

ROUTLEDGE STUDIES IN EDUCATION  
AND NEOLIBERALISM

# Curriculum Epistemicide

Towards an Itinerant Theory

João M. Paraskeva



# Curriculum Epistemicide Itinerant Routledge Neoliberalism

**Yan Wang, Gábor Halász, Ainat  
Guberman, Ahmed Baghdady, Oded  
Mcdossi**

## **Curriculum Epistemicide Itinerant Routledge Neoliberalism:**

Curriculum Epistemicide João M. Paraskeva, 2016-03-10 Around the world curriculum hard sciences social sciences and the humanities has been dominated and legitimated by prevailing Western Eurocentric Anglophone discourses and practices Drawing from and within a complex range of epistemological perspectives from the Middle East Africa Southern Europe and Latin America this volume presents a critical analysis of what the author influenced by the work of Sousa Santos coins curriculum epistemicides a form of Western imperialism used to suppress and eliminate the creation of rival alternative knowledges in developing countries This exertion of power denies an education that allows for diverse epistemologies disciplines theories concepts and experiences The author outlines the struggle for social justice within the field of curriculum as well as a basis for introducing an Itinerant Curriculum Theory highlighting the potential of this new approach for future pedagogical and political praxis

Curriculum Epistemicide João M. Paraskeva, 2015 *Itinerant Curriculum Theory* João M. Paraskeva, 2024-06-27 This book advances new ways of thinking about emergence and impact of Itinerant Curriculum Theory ICT Written by authors based in Algeria Brazil Chile China Estonia South Korea Spain and the USA the chapters examine the opportunities and challenges paved by ICT in the struggle to open up and decolonize curriculum policies The contributors show how ICT can help us to pave a new way to think about and to do curriculum theory and announce ICT as a declaration of epistemological liberation one that helps to resist Eurocentric dominance The chapters cover topics including ecologies of the Global South education discourse in South Korea China s Curriculum Reform and the history of colonialism in the Middle East Building on the work of Antonia Darder Boaventura de Sousa Santos and others this book posits that the future of the field is the struggle against curriculum epistemicides and this is ultimately a struggle for social justice The book includes a Foreword by the leading curriculum historian William Schubert Professor Emeritus of Curriculum and Instruction at the University of Illinois at Chicago USA

Refiguring Universities in an Age of Neoliberalism Louise J. Lawrence, 2021-06-04 This book examines the role of compassion in refiguring the university Plotting a reimagining of the university through care other regard and a commitment to act in response to the suffering of others the author draws on various humanities disciplines to illuminate the potential of compassion in the campus The book asks how the sector can reclaim the university from the tides of neoliberalism inequalities and increased workloads and which moral principles and competencies would need to be championed and instilled to build inclusive citizenship and positive connection with others A value that is too scarcely taught experienced or advocated in contexts of higher education compassion is reframed as an essential pillar of the university and a means to an epistemically just campus and curricula

**Curriculum Epistemicide ,  
Confronting Educational Policy in Neoliberal Times** Stephanie Chitpin, John P Portelli, 2019-01-08 This volume explores how educational policy is changing as a result of neoliberal restructuring and how these issues affect educators practice Evidence based chapters present a sharp analysis of neoliberal education policy while also offering suggestions and

recommendations for future action to bring about change consistent with more robust understandings of democracy Covering issues relating to historical context philosophical assumptions policy implementation accountability teacher professionalism and standardization **Confronting Educational Policy in Neoliberal Times** critically engages the ways micro and macro neoliberal politics shapes the purposes and implementation of schooling **Reinventing Paulo Freire** Antonia Darder, 2017-06-14 One of the most influential critical educators of the twentieth century Paulo Freire challenged those educational inequalities and conditions of injustice faced by oppressed populations In this new edition of **Reinventing Paulo Freire** Antonia Darder re examines his legacy through reflections on Freirean pedagogy and the narratives of teachers who reinvent his work The fully revised first part provides important historical political and economic connections between major societal concerns and educational questions raised by Freire and their link to the contemporary moment including questions tied to neoliberalism coloniality and educational inequalities At the heart of the book is a critical understanding of how Freire s pedagogy of love can inform in theory and practice a humanizing approach to teaching and learning Powerful teacher narratives offer examples of a living praxis committed to democratic classroom life and the emancipation of subaltern communities The narratives clearly illustrate how Freire s ideas can be put concretely into practice in schools and communities These reflections on Freirean praxis are sure to spark conversation and inspiration in teacher education courses Through a close theoretical engagement of Freire s ideas and key insights garnered from lived experiences the book speaks to the ways Freire can still inspire contemporary educators to adopt the spirit of liberatory pedagogy By so doing **Reinventing Paulo Freire** is certain to advance his theories in new ways both to those familiar with his work and to those studying Freire for the first time **Unsettling Eurocentrism in the Westernized University** Julie Cupples, Ramón

