



Thinking about and Enacting Curriculum in "Frames of War" (Critical Education Policy and Politics)

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Thinking about and Enacting Curriculum in "Frames of War", edited by Rahat Naqvi and Hans Smits, responds to the challenges Judith Butler posed about the precariousness of life and questions about how we apprehend, and take up ethically, our responsibilities for those who are considered "Other." The notion of enframing asks us to consider what conditions our understanding of others, and how we open up what curriculum concepts and theories mean in the contexts of complex conditions for educational practices, such as recent wars, which have brought to forefront critical questions of human recognition and the precariousness of the conditions in which human flourishing is possible.

An overarching objective of this book is the meaning of a call to ethics, and how discussion of framing and frames is a provocation to think about our responsibilities as curriculum scholars and practitioners. The authors take up the limits of knowledge, and present the challenge to curriculum theory to think in terms of not just understanding the frames through which we apprehend the Other, but also how we might re-frame our thinking as a radical call to responsibility. Each chapter in Smits and Naqvi's *Thinking about and Enacting Curriculum in "Frames of War"* illustrates these concepts in diverse ways, but with common interest and concern, considering how curriculum is and ought to be fundamentally engaged with re-thinking our frames of apprehension.

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