The Curriculum. Decanonizing the Field

João M. Paraskeva
University of Massachusetts Dartmouth USA

jparaskeva@umassd.edu

Shirley Steinberg
University of Calgary Canada

msgramsci@aol.com

(Editors)

It became a scientific truism to claim that the field of curriculum studies is in a state of crisis—an identity crisis. For many decades such a theme has been at the very core of a myriad of curriculum scholars’ work. In fact the idea of crises was always the DNA of the field. However both synchronically and diachronically such crises exhibited different metamorphoses that have become quite emblematic of the state of the field. This prospectus suggests a coherent, tightly organized, and clearly framed critical analysis of the current state of the field of curriculum studies in an era marked by what Boaventura Sousa Santos calls "globalisms". The volume brings together leading international curriculum scholars that will produce state of the art analyses (5000 – 7000 words) addressing complex secular issues involving the curriculum field (among others, critical and post/modernist, poststructuralist tensions; curriculum reconceptualization; curriculum internationalization; curriculum globalization; curriculum canons). Such issues are intimately related to questions such as "Where do curriculum studies stand?"; "What does 'internationalization' mean"?; "What is meant by 'curriculum conversation', and who benefits from that conversation?"; "Whose voices have been heard?"; "Are there any borders within or around the curriculum field, and is there any need for these?"; “Why is there a need for a curriculum [studies] canon?”; “Is the field in a mitigated global status?”; “Who start such ‘[an]conversation’?”; “What is the color of the dominant and counter-dominant curriculum studies ideology?”. This volume is a critical attempt to challenge those (perspectives) that are trying to institute a curricular cannon. In addressing such issues
(and many others) with this volume the intent is to contribute to a better understanding of the current state of the curriculum field.

**Deadlines**

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