



Engendering Curriculum History

Petra Munro Hendry

Engendering Curriculum History Studies In Curriculum Theory Series

Kelly J.D. Waldron



Engendering Curriculum History Studies In Curriculum Theory Series:

Engendering Curriculum History Petra Hendry, 2011-05-20 Disrupting dominant notions of history as linear as inevitable progress and as embedded in the individual this book examines how curriculum history can be re envisioned from a feminist poststructuralist perspective *Provoking Curriculum Studies* Nicholas Ng-a-Fook, Awad Ibrahim, Giuliano Reis, 2015-08-11 *Provoking Curriculum Studies* pushes forward a strong reading of the theoretical and methodological innovations taking place within curriculum studies research Addressing an important gap in contemporary curriculum studies conceptualizing scholars as poets and the potential of the poetic in education it offers a framework for doing curriculum work at the intersection of the arts social theory and curriculum studies Drawing on poetic inquiry psychoanalysis phenomenology life writing and several types of arts based research methodologies this diverse collection spotlights the intellectual genealogies of curriculum scholars such as Ted Aoki Geoffrey Milburn and Roger Simon whose provocations inquiries and recursive questioning link the writing and re writing of curriculum theory to acts of strong poetry Readers are urged to imagine alternative ways in which professors teachers and university students might not only engage with but disrupt blur and complicate curriculum theory across interdisciplinary topographies in order to seek out blind impresses those areas of knowledge that are left over unaddressed by mainstream curriculum scholarship and that instigate difficult questions about death trauma prejudice poverty colonization and more *What Is Curriculum Theory?* William F. Pinar, 2012-03-22 This primer for teachers prospective and practicing asks readers to question the historical present and their relation to it and in so doing to construct their own understandings of what it means to teach to study to become educated in the present moment Curriculum theory is the scholarly effort inspired by theory in the humanities arts and interpretive social sciences to understand the curriculum defined here as complicated conversation Rather than the formulation of objectives to be evaluated by especially standardized tests curriculum is communication informed by academic knowledge and it is characterized by educational experience Pinar recasts school reform as school deform in which educational institutions devolve into cram schools preparing for standardized exams and traces the history of this catastrophe starting in 1950s *Changes in the Second Edition* Introduces Pinar's formulation of allegories of the present a concept in which subjectivity history and society become articulated through the teacher's participation in the complicated conversation that is the curriculum features a new chapter on Weimar Germany as an allegory of the present includes new chapters on the future and on the promises and risks of technology **Reconceptualizing Curriculum Development** James Henderson, and Colleagues, 2014-12-05 *Reconceptualizing Curriculum Development* provides accessible clear guidance on curriculum problem solving and educational leadership through the practice of a synoptic curriculum study This practice integrates three influential interpretations of curriculum curriculum as deliberative artistry curriculum as complicated conversation and curriculum as currere with John Dewey's lifetime work on reflective inquiry At its heart the book advances

a way of studying as a way of living with reference to the question How might I live as a democratic educator The study guidance is organized as an open ended scaffolding of three embedded reflective inquiries informed by four deliberative conversations Study recommendations are provided by a carefully selected team The field tested study based approach is illustrated through a multi layered multi voiced narrative collage of four experienced teachers personal journeys of understanding in a collegial study context Applying William Pinar s argument that a conceptual montage enabling teachers to lead complicated conversations should be the focus for curriculum development in the field s current post reconceptualist moment the book moves forward the educational aim of facilitating a holistic subject self social understanding through the practice of a balanced hermeneutics of suspicion and trust It closes with a discussion of cross cultural collaboration and advocacy reflecting the interest of curriculum scholars in a wide range of countries in this study based lead learning approach to curriculum development *International Handbook of Curriculum Research* William F. Pinar,2013-10-15

Continuing its calling to define the field and where it is going the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide providing a panoramic view of the state of curriculum studies globally Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide Changes in the Second Edition Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally Countries absent in the First Edition are represented Chile Colombia Cypress Ethiopia Germany Iran Luxembourg Nigeria Peru Poland Portugal Singapore South Africa Spain and Switzerland 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America This handbook is an indispensable resource for prospective and practicing teachers for curriculum studies scholars and for education students around the world **The Concept of Care in Curriculum Studies** Jung-Hoon

