

jct

Journal of Curriculum Theorizing

Volume 21 Number 4 Winter 2005

		Editor's Introduction
Marla Morris	3	<i>Back Up Group: Here Comes the (Post)Reconceptualization</i>
		Feature Articles
Daniel F. Pigg	13	<i>Rethinking Masculinity Studies in the Curriculum: So What Do We Do about Beowulf?</i>
Alan A. Block	21	<i>The Following May Eat: Part Two</i>
Emery J. Hyslop-Margison & John A. Dale	33	<i>The Fallacy of Objectivity in Educational Research: Scientism as Neo-Liberal Ideology</i>
Nicholas Ng-A-Fook	43	<i>A Curriculum of Mother-Son Plots on Education's Center Stage</i>
Michael D. Kehler, Kevin G. Davison, & Byle Frank	59	<i>Contradictions and Tensions in the Practice of Masculinities in School: Interrogating Embodiment and 'Good Buddy Talk'</i>
Adam Howard	73	<i>Lessons of Poverty: Towards a Literacy of Survival</i>
Stephen S. Triche	83	<i>A Wittgenstein Philosophy on History and Culture: A Discourse of "Broken Knowledge"</i>
Alyson Huntly	97	<i>Returning Teaching and Learning to Its Original Complexity</i>
		Hermeneutic Portraits
Craig Kridel	117	<i>Hermeneutic Portraits: Caroline Zachry</i>
		[Popular] Culture Matters
Ann S. Beck	125	<i>Fight Club Goes to School</i>

		<i>Reading between the Lines</i>
Kent den Heyer	135	<i>History Lessons and the Manufacturing of Significance: An Essay Review of S. G. Grant's History Lessons</i>
Steve Bailey	143	<i>"Class Struggle": Marxism against Postmodernism in Educational Theory</i>
Awad Ibrahim	149	<i>The Question of the Question Is the Foreigner: Towards an Economy of Hospitality</i>
	163	JCT Editorial Statement
	164	Guidelines for Manuscripts
	168	Subscription Information

*On front cover: "The Guardians,"
photograph by Weihua Zhang,
Savannah College of Art and Design,
Savannah, Georgia.*