of Ted T. Aoki* (pp. 159-165). New York, NY: Routledge. (Original work published 1986)
2. Fatah, A., Suryadi, D., Sabandar, J., & Turmudi, T. (2016). Open-ended approach: An effort in cultivating students' mathematical creative thinking ability and self-esteem in mathematics. *Journal on Mathematics Education*, 7(01), 11-20.

Week 9

Minicourse: On (curriculum) Theory

Close Reading

1. Hunter, I. (2006). The history of theory. *Critical Inquiry*, 33(1), 78-112.
2. Pinar, W. (2004). *What is curriculum theory?* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
 - a. Pinar, W. (2012). *What is curriculum theory?* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
3. Murphy, M. (2015). Unsettling care: Troubling transnational itineraries of care in feminist health practices. *Social Studies of Science*, 45(5), 717-737.

Secondary Reading

1. TBA

Week 10

Student Symposium: Curriculum and Pedagogy Works (in Progress)

(Amanda Fritzlan, Ildiko Kovaks, Kari Marken, Matthew Yanko)

Close Reading

1. Gandini, L. (2012). Connecting through caring and learning spaces. In C. P. Edwards, L. Gandini & G. E. Forman (Eds.), *The hundred languages of children: The Reggio Emilia experience in transformation* (3rd ed.) (pp. 317-341). Santa Barbara, CA: Praeger.
2. Garoian, C. (2001). Performing the museum. *Studies in Art Education*, 42(3), 234-248.
3. Hart, R. (1997). The development of children's environmental knowledge, concern, and action. In *Children's participation. The theory and practice of involving young citizens in community development and environmental care* (pp. 17-22). New York, NY: Unicef.
4. Sobel, D. (2005). Reconceptualising environmental education. In *Place-based education: Connection classrooms and communities* (pp. 9-12). Great Barrington, MA: Orion Society.
5. Yeager, D.S. and Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267-301.

References

1. Derr, V., Chawla, L., Mintzer, M., Flanders Cushing, D., & Van Vliet, W. (2013). A city for all citizens: Integrating children and youth from marginalized populations into city planning. *Buildings*, 3(3), 482-505.
2. Foucault, M. & Miskowiec, J. (1986). Of other spaces. *Diacritics*. 16(1), 22-27.
3. Gruenewald, D. A. (2003b). The best of both worlds: A critical pedagogy of place. *Educational Researcher*, 82(4), 3-12.

Week 11

Histories and Stories of Indigenous Curriculum and Pedagogy

Close Reading

1. Marker, M. (2016). Borders and the borderless Coast Salish: Decolonising historiographies of Indigenous schooling. *History of Education*, 45, 1-23.
2. Archibald, J.-a. (2007). *Indigenous storywork: Educating the heart, mind, body, and spirit*. Vancouver, BC: UBC Press.
3. Cole, P. & O'Riley, P. (2008). Coyote & Raven discuss mathematics, complexity theory and Aboriginality. *Complicity: An International Journal of Complexity and Education*, 5(1), 49-62.
4. Palmater, P. (2014). Genocide, Indian policy, and legislated elimination of Indians in Canada. *aboriginal policy studies*, 3(3), 27-54.

Resources

1. Truth and Reconciliation Commission of Canada. (2015). *Honouring the truth, reconciling for the future: Summary of the final report of the Truth and Reconciliation Commission of Canada*. Ottawa, CA: Author.
2. Democracy Now! (2015, June 30). "Cultural genocide:" Landmark report decries Canada's forced schooling of indigenous children [Interview transcript]. [Democracy Now!](#)
3. Fontaine v. Canada (Attorney General). (2014, January 14) Ontario Superior Court of Justice, 283.

Week 12

Minicourse: Methodologies, Ecologies, Media, Technologies

1. McLaren, P. (2013). Seeds of resistance: Towards a revolutionary critical ecopedagogy. *Socialist Studies/Études socialistes*, 9(1), 84-108.