Grosfoguel, 2018-08-06 The westernized university is a site where the production of knowledge is embedded in Eurocentric epistemologies that are posited as objective disembodied and universal and in which non Eurocentric knowledges such as black and indigenous ones are largely marginalized or dismissed Consequently it is an institution that produces racism sexism and epistemic violence While this is increasingly being challenged by student activists and some faculty the westernized university continues to engage in diversity and internationalization initiatives that reproduce structural disadvantages and to work within neoliberal agendas that are incompatible with decolonization This book draws on decolonial theory to explore the ways in which Eurocentrism in the westernized university is both reproduced and unsettled It outlines some of the challenges that accompany the decolonization of teaching learning research and policy as well as providing examples of successful decolonial moments and processes It draws on examples from universities in Europe New Zealand and the Americas This book represents a highly timely contribution from both early career and established thinkers in the field Its themes will be of interest to student activists and to academics and scholars who are seeking to decolonize their research and teaching It constitutes a decolonizing intervention into the crisis in which the westernized university finds

itself     **Curriculum, Spirituality and Human Rights towards a Just Public Education** Rogério C.

Venturini,2023-05-08 Curriculum Spirituality and Human Rights towards a Just Public Education examines the integration of spirituality not religion into U S public education and curriculum The volume challenges celebratory curricularized forms of human rights and frames spirituality as a counter hegemonic human right Drawing on autobiography as inquiry Rog rio Venturini unpacks his spiritual struggles from within and experiences as a progressive spiritual person and educator The volume examines the subjectivity and objectivity of spirituality exploring the lethal social impact triggered by the absence of spirituality at the table of the so called curriculum conversations This volume places the struggle for spirituality in our field as a political struggle and challenges the epistemicidal nature of such conversations Venturini draws on critical anti colonial and decolonial frameworks and argues for an epistemological move towards an itinerant curriculum theory one that responds to the world s endless epistemological diversity and difference by assuming a non derivative non abyssal approach     *Class*

*Consciousness and Education in Sweden* Alpesh Maisuria,2017-12-14 Emerging from a Marxist perspective this book focuses on the importance of social class and the role of education broadly in relation to the possibility of revolutionary change in Sweden and beyond Critically tracing the celebrated so called Swedish model from its inception to its current neoliberalisation Maisuria explores the contours of class as part of social democratic history culture and education especially against the alternatives of communism and fascism Presenting empirical research on class consciousness within a higher education context Maisuria analyses student testimonies on their perceptions of social democracy and Swedishness with ethno racial dynamics which is subjected to a Gramscian and Critical Realist derived explanatory critique for social transformation     **Ethnography of a Neoliberal School** Garth Stahl,2017-09-13 As a school ethnography this book

explores the controversial schooling practices and strategies embedded in charter school management organizations CMOs as well as how these practices influence teaching and learning school leadership teachers professional identities and students understanding of success By theorizing the common practices within the organization Stahl connects current research in neoliberal governance neoliberal structuring of educational policy aspiration and social reproduction in schooling Honing in on the discourse on education reform Stahl demonstrates that a unique blend of neoliberalism and social justice values have permeated the CMO s institutional culture promoting the belief that adopting corporate practices will fix America s schools and ensure equity of opportunity for all The inclusion of institutional texts emails Blackberry messages posters and rubrics balances the personal subjective and inter subjective to capture a blend of neoliberalism and social justice reframing     **Career Guidance for Emancipation** Tristram Hooley,Ronald Sultana,Rie Thomsen,2018-12-21 This

edited collection explores ways in which social justice can be integrated into career guidance practice Chapter authors propose models and practices which can contribute to struggles for social justice and consider how career guidance can play a role in these struggles They explore policy and practice in the light of critical social theory both critiquing career guidance

and opening up new possibilities for the field The volume moves the discipline away from its overwhelming reliance on psychology in favor of theoretically pluralistic approaches informed by critical thinking in a range of disciplines It seeks to expand the possibilities that are available to career guidance practitioners and researchers to support the growth of human flourishing and solidarity

