



Provoking Curriculum Studies: Strong Poetry and Arts of the Possible in Education (Studies in Curriculum Theory Series)

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Provoking Curriculum Studies pushes forward a strong reading of the theoretical and methodological innovations taking place within curriculum studies research. Addressing an important gap in contemporary curriculum studies—conceptualizing scholars as poets and the potential of the poetic in education—it offers a framework for doing curriculum work at the intersection of the arts, social theory, and curriculum studies. Drawing on poetic inquiry, psychoanalysis, phenomenology, life writing, and several types of arts-based research methodologies, this diverse collection spotlights the intellectual genealogies of curriculum scholars such as Ted Aoki, Geoffrey Milburn and Roger Simon, whose provocations, inquiries, and recursive questioning link the writing and re-writing of curriculum theory to acts of strong poetry. Readers are urged to imagine alternative ways in which professors, teachers, and university students might not only engage with but disrupt, blur, and complicate curriculum theory across interdisciplinary topographies in order to seek out *blind impresses*—those areas of knowledge that are left over, unaddressed by ‘mainstream’ curriculum scholarship, and that instigate difficult questions about death, trauma, prejudice, poverty, colonization, and more.

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