

A Volume in The Curriculum and Pedagogy Series

Excursions and Recursions
Through Power, Privilege, and Praxis

Edited by
Brandon Sams
Jennifer Job
and James C. Jupp

Excursions Recursions Privilege Curriculum Pedagogy

**Gaines, Cherie Barnett, Hutson, Kristy
M.**

Excursions Recursions Privilege Curriculum Pedagogy:

Excursions and Recursions Brandon Sams, Jennifer Job, James C. Jupp, 2012-12-01 The Curriculum and Pedagogy book series is an enactment of the mission and values espoused by the Curriculum and Pedagogy Group an international educational organization serving those who share a common faith in democracy and a commitment to public moral leadership in schools and society Accordingly the mission of this series is to advance scholarship that engages critical dispositions towards curriculum and instruction educational empowerment individual and collectivized agency and social justice The purpose of the series is to create and nurture democratic spaces in education an aspect of educational thought that is frequently lacking in the extant literature often jettisoned via efforts to de politicize the study of education Rather than ignore these conversations this series offers the capacity for educational renewal and social change through scholarly research arts based projects social action academic enrichment and community engagement Authors will evidence their commitment to the principles of democracy transparency agency multicultural inclusion ethnic diversity gender and sexuality equity economic justice and international cooperation Furthermore these authors will contribute to the development of deeper critical insights into the historical political aesthetic cultural and institutional subtexts and contexts of curriculum that impact educational practices Believing that curriculum studies and the ethical conduct that is congruent with such studies must become part of the fabric of public life and classroom practices this book series brings together prose poetry and visual artistry from teachers professors graduate students early childhood leaders school administrators curriculum workers and planners museum and agency directors curators artists and various under represented groups in projects that interrogate curriculum and pedagogical theories

Enacting Praxis Kelly P. Vaughan, Isabel Nuñez, 2023 In this collection of writing and reflection readers are invited to reclaim the connection between curriculum studies and the work of educators in schools and society As the curriculum field has grown more complex and theoretical our schools have become more corporatized standardized and dehumanized This volume focuses on curriculum theory s power to assist practitioners in creating positive change Chapters highlight the work of seven influential curriculum studies scholars Maxine Greene Gloria Ladson Billings Janet Miller William Pinar William Schubert William Watkins and Carter G Woodson After introducing and contextualizing the work of each featured theorist the text includes chapters by scholar practitioners working as K 12 teachers teacher educators and community educators who have been influenced by the theorist s ideas These essays illustrate how curriculum studies scholarship influences practice in a variety of places explore the ways that curriculum studies theorizing can be an intervention against technical pedagogical or curricular approaches and focus on the importance of conversations between theory and practice

Book Features Presents a historical overview of curriculum studies by recounting a brief history of the field from the 1800s through the present Provides a beginner friendly introduction to seven highly influential theorists in the field of curriculum studies Pairs the ideas of key curriculum scholars with practitioners who

illustrate how curriculum studies theories influence their practice Concludes with a chapter that highlights key themes and calls for increased focus on curriculum work in schools Includes an appendix of curriculum studies resources including key journals conferences organizations and suggestions for future reading Contributors include Anthony Brown Nichole Guillory M Francyne Huckaby Lasana Kazembe and Seungho Moon

Excursions and Recursions Through Power, Privilege, and Practice Brandon Sams, Jennifer Job, James C. Jupp, 2012-09-24 The Curriculum and Pedagogy book series advances scholarship on curriculum and instruction educational empowerment and social justice It aims to create democratic spaces in education through research arts based projects and community engagement Authors focus on democracy transparency inclusion and equity

Who Are You Without Colonialism? Clelia O. Rodríguez, Josephine Gabi, 2023-10-01 This is not a conventional book because the seed comes from the depth of the volcanic cauldron that awaits silently underneath the Lake Ilopango the umbilical cord of our Humanity and yours It is a scream it is an offering it is pain and it is love It is a collective offering to those who are responding to a call of Liberation based on Indigenous Principles to protect and defend the land beyond theories beyond rhetorical and metaphorical questions This is a tiny tiny glimpse into Lak ech A living testament that today there are people buried on sand on water on air on blood among carcasses of bodies eaten by vultures literally and metaphorically a living testament of open wounds that heal and are traumatized again and again because you the reader the listener the writer the transcriber the colonizer the upholder of patriarchy and caste and class the translator and the guardian of the door of the Master s House refuse to listen politically