2. Nashon, S. M. & Madera, E. K. (2013). Instrument for assessing disposition for contextual learning of science of students in East Africa. *Sage Open*, 1-23.
3. TBA

Participation

We refer to scholarly levels of participation as **academic conversation**, **academic dialogue**, or often **performance**, which entail a variety of things including articulation and presentation. Throughout, the challenge is to develop a facility for both **description** and **depiction**. Description and depiction are key practices across *all* the disciplines and interdisciplines. **Commentary and criticism** seem to presuppose a **close reading** of a text or work, immersion, and a transgressive reading, subversion, although this is neither always possible nor the case. If commentary presupposes **solemn reverence** for a discipline, text or work, then criticism presupposes **gentle mocking** or **subversive irreverence** for that same discipline, text and work. Indeed, interdisciplinarity (cross, meta, multi, trans, etc.) demands and presupposes immersion and subversion. All of this necessitates a certain **vulnerability**. Avoid **defensive readings**; read for **understanding**.

Participation is variant whereas modes have proliferated. Participation is interdependent with **preparation** for each class, which involves **reading** (highlighting, pagination margin notes, comments & questions, etc.), **writing** (note-taking, outlining, questioning, defining, mapping, framing, summarizing, journaling, blogging, tweeting podcasting, exposition, etc.), **organizing** (documenting, labeling, ordering, archiving, filing, sequencing events, chronicling, etc.), **reflecting** (rethinking, reincorporating, remapping, analyzing, synthesizing, etc.), and **speaking** (discussing, corresponding with peers, social media, etc.). While a variety of apps and media are readily available for organizing notes, consider [Evernote](#) for starters.

Assignments

1. **Curriculum and Pedagogy Works (in Progress) Symposium**— (Groups of 4-5) Choose a day on the schedule and coordinate a C&P Works (in Progress) Symposium (3 hours). These are student symposia in that they are: a) coordinated and organized by students; and b) based on EDCP PhD student research, work, or works in progress. The symposia are open to all students and faculty and ideally you will invite faculty members to co-present or provide responses to the work presented. Ideally, all readings for the symposia (i.e., your work + other panelists' or background readings) will be distributed at least two weeks prior. Coordinating and organizing involves: a) selecting and inviting the panelists, performers, presenters, chair, respondents, etc.; b) selecting the papers, works, etc. to be presented or performed along with the theme; c) designing the format and media for the symposium; and d) inviting guests and advertising or broadcasting the event. See [AERA](#) for typical symposium format:

A symposium provides an opportunity to examine specific research issues, problems, or topics from a variety of perspectives. Symposia may present alternative solutions, interpretations, or contrasting points of view on a specified subject or in relation to a common theme. Symposia may also use a panel discussion format targeted at a clearly delineated research issue or idea. Symposia may also be quite interactive where a large portion of the session is devoted to activities such as discussion among the presenters and discussants, questions and discussion among all those present at the session, or small-group interaction.

2. **Affiliated or SSHRC Proposal**— Complete and submit a SSHRC / Affiliated application. The SSHRC process must be followed for all potential recipients of either a SSHRC or Affiliated award. Directions for this process can be found at [SSHRC.crsh.gc.ca](#) and at the Awards & Financial Aid menu on the G+PS website. Basically, there are three parts to the

application: Personal Data (including vita), Program of Study (2 page description of proposed research), and Appraisals (referee/reference letters). We will give feedback to each other on the Program of Study.

3. **Essay Prize Contest in Curriculum and Pedagogy**— Curriculum and Pedagogy offers an annual prize for the best essay in answer to a pressing question. The competition is generally open to anyone, but things being equal, preference will be given to a first year doctoral student in Curriculum and Pedagogy (essays will be evaluated “blind” in the first instance). Essays should not be more than 1,200 words in length, excluding references and title page. Briefer contributions are welcome. Essays should be double-spaced, with the author's name given on the cover page, but not on the essay itself.

