



# Department of Curriculum and Pedagogy

Graduate Courses - Summer Session 2017

**SUBJECT TO CHANGE**

Please check: <https://courses.students.ubc.ca/cs/main> before you register.

<b>Term 1</b>	
<b>May 14 to June 22, 2017</b>	
<b>SCED</b>	
<b>EDCP 538 941</b>	<b>Instructor: Sandra Scott</b>
Theory and Research in Environmental Education	
<b>Tue/Thur 16:30 – 19:30</b>	<b>SCARFE 1204</b>
<p>The course will begin with an exploration of personal perspectives on the human-nature relationship; we will address the following areas: the relevance of eco-philosophical literature to personal eco-philosophies; and second, drawing upon the research interest to derive knowledge claims within a qualitative/quantitative context. We will then review conceptions of Environmental Education (EE) and its research and practice. This section will incorporate participants’ teaching and research interests, ideally across sciences, languages, humanities, and the arts. Returning to practice, we will explore the following: How might environmental science, aesthetics, ethics, and histories together with environmental action and community inform EE practice? What might we include as elements of our own eco-philosophies? Finally, claims of bias and indoctrination often confront teachers. Can EE initiatives, especially those treating controversial issues and advocating for informed and responsible action, be defensible on educational grounds? For example, is a balanced approach the way to address current environmental problems such as climate crisis? Or is it imperative that we engage with and understand environmental rights, such as clean air, water, and soil, not only as <i>human</i> rights but also as rights for the <i>more-than-human</i> world?</p>	
<b>CUST</b>	
<b>EDCP 585D 941</b>	<b>Instructor: Anne Phelan</b>
Special Course in Curriculum and Pedagogy: Theorizing Pedagogy	
Mon & Wed 16:30- 19:30	SCARFE 1214
<p>What is pedagogy? What does pedagogy do? How has pedagogy been understood historically? How is pedagogy lived, and to what purpose, by educators within the academy, schools and beyond? Drawing on the thought of curriculum thinkers, indigenous scholars, educational philosophers and cultural theorists, course participants will examine a range of ‘pedagogies’ as they have been construed within diverse disciplinary and wisdom traditions.</p> <p>Questions for consideration in this course will include: Why pedagogy? What are the tensions inherent in the notion of “pedagogy”? Is pedagogy distinct from ‘teaching’ or ‘instruction’? What does pedagogy do? Why the commonplace conjunction of ‘curriculum and pedagogy’? Why speak of pedagogies? How do pedagogies (queer, decolonizing, anti-racist, culturally relevant, anti-oppressive, post-colonial... etc.) take up and respond to oppression(s), dominance and power? What are the personal and professional politics of pedagogy? What happens to pedagogy in a neo-liberal world?</p>	

<b>TERM 2</b>	
<b>July 4 to July 21, 2017</b>	
<b>CUST</b>	
<b>EDCP 568 951</b>	<b>Instructor: Penney Clark</b>
Curricula in their Historical Context	
Mon to Fri 10:30 to 13:00	SCARFE 210
<p>This course examines influences upon, and prominent themes, issues and trends within the history of the school curriculum in Canada. Students will acquire familiarity with the work of some of the principal scholars conducting research in this area. They will have the opportunity to conduct their own original research using primary and secondary sources, in order to investigate questions related to a particular school subject or other topic in which they are interested, and to situate this topic within the wider context of curriculum in Canada from a historical perspective.</p>	
<b>EDCP 585A 941</b>	<b>Instructor: William Pinar</b>
Special Course in Curriculum and Pedagogy: George Grant's Critique of Education	
Mon to Fri 10:30 to 13:00	SCARFE 1209
<p>In this course we will study George Grant's critique of time, technology, and teaching. Grant (1918-1988) has been characterized as a political philosopher, Canadian nationalist, contrarian thinker, theologian, witness, prophet. Each of these, I suggest, were enacted through his teaching. Over the course of his lifetime George Grant was engaged in public education - the education of the public - first through his World War II work with the Canadian Adult Education Association, then his teaching at Dalhousie and McMaster Universities, his numerous lectures featured by the Canadian Broadcasting Corporation (CBC), and at public events from teacher meetings in Halifax to teach-ins in Toronto. Throughout the course we will attend to the pertinence of Grant's teaching to the circumstances in which educators work today.</p>	
<b>EDCP 585B 951 (Summer Scholar Special Course Offering)</b>	<b>Instructor: David Abram</b>
Special Course in Curriculum and Pedagogy: Between the Body and the Breathing Earth: Language and the Ecology of Sensory Experience	
Mon-Fri 13:30- 17:00, <b>July 10, 2017 to July 21, 2017</b>	<b>SCARFE 1209</b>
<p>How can we open a fresh and deeply-felt solidarity between humankind and the other animals, plants, and elemental forces that compose this breathing biosphere? In a society as sophisticated as ours, technologically insulated from the vagaries of weather and illness and famine, is it even possible to catalyze a renewed recognition of our thorough dependence upon the animate earth? Seeking practical answers to such questions, this course will engage the phenomenological tradition of experiential inquiry and reflection, while drawing insight and wisdom from various indigenous, oral cultures native to this continent. During the first week, we will focus upon the ecology of perception, exploring the dynamic participation between our bodily senses and the earthly sensuous. During the second week, our inquiry will widen to explore the ecological dimensions of language, examining the manner in which different ways of speaking — and different technologies of communication — influence and inform our direct experience of the more-than-human earth.</p>	