BIPOC Alliances Indira Bailey, Christen Sperry García, Glynnis Reed, Leslie C. Sotomayor II, 2022-09-01 BIPOC Alliances Building Communities and Curricula is a collection of reflective experiences that confront challenge and resist hegemonic academic canons BIPOC perspectives are often scarce in scholarly academic venues and curriculum This edited book is a curated collection of interdisciplinary underrepresented voices and lived experiences through critical methodologies for empowerment Reilly Lippard 2018 Gloria Anzaldú a s 2015 autohistoria teor a is a lens for decolonizing and theorizing of one s own experiences historical contexts knowledge and performances through creative acts curriculum and writing Gloria Anzaldú a coined autohistoria teor a a feminist writing practice of testimonio as a way to create self knowledge belonging and to bridge collaborative spaces through self empowerment Anzaldú a encouraged us to focus towards social change through our testimonios and art t he healing images and narratives we imagine will eventually materialize Anzaldú a Keating 2009 p 247 For this collection we use lived experience or testimonios as an approach a method to conduct research and to bear witness to learners and one s own experiences Reyes Rodr guez 2012 Maxine Greene s 1995 concept of an emancipated pedagogy merges art culture and history as one education that empowers students with Gloria Anzaldú a s 2015 autohistoria teor a to re imagine individual and collective inclusion by allowing students to read and to name to write and to rewrite their own lived worlds Greene 1995 pp 147 Greene and Anzaldú a reach beyond theorizing and creating curriculum for awareness and expand the crossings into

active and critical self reflective work to rewrite one's own empowered stories and engage in a healing process

Collective Unravelings of the Hegemonic Web Becky L. Noël Smith, Katherine Becker, Libbi R. Miller, Natasha S. Reid, Michele D. Sorensen, 2014-08-01 *Collective Unravelings of the Hegemonic Web* represents the culmination of work that emerged from 2013 Curriculum Pedagogy annual conference. The notion of the hegemonic web is the defining theme of the volume. In this collection, authors struggle to unravel and take apart pieces of the complex web that are so deeply embedded into normative ways of thinking, being, and making meaning. They also grapple with understanding the role that hegemony plays and the influence that it has on identity, curriculum, teaching, and learning. Finally, scholars included in this volume describe their efforts to engage and undergo counter hegemonic movements by sharing their stories and struggles.

Liminal Spaces and Call for Praxis(ing) Miryam Espinosa-Dulanto, David L. Humpal, Leilya Pitre, Jolanta Smolen Santana, 2013-10-01 *Liminal Spaces and Call for Praxis(ing)* follows the theme of the Curriculum Pedagogy conference that highlighted issues of power, privilege, and supremacy across timelines and borders. This volume comprises of an interconnected mosaic of theoretical research and praxis. Facing the current and future challenges of corporatization of education, it becomes imperative to identify and deconstruct elements that provide more responsive and fertile ground for a research and praxis based mosaic of pedagogy. This volume includes works of those scholars who identified or worked with communities of color and/or who drew on the activist and intellectual traditions of peoples of color, third world feminism, indigenous liberation, sovereignty, civil rights, and anticolonial movements.

Walking Away Alexander B. Pratt, Kevin Donley, Sage Hatch, Staci L. Tharp, Freyca Calderon-Berumen, 2024-09-01 *Walking away* is both refusal and production. Tuck Grant Woodson, Harney, Hartman, 2007, *Survivance*; Powell, 2002, *Sabzalian*, 2019, *Vizenor*, 2008, *Testimonios*; Calderon Berumen, 2021, *Delgado Bernal*; Burciaga Latina Feminist Group, 2001, and other forms of critical pedagogy and curriculum. In other words, walking away presumes both the rejection of a form of status quo, walking away from something, and a new direction taken, walking toward something else. In the context of education, many teachers and researchers have reached that breaking point where no more curricular pedagogic violence can be survived, and it is in that moment that those researchers and teachers actively remove themselves from those systems and assert new courses with new possibilities. This edited volume is a collection of works chronicling acts of refusal that manifest as walking away. In some cases, what is walked away from is the erasure of experience in curriculum, while in others, it is a fundamentalist religious experience. In still other cases, what is walked away from is the carceral nature of school discipline policies. In each case, walking away is resistance, refusal, and re-creating new possibilities and agencies. What is walked toward is a new curriculum pedagogy of resistance, sometimes within and sometimes without that place.