This year, authors are challenged to provide an answer to the question: Is curriculum & pedagogy in the 21st century comedy? tragedy? epic? lyric, satire, melodrama, fantasy, reality, or mystery? If necessary, the question may be parsed into: Is curriculum...? or Is pedagogy...?




















4. **Historicizing Curriculum and Pedagogy**— Historicize a theoretical concept that has yet to be given history (herstory, mystory, theirstory, etc.) or has been given a history inadequate to your research and contemporary standards. Historicizing is the necessary complement of theorizing. History can be defined as “the cultivation and maintenance of the collective memory,” emphasizing the active role historians play in “the past” and in “the present” (Joyce, 1984, p. 133). Options vary considerably in the ways that the collective memory or past is cultivated and maintained, and shaped from the present. Historiography is the cultivation and maintenance of the ways history is told or silenced and the way the past is made visible or hidden. This essay should be intellectual history or the history of ideas (i.e., composite idea, phrase, conceptual statement, etc.) and reflect an effective balance of primary and secondary sources. The challenge is to write history *in contextus* and from the past forward as opposed to *in vacuo* and from the present backward. Essays should be no more than 1,000 words excluding references.
5. **Scholarly Paper**— This is an invitation or opportunity to write in-depth on a research topic in your discipline or responsive to your interdisciplinary (meta, multi, trans, etc.) interests. Ideally, this will be a publishable paper but this is also an opportunity to begin new work or bring work in progress to a new stage. A scholarly paper necessitates a facility for handling a wide scope and large volume of sources. With that said, one option is to limit the paper to a review of literature.

Paper Length: 4,500 words or about 13-14 pages double-spaced + references or endnotes. Include a title page. Generally, keep in mind the following criteria as you develop and write:

1. Clarity of communication / writing
 - a. Is the writing clear and concise?
 - b. Are the ideas focused and organized?
2. Development of argument / thesis
 - a. Is the argument coherent? Thoughtful? Analytical? Critical? Sophisticated? Poststructural? Queer? Postcolonial?
3. Exploration of content and theory
 - a. Is there evidence of critically and theoretically exploring the issues?
 - b. Are the ideas theorized, synthesized, extended or applied?
4. Examples
 - a. Are examples sufficient? Do examples ground the paper?
 - b. Are there narrative examples?

5. Grammar & Style
 - a. Organization, sentence structure, paragraphs, spelling
 - b. APA Style (format, references)

Curriculum and Pedagogy Files
(for the first and second year doctoral student)

-  SSHRC or Affiliated Application, or equivalent (My own + Example)
-  Comprehensive Exams Proposal + Papers (My own + Example)
-  Doctoral dissertation w/ Review of Literature on my Topic/s (+ various examples)
-  CV (My own)
-  Example CV (Assistant Professor)
-  Statement on Learning and Teaching (My own)
-  Statement on Research Program (My own)
-  Publication Submitted and Under Review (My own, single or co-authored)
-  AERA, CSSE or Other Major Conference Proposal (My own)
-  Membership in AERA, CACS, CSSE or Other Major Research Organization
-  Example Syllabus for Undergraduate or Teacher Education C&I or C&P Course (Quality Good to Excellent)
-  Example Syllabus for Graduate Curriculum Studies Course (Quality Good to Excellent)
-  Example Syllabus for Graduate Research Methods Course (Quality Good to Excellent)
-  Working Syllabus for Undergraduate C&I or C&P Course I Want to Teach
-  Working Syllabus for Graduate Curriculum Studies Course I Want to Teach
-  Example Syllabus for Graduate Research Methods Course I Want to Teach
-  *CAUT Bulletin* (Canadian Association of University Teachers)
-  *University Affairs* (Association of Universities and Colleges of Canada)
-  *Chronicle of Higher Education* + Vitae
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