

LSU Curriculum Theory Project Presents:

LSU CURRICULUM CAMP 2024

Guest Speaker Events

Curriculum Camp is organized by the Curriculum Theory Project and Curriculum Theory Graduate Student Collaborative. Curriculum Camp is designed to showcase the work of graduate students in the broad fields of curriculum theory, curriculum studies, and education. Join us to learn about fascinating research projects and papers submitted to Curriculum Camp 2024 by the students studying at national and international universities.



Dr. William F. Pinar

William F. Pinar, a renowned curriculum theorist, began transforming the field in the 1970s by incorporating a variety of viewpoints, including history, politics, race, gender, sexuality, and aesthetics. With previous teaching experience at Louisiana State University, the University of Virginia, and Colgate University, he is now a professor and holds a Canada Research Chair at the University of British Columbia. Starting his career as an English teacher, Pinar obtained his master's and Ph.D. from Ohio State University. His research interests include curriculum studies, gender studies, curriculum theory, and international studies, and he has given lectures at various prestigious institutions, such as Colgate University, Harvard University, McGill University, and the Universities of Chicago, Oslo, Tokyo, and Wisconsin-Madison. Over his career, he has produced an extensive body of work, authored numerous books, and contributed articles to respected academic journals. Dr. Pinar is the founding editor of the *Journal of Curriculum Theorizing (JCT)*, an interdisciplinary journal dedicated to curriculum studies, aiming to influence and transform classroom practices by challenging disciplinary, genre, and textual boundaries. As part of the "reconceptualist" movement, he co-established the Curriculum Theory Project at Louisiana State University with Dr. William Doll and other colleagues, promoting the re-envisioning of curriculum studies.

Open to the Public. For Questions and Inquiries: ctplsu@lsu.edu

GRADUATE STUDENT MENTORING

Friday, February 23rd, 2024, from 10:30 AM to 12:00 PM at the LSU Barnes & Noble Event Room

The Problem with the 'How' Question in Education

In education "how" questions are necessary, but also problematic, as they risk reducing curriculum and teaching to means to ends, even laudable ones. Always and only asking "how" encourages educators to think as engineers – when taken to extremes, as manipulators or authoritarians (when ends justify the means) - committing us (on occasion without our conscious consent) to produce outcomes with which we may not concur and, in any case, may not be producible. Supplementing "how" questions with "why" and "what" ones acknowledges the complexity of our positioning as educators, reducing risks associated with liability (so-called "accountability") while inviting us to shift our subject position from engineer to ethicist.

FIRESIDE CHAT

Saturday, February 24th, 2024, from 4:00 PM to 5:30 PM in the Assembly Room of Huey P. Long Hall

Curriculum Studies in Canada: Present Preoccupations

"Curriculum Studies in Canada" is the phrase I choose over "Canadian curriculum studies" in order to emphasize the field first. Anyway, "Canadian" is itself too complex a concept to function as a clarifying modifier only. Like the field itself, Canada – *Létourneau* spells it "Kanada" – is multivariate, in motion, its origin Indigenous then occupied by Europeans, now by immigrants from everywhere, all seeking a future freed from the past. Being freed from the past the essays I'll discuss – still available as presentations online: www.curriculumstudiesincanada.com and to be published summer 2024 by the University of Toronto Press - make clear cannot occur unless the past is remembered, worked through, amends made. Truth and reconciliation are first among the field's present preoccupations.

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