ENDORSEMENTS *Walking Away* provides a window into what it is for educators to form a new world. Enter *Walking Away* and walk into Leonard Harris, Purdue University. *Walking away* is sure to inspire pre-service educators, practicing teachers, and others to participate in the construction of more just and

equitable worlds Tristan Gleason Cal Poly Humbolt Ultimately Walking Away represents the capacious thinking that emerges from the various connections conversations and profound contributions of each author Boni Wozolek Pennsylvania State University Abington Campus This important book insists that we as curriculum scholars seriously ask ourselves what our roles and responsibilities are as academics researchers and educators in these dire times Jennifer A Sandlin Arizona State University

Promoting Positive Learning Experiences in Middle School Education Gaines, Cherie Barnett, Hutson, Kristy M., 2021-01-15 Declining academic performance along with a growing apathy of students toward the value of education demonstrates that students in the United States public education system do not recognize the value of a positive experience in middle schools A plethora of research and writing has been done on elementary schools and secondary schools but middle school education as a whole has been left behind For this reason there is the need for current research on all aspects and topics that may contribute to middle school student success Promoting Positive Learning Experiences in Middle School Education focuses on the ideal conditions for maximizing student success and engagement in middle school education The chapters take a deeper look into the modern tools technologies methods and theories driving current research on middle school students their teachers their classroom environment and their learning Highlighting topics such as curriculum reform instructional strategies and practices effective teaching and technology in the modern classroom this book is ideally intended for middle school teachers middle school administrators and school district administrators along with practitioners stakeholders researchers academicians and students interested in middle school education and student success

Unveiling the Magic of Words: A Review of "**Excursions Recursions Privilege Curriculum Pedagogy**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their capability to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Excursions Recursions Privilege Curriculum Pedagogy**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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web nov 15 2017 paint and arrange for a re inspection by a certified lead professional at the agency s expense csb will not reimburse agencies for this expense this is not the same person as the visual assessor who signed above this must be an epa trained and certified lead professional 1 were all identified problems with paint surfaces repaired using

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web the hprp lead screening worksheet is intended to guide grantees through the lead based paint inspection process to ensure compliance with the rule hprp staff can use this worksheet to document any exemptions that may apply whether any potential hazards have been identified and if safe work practices and clearance are required and used

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web the purpose of the lead inspection risk assessment was to determine the existence of lead based paint and lead based

paint hazards at the subject property and to determine the location type and severity of existing or potential health hazards associated with exposures to lead this report can

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web 1 a review of prior reports to determine where lead based paint and lead based paint hazards have been found what controls were done and when these findings and controls happened 2 a visual assessment to identify deteriorated paint failures of previous hazard controls visible dust and debris and bare soil 3

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web 1 performing inspections by the sole use of laboratory paint chip analysis is not recommended because it is time consuming costly and requires extensive repair of painted surfaces us dept of housing and urban development guidelines for the evaluation and control of lead based paint hazards in housing p 3 1997

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web a lead based paint inspection will determine whether lead based paint is present in a house dwelling unit residential building or housing development including common areas and exterior surfaces and if present which building components contain lead based paint

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web feb 18 2016 lead based paint inspections determine the presence of lead based paint it is particularly helpful in determining whether lead based paint is present prior to purchasing renting or renovating a home and identifying potential sources of lead exposure at any time

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web attention lead based paint 1280 maryland avenue sw suite 800 washington dc 20024 2135 the inspection report will identify whether there is no lead paint or lead paint and or lead paint hazards on the property if there is lead paint the report will identify the location level of hazard and acceptable or optional

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web apr 4 2023 these materials provide information on epa s lead safe renovation and repair requirements as well as general information on lead and how to protect against lead poisoning

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web sk assessments or inspections in the seller s possession and notify the buyer of any known leadbased paint hazards a risk assessment or inspection for possible lead based paint hazards is recommended prior to purchase

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web jan 7 2023 lead inspections and lead risk assessments are useful first steps which can lead to more thoughtful decisions

on managing lead based paint and lead hazards lead abatement is an activity designed to permanently eliminate lead based paint hazards

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web agency epa define an inspection as a surface by surface investigation to determine the presence of lead based paint and the provision of a report explaining the results of the investigation the sampling protocols in this chapter fulfill that definition 2 the client should hire a certified licensed lead based paint inspector or risk

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web the attached lead paint inspection report is not transferable please note that some painted surfaces may contain levels of lead below 1 0mg cm² which could create lead dust hazards if the paint is sanded or scraped

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web may 31 2023 lead based paint regulations apply to inspection risk assessment project design and abatement activities in pre 1978 target housing and child occupied facilities but not to renovation repair and painting projects

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web components tested were found to be negative for lead based paint i e containing less than 1 0 mg pb cm² with 95 confidence areas tested are generally outlined in the attached diagram titled generalized floor plan for lead based paint testing and the attached detailed report of lead paint inspection purpose and scope

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web re lead based paint inspection report for single family home located at 123 main st cherry hill nj 08002 dear mr client please find enclosed the lead inspection report for the single family home located at 123 main st cherry hill nj 08002 the xrf survey was performed within the current

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