Jung,2015-12-22 The question at the heart of the book is what might an education with self care and care for others look like Juxtaposing self understanding through the method of currere and the historical character of hakbeolism a concept indigenous to Korea referring to a kind of social status people achieve based on a shared academic background this book articulates how subjective reconstruction of self in conjunction with historical study can be transformative and how this can be extended to social change Articulating how having one s own standard can be a way of making one s life a work of art the author looks at how Korean schooling exercises coercive care disconfirmation and the whip of love for the children s own good Emphasis is given to the internalized status of these practices in both students and teachers and to teachers and parents culpability not only in exercising but also in reproducing these practices through themselves Going beyond describing and analysing the educational problem of academic intellectual achievement oriented education based on aggressive competition this book suggests ways to address these issues through autobiography using the method of currere

to reconstruct one's subjectivity and an ethic of care

Mothering a Bodied Curriculum Stephanie Springgay, Debra Freedman, 2012-01-01 This collection considers how embodiment mothering and curriculum theory are related to practices in education that silence conceal and limit gendered raced and sexual maternal bodies Advancing a new understanding of the maternal body it argues for a bodied curriculum a practice that attends to the relational social and ethical implications of being with other bodies differently and to the different knowledges such bodily encounters produce Contributors argue that the prevailing silence about the maternal body in educational scholarship reinforces the binary split between domestic and public spaces family life and work one's own children and others children and women's roles as mothers or others Providing an interdisciplinary perspective in which postmodern ideas about the body interact with those of learning and teaching

Mothering a Bodied Curriculum brings theory and practice together into an ever evolving conversation

Curriculum Histories in Place, in Person, in Practice Petra Hendry, Molly Quinn, Roland Mitchell, Jacqueline Bach, 2023-03-10 This book situates the Curriculum Theory Project at Louisiana State University within a larger historical framework of curriculum work examining the practices which have sustained this type of curricular vitality over the lifetime of the field's existence Divided into seven parts the authors illuminate seven practices which have sustained the scholarship graduate programs mentorship and networking that have been critical to maintaining a web of international relationships This exploration and coming together of intergenerational stories reveals a more complete and nuanced narrative of the development of curriculum theory over the last 60 years Crucially the project exemplifies the continuing resilience of curriculum theory despite ongoing neo liberal aspirations to reframe education as a business Reflecting upon the lived experiences and articulated memories of those who have participated in the project and analysis of documents collected over its 25 year history it considers curriculum history ies writ large through and from this lens of practice As such it opens up fresh insights for cultivating the vitality and vigor of curriculum theory more broadly on an international scale and with a view to future directions for the field It will appeal to both new and experienced scholars working across education foundations urban education philosophy of education and higher education and researchers from across history sociology anthropology ethnic studies and gender studies

Jane Addams in the Classroom David Schaafsma, 2014-10-15 Once intent on being good to people Jane Addams later dedicated herself to the idea of being good with people establishing mutually responsive and reciprocal relationships with those she served at Hull House The essays in Jane Addams in the Classroom explore how Addams's life work and philosophy provide invaluable lessons for teachers seeking connection with their students Balancing theoretical and practical considerations the collection examines Addams's emphasis on listening to and learning from those around her and encourages contemporary educators to connect with students through innovative projects and teaching methods In the first essays Addams scholars lay out how her narratives drew on experience history and story to explicate theories she intended as guides to practice Six teacher scholars then establish Addams's ongoing relevance by connecting

her principles to exciting events in their own classrooms An examination of the Jane Addams Children s Book Award and a fictional essay on Addams s work and ideas round out the volume Accessible and wide ranging Jane Addams in the Classroom offers inspiration for educators while adding to the ongoing reconsideration of Addams s contributions to American thought Contributors include Todd DeStigter Lanette Grate Susan Griffith Lisa Junkin Jennifer Krikava Lisa Lee Petra Munro Bridget O Rourke David Schaafsma Beth Steffen Darren Tuggle Erin Vail and Ruth Vinz Pragmatism, Post-modernism, and Complexity Theory Donna Trueit,2012-08-21 The first collection of the key works of the major curriculum studies scholar William E Doll Jr this volume provides an overview of his scholarship over his fifty year career and documents the theoretical and practical contribution he has made to the field The book is organized in five thematic sections Personal Reflections Dewey Piaget Bruner Whitehead Process And Transformation Modern Post Modern Structures Forms and Organization Complexity Thinking and Reflections on Teaching The complicated intellectual trajectory through pragmatism postmodernism and complexity theory not only testifies to Doll s individual lifetime works but is also intimately related to the landscape of education to which he has made an important contribution Of interest to curriculum scholars around the world the book will hold special significance for graduate students and junior scholars who came of the age in the field Doll helped create one crafted by postmodernism and more recently complexity theory *Nonviolence and Education* Hongyu Wang,2014-02-03 In current global politics which positions China as a competitor to American leadership in depth understandings of transnational mutual engagement are much needed for cultivating nonviolent relations Exploring American and Chinese professors experiences at the intersection of the individual society and history and weaving the autobiographical and the global this book furthers understanding of their cross cultural personal awareness and educational work at universities in both countries While focusing on life histories it also draws on both American and Chinese intellectual traditions such as American nonviolence activism Taoism and Buddhism to formulate a vision of nonviolence in curriculum studies Centering cross cultural education and pedagogy about for and through nonviolence this volume contributes to internationalizing curriculum studies and introduces curriculum theorizing at the level of higher education Hongyu Wang brings together stories dialogues and juxtapositions of cross cultural pathways and pedagogies in a powerful case for theorizing and performing nonviolence education as visionary work in the internationalization of curriculum studies