**The Pinocchio Effect** Elizabeth Janson, 2019-11-26 Automatization and systematic exclusion are beyond common sense within U S public schools The failure to address social problems spills over to schools where youth who refuse to conform to the broken system are labelled as deviant and legitimately excluded Students who conform are made real by the system and allowed back into society to keep manufacturing the same inequalities This is the Pinocchio Effect It involves the legitimization of hegemonic knowledge and the oppression of bodies mind and spiritualities The book analyzes the impact of colonialities within U S public education by examining the learning experiences that influence teachers and students spiritualities affecting the construction and oppression of their identities Consequently the author examines how educators can decolonize the classroom which functions as a political arena as well as a critical space of praxis in order to reveal how realities and knowledges are made nonexistent an epistemic blindness and privilege

*Research, Policymaking, and Innovation* Yan Wang, Gábor Halász, Ainat Guberman, Ahmed Baghdady, Oded Mcdossi, 2023-04-05 This book presents an update on teacher and education development research policymaking and innovation within the Belt and Road Countries It illustrates cases from 18 Belt and Road countries Albania Cambodia China Hungary India Israel Kazakhstan Kyrgyzstan Lithuania Malaysia Mongolia Qatar Russia Singapore Sri Lanka Syria Tajikistan and Turkey It identifies regularities and patterns of teacher development in the context of education development and explores the characteristics of education policy and practice of the Belt and Road countries It will be of interest to all researchers educators and policymakers involved in teacher development and or education development

**Internationalisation of Educational Administration and Leadership Curriculum** Eugenie A. Samier, Eman A. Elkaleh, Waheed Hammad, 2021-08-23 In light of a new wave of cultural mobility how must educational leaders respond to the challenges of internationalising their curricula and accommodating diversity This timely project bridges a gap in the field of educational administration by showcasing the development of curricular internationalisation across several countries

**Career Guidance for Social Justice** Tristram Hooley, Ronald Sultana, Rie Thomsen, 2017-11-22 This edited collection examines the intersections between career guidance social justice and neo liberalism Contributors offer an original and global discussion of the role of career guidance in the struggle for social justice and evaluate the field from a diverse range of theoretical positions Through a series of chapters that positions career guidance within a neoliberal context and presents theories to inform an emancipatory direction for the field this book raises questions offers resources and provides some glimpses of an alternative future for work Drawing on education sociology and political science this book addresses the theoretical basis of career guidance s involvement in social justice as well as the methodological consequences in relation to career guidance

research     *The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education* Nicholas Hartlep, Lucille Eckrich, Brandon Hensley, 2017-05-18 Capturing the voices of Americans living with student debt in the United States this collection critiques the neoliberal interest driven debt based system of U S higher education and offers alternatives to neoliberal capitalism and the corporatized university Grounded in an understanding of the historical and political economic context this book offers auto ethnographic experiences of living in debt and analyzes alternatives to the current system Chapter authors address real questions such as Do collegians overestimate the economic value of going to college and How does the monetary system that student loans are part of operate Pinpointing how developments in the political economy are accountable for students university experiences this book provides an authoritative contribution to research in the fields of educational foundations and higher education policy and finance     *Alternatives to Privatizing Public Education and Curriculum* Daniel Ness, Stephen J. Farenga, 2017-03-16 Through conversations in honor of Dale D Johnson this book takes a critical view of the monoculture in curriculum and policy that has developed in education with the increase of federal funding and privatization of services for public education and examines the shift from public interest and control to private and corporate shareholder hegemony Most states educational responsibilities assessment of constituents curriculum development and instructional protocols are increasingly being outsourced to private enterprises in an effort to reduce state budgets These enterprises have been given wide access to state resources such as public data from state sanctioned testing results field testing rights to public schools and financial assistance Chapter authors challenge this paradigm as well as the model that has set growing premiums on accountability and performance measures Connecting common impact between the standards movement and the privatization of education this book lays bare the repercussions of high stakes accountability coupled with increasing privatization Winner of The Society of Professors of Education Book Award 2018     **Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy** Suniti Sharma, Althier M. Lazar, 2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice     Film as a Radical Pedagogic Tool Deirdre O'Neill, 2017-11-22 Emerging from Inside Film a project that helps prisoners and people on probation make their own films this book discusses the need for working class people to represent themselves and challenge mainstream stereotypes and assumptions about them This project gave prisoners and parolees the technical skills necessary to make their own films and

tell their own stories in order to counter the ways they have been misrepresented The author demonstrates that film and television are key means by which socioeconomically marginalized groups are classified according to hegemonic norms as well as the ways such groups can undermine these misrepresentations through their use of the media As a theoretical reflection on the Inside Film project and the relationship between filmmaking and education this book explores what radical pedagogy looks like in action



## **Curriculum Epistemicide Itinerant Routledge Neoliberalism** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has been apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Curriculum Epistemicide Itinerant Routledge Neoliberalism**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we will delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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