



University of Alberta  
Department of Secondary Education

## EDSE 504 Lec B1 – Curriculum Inquiry Summer Term 2011

July 25 to August 10 (no class Mon. Aug. 1)  
Mon. to Thurs. 9:30 a.m. to 12:00 p.m.  
Room 4-104 Education North

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Instructor: Dr. Diane Conrad  
Office – 442 Ed. S.  
Phone – 492-5870  
E-mail – [diane.conrad@ualberta.ca](mailto:diane.conrad@ualberta.ca)  
Office Hours – Thursdays 12:00-2:00 p.m. or by appointment

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**Course Prerequisite:** EDSE 503 is prerequisite for EDSE 504. This course (or equivalent) is required for all graduate students in the Department of Secondary Education.

### **Course Description & Objectives**

EDSE 504 focuses on how curriculum and teaching should engage with the past and present conditions of public education to create desirable futures. The course in 503 Curriculum Foundations (EDSE 503) provided an introduction to curriculum scholarship. Curriculum Inquiry builds on this introduction to explore current issues of curriculum through the lenses of contemporary curriculum discourses. The overall aim of the course is to provide educators with the means to enhance their professional and scholarly involvement in matters of teaching, curriculum and public education.

The modes or approaches of inquiry or curriculum discourses to be explored will include: Arts-based Curriculum, Postmodernism, Complexity Theory, Phenomenology, Hermeneutics, Narrative, Autobiography, Critical Pedagogy, Cultural Studies, Poststructuralism, Psychoanalysis, Globalization, Postcolonialism, Feminist Pedagogy, Queer Pedagogy, Eco Justice, Eastern Traditions, Indigenous Perspectives, Technology/Media.

The specific course objectives are for students to:

1. Explore various significant contemporary discourses of inquiry in curriculum studies.
2. Begin to position themselves in relation to the curriculum discourses.
3. Examine curriculum issues from the perspective of various discourses.

**Recording Class Lectures:** Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan. This is at the instructor's discretion since there are situations in which recording lectures can contribute (or be essential) to achieving the instructor's pedagogical goals and/or the student's learning experience.

*If an instructor grants permission, the default should be that the recording is solely for the personal use of the student to enhance their understanding of the lecture material. If a lecture is to be recorded, the instructor must notify the class that this is taking place. If the recorded lecture is intended for usage beyond individual study, the person making the recording may need to obtain the permission of all other individuals that appear in the recording. This should be verified beforehand by enquiring with the University's Information and Privacy Office.*

### **Required Texts**

The coursepack for EDSE 504 Curriculum Inquiry Summer 2011 Instructor: Diane Conrad is available from the University of Alberta Bookstore. The required readings for the course are from this coursepack along with some readings available online. A complete list of readings and their online availability will be provided.

### **Course Evaluation & Grading**

Since September 1, 2003, the University of Alberta has used a letter grading system with a four-point scale of numerical equivalents for calculating grade point averages (GPAs). Evaluation in EDSE 504 will consist of 3 graded assignments. There is no final examination in this course. Details of the assignments and grading criteria are provided below and will be discussed further in class. Each assignment will be evaluated holistically based on the general grading criteria indicated below and the specific criteria set out for the assignment. Each assignment will be assigned a number grade corresponding to the U of A Letter Grading System (Table A below). Assignments will be weighted as indicated. A student will be assigned a final letter grade for the course based on a holistic evaluation of the four assignments – taking into consideration the number grades assigned for each assignment and the student's relative position in the class in relation to the recommended course median for 500 level courses: B+ (mean 3.2). Policy on Academic Standing is in section 193.8 of the University Calendar.

#### **General Grading Criteria**

**4 (Excellent)** – displays sophisticated understanding/analysis presenting challenging and significant ideas; interpretations developed with insight, depth and originality reflecting the intentions of the assignment; finely focused and clearly written/crafted.

**3 (Good)** – understanding/analysis is strong; interpretations reflect the intentions of the assignment; well focused and clearly communicated.

**2 (Satisfactory)** – understanding/analysis meets expectations; interpretations go some way in reflecting the intentions of the assignment; not consistently well focused or clearly written/crafted.

**1 (Failure)** – weak understanding/analysis, interpretations do not reflect the intentions of the assignment; not clearly focused or well written/crafted.

#### **Table A**

U of A Letter Grading System

Course Grades Obtained by Graduate Students

Descriptor	Letter Grade	Grade Point Value Equivalent
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7
	D+	1.3
	D	1.0
	F	0.0

Minimum Academic Standing GPA  
Minimum course pass mark

From <http://www.registrar.ualberta.ca/ro.cfm?id=183>

### Points Regarding Evaluation Procedures

- Due to the condensed nature of the class, regular attendance is crucial.
- All written assignments **must be word processed** in Times New Roman 12 point font, double-spaced with 1 inch margins (or equivalent) unless otherwise negotiated with the instructor. Writing ability/style will be assessed along with the content. Particular details on assignments will be communicated throughout the course.
- Written assignments should adhere to APA (American Psychological Association) style in format, citation and referencing.
- Late penalties will be assigned to assignments handed in after the due date. After 5 days, a grade of zero will be assigned. Exceptions due to extenuating circumstances must be approved by the instructor in advance.

