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Home > Vol 27, No 2 (2011) > **Hurren**

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Bringing Curriculum Down to Earth: The Terroir That We Are

Wanda Hurren, Erika Hasebe-Ludt

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Abstract

In this essay, the authors outline theoretical and practical considerations that arise out of their autobiographical curricular research into place, identity, and food. Regarding the quintessential curricular questions, *What is worth knowing?* and *How do we come to know?*, they posit that an attention to how we eat and use the world (Berry, 1990) is a curricular endeavor. As such, they understand their work here as an acknowledgement of embodied or somatic and visceral, sensual knowing, a celebration of and attunement to the everyday experiences in human lives. The notion of *terroir* is explored as one possible approach to "bringing curriculum down to earth" and to dwell in the *humus* (Aoki, 1991/2005) we share with other living things. Along with a series of six vignettes that illustrate how food and place have influenced their identities and vice versa, the authors offer the reader, by way of sidebars, some of the strategies that have transformed their praxis when working towards an educational philosophy and curriculum that honours *terroir* not only as a theoretical or conceptual idea/ideal but also as a viable and sensual embodied practice. In this format, the essay mixes abstract theoretical discussion with examples of concrete praxis. The authors suggest that this mixing is an important and necessary curricular endeavour for

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