Leading from a Feminist Soul Catherine E. Hackney,2018-12-01 Most of the literature involving the work of women leaders has addressed barriers that historically have required women to struggle to get to the top the styles of women leaders and gender issues women leaders continue to face in society and the workplace Nearly missing in the literature is the perspective that women who possess positional power also have a responsibility to make a positive constructive difference with that power Though many women have made that kind of a difference the purpose of this book is to prompt other women leaders to ask themselves the question So how does my leading make a positive difference to my organization to my society

to my world This book will offer inspiration guidance and affirmation to women who seek to lead from goodness justice and the power of difference they bring to the organization The book will include references to the authors autobiographical experiences as leaders in K 12 and higher education as well as to women whose stories of leadership are of particular interest an artist a philanthropist a community activist teacher and school leadership educators These references will scaffold the construction of a theory of leadership that circles around awareness of self and others and the social consciousness courage humility and generosity of spirit that is characteristic of leading from the feminist soul *Taboo*,2005 Social Efficiency and Instrumentalism in Education James M. Magrini,2014-04-03 Distinct among contemporary philosophical studies focused on education this book engages the history of phenomenological thought as it moves from philosophy proper the European phenomenological hermeneutic tradition through curriculum studies It thus presents the best of both worlds for the reader there is a play or movement from philosophy proper to educational philosophy and then back again in order to locate and explicate what is intimated suggested and in some cases left unsaid by educational philosophers This amounts to a work on education philosophy that elucidates through various permutations within the unique foci of each essay the general phenomenological theme of the fundamental ontology of the human being as primordial learner Reflecting his experience as scholar teacher and perennial learner the author suggests how research in phenomenology might prove beneficial to the enhancement of both the theoretical and practical aspects of education readers are invited to envision education as far more than merely a means by which to organize an effective learning experience in which knowledge is assimilated and skill sets are efficiently imparted but rather as a holistic and integrated process in which knowing acting and valuing are original ways of Being in the world **Curriculum and the Holocaust** Marla Morris,2001-03 Uses the Holocaust to raise issues of memory and representation argues that history is the systematization of memory Examines the way the Holocaust gets represented in historical texts and in novels *Taboo*,2005 **Queering Straight Teachers** Nelson M. Rodriguez,William F. Pinar,2007 Much of the focus of anti homophobic anti heterosexist educational theory curriculum and pedagogy has examined the impact of homophobia and heterosexism on gay lesbian bisexual and transgender GLBT students and teachers Such a focus has provided numerous theoretical and pedagogical insights and has informed important changes in educational policy Queering Straight Teachers Discourse and Identity in Education remains deeply committed to the social justice project of improving the lives of GLBT students and teachers However in contrast with much of the previous scholarship Queering Straight Teachers shifts the focus from an analysis of the GLBT Other to a critical examination of what it might mean in theory and in practice to queer straight teachers and the implications this has for challenging institutionalized heteronormativity in education This book will be useful in courses on educational foundations curriculum studies multicultural education queer theory gay and lesbian studies and critical theory Languages of Education Daniel Tröhler,2012-01-06 In this landmark contribution to the study of the formation of the

modern school Daniel Tröhler applies one of the most recognized methods of historical research to an analysis of the language of the academic discipline of education Arguing the value of looking at languages rather than arguments languages rather than parables this method of historical research is used to examine the background of different philosophies theories or arguments of education specifically republicanism and Protestantism Tröhler's argument is that such analysis is essential to tracing back educational arguments to the ideological core of their concerns and thus to understanding in international perspective the historical development of education systems and organizations and to evaluating their different theoretical and political approaches and claims Elegantly written with the historian's attention to archival material this book enables the reader to understand the complex and different social cultural religious and political context factors embedded in the thought of schooling and its objects of scrutiny its notions of the child and teacher Languages of Education is essential reading for scholars and students across the fields of history and philosophy of education curriculum studies and comparative education

Tracing the threads Kelly J.D. Waldron, 2009-01-01 This text is a postmodern historical analysis that seeks to trouble the distinction between the private and the public that is traditionally drawn in educational history and theory by examining the histories of public schools and independent schools around the topics of identity politics accountability and globalization This work is unique in its focus on the histories of independent schoolings as being in dialogue with those of public schooling Through a historical and theoretical examination of the dialogical space in between the private public divide in education around these three interrelated topics this work seeks to trouble the private public distinction exploring the possibilities and futures for curriculum work and education in the postmodern space in between public schools and independent schools It raises questions regarding what defines the structures of schooling in the United States as well as how contrasts between public and private spaces question traditional notions of democratic education

Disavowed Knowledge Peter Maas Taubman, 2012-05-22 This is the first and only book to detail the history of the century long relationship between education and psychoanalysis It provides not only a historical context but also a psychoanalytically informed analysis

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