### Course Assignments

Evaluation for the course will be based on the following 3 assignments. Alternative formats are acceptable for most assignments e.g.) photo essay, collage essay, video production, etc. Students considering alternative formats should individually consult with the instructor to negotiate terms of the assignment.

#### 1. A Creative Space of Inquiry (30%)

The objective of this assignment is to assist you in beginning to explore what you feel needs investigating in the curriculum field. This assignment will require you to articulate your inquiry interests in some creative format. Begin, as outlined in the Fowler (2003) article on narrative, by using narrative method to “draw out and clarify [your] research interest.” That is, identify the personal story that underlies your research interest. Be sure to situate yourself in the story so that we know “who is writing and from where.” Address some of the questions she raises: “Who in the world am I by now?” “Where am I and how did I get here?” “How do I go on from here?” “What interpretations can I make of my professional being and practice?” From this you should be able to identify your main topic of interest, a preliminary research question and your personal connection to the research. Flesh out the story using some of the ideas described in Fowler’s discussion of the “interpretive fields of narrative analysis” to mine your story for depth and complexity,

meaning, ethics, relevance to education, etc. Finally translate your story into some creative format: digital story, video, musical number, dance, performance, poetry, photography, collage, painting, etc. (e.g. see also Jasebe-Ludt & Hurren's Curriculum intertext: Place/language/ pedagogy, on reserve in Coutts for examples or creative textual formats). Include with your creative work a one page (single spaced, Times New Roman, 12 pt) artists statement that speaks to and/or provides some interpretation of your work.

**Due** – Tuesday August 2

Informal sharing of assignments in class if time permits.

2. Curriculum Discourses Sampler (30%)

The objective of this assignment is to provide students an opportunity to explore a promising mode/approach of curriculum inquiry or curriculum discourse. Each student will select a mode/approach/discourse and will prepare a presentation for the class, one hour in length, including an outline to hand out to instructor and classmates. The presentation will be based primarily on the designated course reading for that mode/approach/discourse (see detailed reading list which will be distributed), along with some supplemental resources, and focus on the **key concepts** of the discourse and the **possibilities and challenges** that the mode/approach/discourse offers for curriculum. You might also introduce some central scholars in that area of curriculum for further reading. The presentation should involve audio-visual, interactive and/or performative elements (it should **not** consist merely of a reading of a paper) and allow time for questions and discussion.

Each student will select one of the following topics for the focus of their assignment:

Critical Pedagogy	Eco Justice
Poststructuralism	Eastern Traditions
Psychoanalysis	Postmodernism
Globalization	Complexity
Postcolonialism	Indigenous Perspectives
Phenomenology	Feminist Pedagogy
Hermeneutics	Technology/Media
Queer Pedagogy	

Other discourses would also be considered with approval of the instructor.

(Diane will present on: Participatory/Arts-based Approach, Narrative/Autobiography, and Cultural Studies.)

**Due** – Individual topics and presentation dates to be negotiated within the class. The outline is due on the same day as the student's presentation.

3. Final Paper: A Proposal for Curriculum Inquiry (40%)

A final paper of 10 -15 pages will be a proposal for a curriculum inquiry. It will build on the students "a creative space of inquiry" completed for assignment #1, to begin to consider a specific curriculum issue/topic from a particular perspective. Both the issue/topic to be explored as well as the inquiry mode/approach/discourse will be of the students choosing. The paper will include a discussion of the issue/topic under investigation, the inquiry mode/approach/discourse, the research method might also be explored, as well as suggestions for further inquiry of this issue/topic. It is expected that the paper will draw on course readings and supplemental resources in one or more of the curriculum inquiry modes/approaches/discourses.

Due – Friday August 12

## **Important Reminders**

### **Course Outlines**

Policy about course outlines can be found in Section 23.4(2) of the University Calendar.

### **Code of Student Behaviour**

The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour, which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. Refer to the following website for information on the University's definition of these offences: <http://www.ualberta.ca/~unisechr/policy/sec30.html>

### **Equity Statement and Inclusive Language Policy**

The Faculty of Education is committed to providing an environment of equality and respect for all people within the university community, and to educating faculty, staff and students in developing teaching and learning contexts that are welcoming to all. In seeking to achieve a climate of respect and dignity, all staff and students must use inclusive language to create a classroom in which an individual's experience and views are treated with equal respect and value in relation to his/her gender, racial background, sexual orientation, and ethnic background. We are encouraged to use gender-neutral or gender-inclusive language and become more sensitive to the impact of devaluing language in order to create a thoughtful and respectful community.

