

TABLE OF CONTENTS

Preface: Against Canonphobia. Curriculum as Political	ix
<i>William M. Reynolds</i>	
Acknowledgments	xiii
Part I. The Curriculum Field	1
Chapter 1. Opening up Curriculum Canon to Democratize Democracy	3
<i>João M. Paraskeva</i>	
Chapter 2. Dewey and the Herbartians: The Genesis of a Theory of Curriculum	39
<i>Herbert M. Kliebard</i>	
Chapter 3. The Discursive Roots of Community: A Genealogy of the Curriculum	53
<i>Barry M. Franklin</i>	
Chapter 4. A Marxian and Radical Reconstructionist Critique of American Education: Searching Out Black Voices	67
<i>William Watkins</i>	
Chapter 5. Arresting the Decline of Integrity in Curriculum Studies in the United States: The Policy of Opportunity	99
<i>William G. Wraga</i>	

Chapter 6.	Undoing Double Binds in Curriculum: On Cosmopolitan Sensibilities in U.S. Curriculum Studies <i>James C. Jupp</i>	111
Chapter 7.	In Search of the Lost Curriculum <i>José Félix Angulo Rasco</i>	137
Part II.	The Political and the Power of the Personal	157
Chapter 8.	Dialectics and the Development of Curriculum Theory <i>Henry A. Giroux</i>	159
Chapter 9.	Autobiography and an Architecture of Self <i>William Pinar</i>	177
Chapter 10.	Subject Matters? Curriculum History, the Legitimation of Scientific Objects, and the Analysis of the Invisible <i>Bernadette Baker</i>	195
Chapter 11.	Curriculum Theory, Education Policy, and “The Recurring Question of the Subject” <i>Tero Autio</i>	233
Chapter 12.	Poststructuralism in Curriculum Policies in Brazil <i>Alice Casimiro Lopes and Elizabeth Macedo</i>	243
Part III.	Curriculum Inquiry: Re-Thinking/De-Canon the Canon	259
Chapter 13.	Epistemicides: Toward an Itinerant Curriculum Theory <i>João M. Paraskeva</i>	261
Chapter 14.	Revisiting the Question of the “Indigenous” <i>George J. Sefa Dei</i>	291
Chapter 15.	Renegotiating Epistemic Privilege and Enchantments with Modernity: The Gain in the Loss of the Entitlement to Control and Define Everything <i>Vanessa de Oliveira Andeotti</i>	311
Chapter 16.	Curriculum Inheritance: The Field, the Canon, and the Crisis of the Postmodern University <i>Dennis Carlson</i>	329
Chapter 17.	Canons as Neocolonial Projects of Understanding <i>Susan Jean Mayer</i>	345
Part IV.	The Dynamics of Ideological Production	363
Chapter 18.	Ideology and Methodological Attitude <i>Patti Lather</i>	365

Chapter 19.	The Voices of Women in Curriculum Tensions <i>Ana Sánchez-Bello</i>	381
Chapter 20.	Revisionist Ontology and the Historical Trajectory of Black Curriculum <i>LaGarrett J. King, Crystal Simmons, and Anthony L. Brown</i>	395
Chapter 21.	The New Terms of Race in Light of Neoliberalism and the Transforming Contexts of Education and the City in the Era of Globalization <i>Cameron McCarthy</i>	413
Chapter 22.	Early Education as a Gendered Construction <i>Shirley R. Steinberg</i>	429
Chapter 23.	The Cape Verdean Language and Identity Question: Pride, Politics of Negation, or Willful Ignorance? <i>Soraya Isabel de Barros</i>	439
Chapter 24.	Globalization: The Lodestone Rock to Curriculum <i>Elizabeth Janson</i>	463
Part V.	Curriculum (Counter)Discourses	479
Chapter 25.	Intercultural Curriculum in Neonationalist Europe: Between Neonationalism and Austerity <i>Giovanna Campani</i>	481
Chapter 26.	The Intercultural Curriculum: Networks and Global Communities for Collaborative Learning <i>Jurjo Torres Santomé</i>	503
Chapter 27.	Curriculum as Discourse: From Africa to South Africa and Back <i>Shervani K. Pillay</i>	527
Chapter 28.	Curriculum, Nuyorican Memoirs, and the Improvisation of Identity: From What to Make of “Them” to How “Them” Might Make Themselves <i>José R. Rosario</i>	547
Chapter 29.	Under the Gaze of Neoliberal Epistemology: Dislocating the National Curriculum and Re-Engineering the Citizen <i>João Rosa</i>	565
Chapter 30.	Voices of the Curriculum to the South of Latin America: The Subject, the History, and the Politics <i>Silvia Redon</i>	583

Part VI. Teacher Education, Narratives, and Social Justice	609
Chapter 31. The Curriculum and the Classroom <i>Joe L. Kincheloe</i>	611
Chapter 32. “Who” Is Teacher Education? Approaching the Negative Stereotypes of Teacher Education <i>Silvia Edling</i>	633
Chapter 33. Curriculum, <i>Didaktik</i> , and Professional Teaching: Conceptual Contributions from the Intersections of Curriculum Studies in an Age of “Crisis” in Education <i>Anneli Frelin</i>	645
Chapter 34. Counteracting the Power of the Single Story in Teacher Education: Teacher Narratives as Lions’ Voices <i>Maria Alfredo Moreira</i>	663
Chapter 35. Exploding the Canon: Historical Contextualizing as a Means for Social Justice <i>Thad LaVallee</i>	685
Chapter 36. Toward Academic Decolonization in Critical Curriculum Studies: Learning from the Japanese History Textbook Controversy over “Comfort Women” <i>Keita Takayama</i>	699
Afterword	719
Curriculum? Tentative, at Best. Canon? Ain’t No Such Thing <i>Shirley R. Steinberg</i>	
Contributors	723