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THINKING ABOUT AND ENACTING CURRICULUM IN "FRAMES OF WAR"

Edited by: **Rahat Naqvi & Hans Smits**

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ENACTING CURRICULUM
IN "FRAMES OF WAR"



EDITED BY RAHAT NAQVI
AND HANS SMITS

"Reframing the curricular challenge educators face after a decade of war, the contributors to this remarkable collection testify to the ethical demands of our time, our place, and our profession. What does it mean for us to teach now, in a time laced by hate, suffering, and trauma but professionally determined to find a very different future? Each of these essays provides provocative paths, theoretical and practical, to that future. In this resounding collection we hear once again the sound of silence breaking, supporting us to rearticulate our pedagogical convictions in this time of terrorism, reframing curriculum as committed to intercultural understanding and global justice." —William F. Pinar, Professor and Canada Research Chair, University of British Columbia, Vancouver

"Famously, Greek dramatist Aeschylus remarked that 'in war, the first casualty is truth.' In this fine, original, and timely collection, Rahat Naqvi and Hans Smits have provided a valuable forum in which curriculum scholars can 'speak truth to power' in the post-911 era, and explore ways to understand and challenge how curriculum is enframed and enacted in contemporary classrooms." —George Richardson, University of Alberta

Thinking about and Enacting Curriculum in "Frames of War", edited by Rahat Naqvi and Hans Smits, responds to the challenges Judith Butler posed about the precariousness of life and questions about how we apprehend, and take up ethically, our responsibilities for those who are considered "Other." The notion of enframing asks us to consider what conditions our understanding of others, and how we open up what curriculum concepts and theories mean in the contexts of complex conditions for educational practices, such as recent wars, which have brought to forefront critical questions of human recognition and the precariousness of the conditions in which human flourishing is possible.

An overarching objective of this book is the meaning of a call to ethics, and how discussion of framing and frames is a provocation to think about our responsibilities as curriculum scholars and practitioners. The authors take up the limits of knowledge, and present the challenge to curriculum theory to think in terms of not just understanding the frames through which we apprehend the Other, but also how we might re-frame our thinking as a radical call to responsibility. Each chapter in Smits and Naqvi's Thinking about and Enacting Curriculum in "Frames of War" illustrates these concepts in diverse ways, but with common interest and concern, considering how curriculum is and ought to be fundamentally engaged with re-thinking our frames of apprehension.

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