### **Recommendation to Students with Disabilities**

Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental and physical health are advised to discuss their needs with Specialized Support and Disability Services, 2-800 Students' Union Building, 492-3381.

## **Bibliography of Course Readings**

(Several selections from amongst these readings will be made depending in part on students' interests. Additional student selected readings are also welcomed.)

- Apple, M. (2000). "Hey man, I'm good": The art and politics of creating new knowledge in schools. *Official knowledge: Democratic education in a conservative age* (pp. 137-144). London, UK: Routledge.
- Ayers, W. (June, 2010). *The City of Hope Statement: Another World is Possible/ Another Education is Necessary. United States Social Forum*. Detroit, MI. [Keynote address]
- Ayers, W. (1992). The shifting ground of curriculum thought and everyday practice. *Theory into Practice*, 31(3), 259-263.
- Bowers, C. (2002) Toward and eco-justice pedagogy. *Environmental Education Research*, 8(1), 21-34.
- Bracher, M. (2002). Identity and desire in the classroom. In j. jagodzinski (Ed.)

- Pedagogical desire: Authority, seduction, transference, and the question of ethics (pp. 93-121). Westport, CN: Bergin & Garvey.
- Britzman, D. (1995). Is there a queer pedagogy? Or, stop reading straight. *Educational Theory*, 45(2), 151-165.
- Britzman, D. P. (1986). Cultural myths in the making of a teacher: Biography and social structure in teacher education. *Harvard Educational Review*, 56(4), 442-456.
- Clandinin, J. & Connelly, M. (1990). Stories of experience and narrative inquiry. *Educational Researcher*, 19(5) 2-14.
- Conrad, D. (2005). Rethinking “at-risk” in drama education: Beyond prescribed roles. *Research in Drama Education*, 10(1), 27-41.
- Davis, B. & Sumara, D. (1997). Cognition, complexity, and teacher education. *Harvard Educational Review*, 67(1), 105-125.
- Doll, W. (1989). Foundations for a post-modern curriculum. *Journal of Curriculum Studies*, 21(3), 243-253.
- Donald, D. (2004). Edmonton pentimento: Re-reading history in the case of the Papaschase Cree. *Journal of the Canadian Association for Curriculum Studies*, 2(1), 21-54.
- Fowler, L. (2003). Narrative plains of pedagogy: A curriculum of difficulty. In E. Jasebe-Ludt, & W. Hurren, W. (Eds.). *Curriculum intertext: Place/language/Pedagogy* (pp. 159-172). New York: Peter Lang.
- Freire, P. & Macedo, D. (1995). A dialogue: Culture, language and race. *Harvard Educational Review*, 65(3), 377-404.
- Garoian, C. (2001). Exercise: Identity collage. In L. Bresler (Ed.) *Knowing bodies, moving minds* (pp. 213-218). Netherlands: Kluwer Academic Pub.
- Giroux, H. (1994). Doing cultural studies: Youth and the challenge of pedagogy. *Harvard Educational Review*, 64(3), 278-308.
- Greene, M. (1987). Creating, experiencing, sense-making: Art worlds in schools. *Journal of Aesthetic Education*, 21, (4), 11-23.
- Grumet, M. (1999). Autobiography and reconceptualization. In W. Pinar (Ed.) *Contemporary curriculum discourse: Twenty years of JCT*, (pp 25-30). New York: Peter Lang.
- Ladkin, D. (2005). ‘The enigma of subjectivity’: How might phenomenology help action researchers negotiate the relationship between ‘self’, ‘other’ and ‘truth’? *Action Research* 3(1), 108-126.
- Mishra, P. & Koehler, M. (2006). Technological pedagogical content knowledge: A new framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Rizvi, F., Lingard, B. & Lavia, J. (Eds.) (2006). Postcolonialism and education: Negotiating a contested terrain. In *Postcolonialism and education [Special Issue]. Pedagogy, Culture and Society*, 14(3). 249-262.
- Siddhartha (2004). From conscientization to interbeing: A personal journey. In F. Apffel-Marglin & C. Bowers. *Re-Thinking Freire: Globalization and the environmental crisis* (pp. 83-100). Mahwah, NJ: Lawrence Erlbaum Associates.
- Smith, D. G. (2000). The Specific Challenges of Globalization to Teaching and Vice Versa. *The Alberta Journal of Educational Research*, 46(1), 7-26.
- Smith, D. G. (1991). Hermeneutic Inquiry: The hermeneutic imagination and the pedagogic text. In E. Short (Ed.) *Forms of Curriculum Inquiry* (pp. 187-209). Albany, NY: SUNY Press.
- Weiler, K. (1991). Freire and a feminist pedagogy of difference. *Harvard Educational Review*, 61(4), 449-474.
- Westheimer, J. & Kahne, J. (2004). What kind of citizen? The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237-269.