

Références

- Aoki, T. T. (1980/2005). Toward Curriculum Inquiry in a New Key. Dans William F. Pinar et Rita Irwin (Éd.), *Curriculum in a New Key*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Aoki, T. T. (1991/2005). Teaching as Indwelling Between Two Curriculum Worlds. Dans William F. Pinar et Rita Irwin (Éd.), *Curriculum in a New Key*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Aoki, T. T. (1991/2005). Postscript/Rescript. Dans William F. Pinar et Rita Irwin (Éd.), *Curriculum in a New Key*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Blood, N., Chambers, C., Donald, D., Hasebe-Ludt, E., et Big Head, R. (2012). Aoksisowaato'op: Place and Story as Organic Curriculum. Dans Nicholas Ng-A-Fook et Jennifer Rottmann (Éd.), *Reconsidering Canadian Curriculum Studies*, (pp. 47-82). New York, New York: Palgrave Macmillan.
- Chambers, C. (1999). "A Topography for Canadian Curriculum Theory." *Canadian Journal of Education*, 24(2), pp. 137–150.
- Chambers, C. (2012). "We are all Treaty People": The Contemporary Countenance of Canadian Curriculum Studies. Dans Nicholas Ng-A-Fook et Jennifer Rottmann (Éd.), *Reconsidering Canadian Curriculum Studies*, (pp. 23-38). New York, New York: Palgrave Macmillan.
- de Alba, A. (2011). Footprints and Marks on the Intellectual History of Curriculum Studies in Mexico: Looking toward the Second Decade of the Twenty-First Century. Dans William F. Pinar (Éd.), *Curriculum Studies in Mexico*, (pp. 49-74). New York, New York: Palgrave Macmillan.
- Donald, D. (2012). Forts, Curriculum, and Ethical Relationality. Dans Nicholas Ng-A-Fook et Jennifer Rottmann (Éd.), *Reconsidering Canadian Curriculum Studies*, (pp. 39-46). New York, New York: Palgrave MacMillan.
- Egéa-Kuehne, D. (2003). Understanding Curriculum in France: A Multifaceted Approach to Thinking Education. Dans William F. Pinar (Éd.), *International Handbook of Curriculum Research*, (pp. 329-366). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Huebner, D. (1975/1999). The Tasks of Curriculum Theorist. Dans Vikki Hillis (Éd.), *The Lure of The Transcendent: Collected Essays by Dwayne Huebner*, (pp. 212-230). Mahwah, New Jersey: Lawrence Erlbaum Associates, Publishers.
- Le Grange, L. (2010). South African Curriculum Studies: A Historical Perspective and Autobiographical Account. Dans William F. Pinar (Éd.), *Curriculum Studies in South African* (pp. 177-200). New York, New York: Palgrave Macmillan.
- Macedo, B. (2011). Curriculum as Enunciation. Dans William F. Pinar (Éd.), *Curriculum Studies in Brazil* (pp. 135-154). New York, New York: Palgrave Macmillan.
- McCutcheon, G. (1982). This Issue. *Theory into Practice*, 21(1), pp. 2-3.
- Pinar, W. F. (Éd.). *International Handbook of Curriculum Research* (2^e édition). New York, New York: Routledge.
- Trueit, D. (2003). Democracy and Conversation. Dans Trueit, D. et, Doll Jr. W., et Wang, H., et Pinar, W. F. (Éd.). *The Internationalization of Curriculum Studies*. New York, New York: Peter Lang.
- Smits, H. (2008). "Is a Canadian Curriculum Studies Possible? (What Are the Conditions of Possibility?): Some Preliminary Notes for Further Inquiry." *Journal of the Canadian Association for Curriculum Studies*, 6(2), pp. 97–112.
- Rich, A. (2001). *The Arts of the Impossible*. New York, New York: W. W. Norton & Company.
- Ropo, E. et Autio, T. (2009). *International Conversations on Curriculum Studies: Subject, Society, and Curriculum*. Rotterdam, Netherlands: Sense Publishing.
- Zhang Hua et Zhenyu Goa. (2013). Curriculum Studies in China: Retrospect and Prospect. Dans William F. Pinar (Éd.), *International Handbook of Curriculum Research* (2^e édition). New York, New York: Routledge.