<b>MUED</b>	
<b>EDCP 585E 941</b>	<b>Instructor: Peter Gouzouasis</b>
Special Course in Curriculum and Pedagogy: Autoethnography	
Tue/Thurs 16:30 to 19:30	SCARFE 201
<p>This course will primarily be about autoethnography, but we will commence with a historical overview of the roots of early forms of realist, qualitative work that paved the way for autoethnography (and autobiography) to be considered as necessary forms of research/inquiry. We will also examine intersections with related forms of interpretive research (e.g., poetic inquiry, creative non-fiction), and the relationships between Arts Based Educational Research (ABER) and Creative Analytical Practices (CAP). The recent, expansive reconceptualization of the prefix ‘auto’ (Gouzouasis &amp; Ryu 2015; Gouzouasis &amp; Regier, 2015) enables us to consider not only the ‘self’ in research, but the relational nature of the ‘self’ with ‘others’ and ‘culture’ (i.e., storying our <i>self</i> in the world in which ‘we’ live). The course is designed for graduate students across disciplines, and will involve a healthy immersion in reading and writing in an interactive learning environment.</p>	
<b>July 24 to Aug 11, 2017</b>	
<b>CUST</b>	
<b>EDCP 508A 951</b>	<b>Instructor: William Pinar</b>
Rev of Res in Curriculum and Pedagogy: The work of Ted Aoki	
Mon to Fri 10:30 to 13:00	SCARFE 1209
<b>EDUC 500 951</b>	<b>Instructor: David Anderson</b> Research Methodology
Research Methodology	
Mon-Fri 8:30 to 11:30	SCARFE 1004
<p>This course is designed for graduate students in the first year of their programs. It acknowledges the importance of excellence in research design, but is predicated on the assumption that the paradigm view of the researcher, the research problem, and the research question should determine research design - consistent with the diversity of researchable problems, which can be identified in educational structures and processes. <b><u>The course will survey rationalized, standard, and empirically-based research issues and approaches in a manner intended to assist the students in selecting research methods and strategies for more intensive studies.</u></b> More specifically, the course will help student to develop their own research question(s) together with appropriate research designs, and analytical techniques. The course will also enable participants to be able to read research reports critically. It is not the purpose of the course to prepare participants with extensive technical (operational) competence in any method of research; rather, it aims at providing an initial understanding of the nature and purpose of various approaches to research -- all of which are useful in understanding educational phenomena and issues in social science. This course is suitable for MEd, MA or PhD students in the preparation for their Graduating papers (EDCP590) or their Research Thesis, and will provide useful skills to educators regardless of whether or not they later implement a research study.</p>	
<b>PETE</b>	
<b>EDCP 531 951</b>	<b>INSTRUCTOR HARTLEY BANACK</b>
Health Promotion, Wellness and Lifeskills in Outdoor Settings	
	SCARFE 1004
<b>Jul 24, 2017 to Aug 04, 2017</b>	
Mon to Fri 9:00 am to 12:00 pm, Field Trip: Saturday, July 29, 2017, 4 PM to Sunday, July 30, 2017, 4 PM.	
<p>This course provides an interdisciplinary and holistic approach to health promotion, wellness and life skills in local outdoor settings. With an emphasis on field-based scholarship and praxis, leaders/instructors/teachers from workplace, community, higher education and school based settings shall examine concepts of wellness and learning communities of practice as critical foundations for curriculum and pedagogy within and across disciplines. Attention shall be placed on strategies for practical implementation.</p>	

**EDCP 532 951**

**Instructor: Peter Cole**

Theories and Dimensions of Place-Based Education: Ecohumanist, Critical, and Indigenous Lenses

Mon to Fri 9:30 to 15:30 **August 14, 2017 to August 18, 2017**

SCARFE 1210

As school-based outdoor gardens, environmental and outdoor education, sustainability education, museum education, land-based learning, etc. gains ground in schools, institutions of higher learning, and other formal, informal, and non-formal educational contexts, seen as a means to connect students 'glocally', while also promoting social and ecological justice, what does place-based learning offer to us? This course aims to explore this and related questions via an examination of concepts, theories and research relevant to the current field of place-based learning, in the process encouraging graduate students to engage with what this means for institutions now making claims to 'place', and to consider how place-based scholarly and creative literature might inform their own teaching and research in education or beyond.

This course focuses on the nature of the relationship between place-based learning and 'natural resources' in their varied interpretations. We will examine such ideas through matters concerning geography, community, food, spirituality, land, history, sovereignty, etc.