

Contents

| | |
|---|-----|
| Chapter One: The Curriculum: Whose Internationalization? | 1 |
| <i>João M. Paraskeva</i> | |
| Chapter Two: Beyond Abyssal Thinking: From Global Lines to Ecologies of Knowledges | 11 |
| <i>Boaventura de Sousa Santos</i> | |
| Chapter Three: Curriculum: The Need for a Radical Copresence | 49 |
| <i>João M. Paraskeva</i> | |
| Chapter Four: Las Etapas de la Educación y Revolución: Literacy, Communism, and Democracy from Raúl Ferrer to Tao Xingzhi | 81 |
| <i>Todd Alan Price</i> | |
| Chapter Five: <i>Tasanhak</i> , Korean Neo-Confucianism, and Curriculum Studies: Complicating Conversations in Human Nature, Knowledge, and Justice | 105 |
| <i>Seungho Moon</i> | |
| Chapter Six: The Internationalization of Curriculum Studies: The Contribution of Jamaica's Marcus Mosiah Garvey | 129 |
| <i>Andrea Baldwin</i> | |
| Chapter Seven: Indonesian Curriculum Theorist: Ki Hadjar Dewantara | 137 |
| <i>Dinny Risri Aletheiani</i> | |

| | |
|--|-----|
| Chapter Eight: In the Third Moment in Curriculum Studies: A Dialogue Between <i>Seikatsu Tsuzurikata</i> and Critical Pedagogy | 153 |
| <i>Kaoru Miyazawa</i> | |
| Chapter Nine: Anton Semyonovich Makarenko: A Few Western Myths Debunked..... | 169 |
| <i>Oksana Jackim</i> | |
| Chapter Ten: Curriculum Counterstrokes and Strokes: Swimming in Nonexistent Epistemological Rivers Dialoguing with Sousa Santos | 181 |
| <i>Elizabeth Janson and João M. Paraskeva</i> | |
| Conclusion: Itinerant Curriculum Theory: A Reiteration | 203 |
| <i>João M. Paraskeva</i> | |
| Contributors..... | 217 |