



University of British Columbia
Curriculum and Pedagogy Works (in Progress)
601 Graduate Symposium

Wednesday, October 7, 2015
1:00-4:00 Scarfe 1209

High Level Cluelessness: Engaging with the Tension of Not Knowing

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Readings / Reference

1. 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.
2. Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599.
3. Moya, P. M. L. (1997). Postmodernism, "Realism," and the politics of identity: Cherrie Moraga and Chicana feminism. In M. J. Alexander & C. T. Mohanty, (Eds.), *Feminist genealogies, colonial legacies, democratic futures* (pp. 125-150). New York, NY: Routledge.