As a form of qualitative research methodology, this autobiographical paper describes a curriculum professor’s personal life history as a text around three themes of guilty, self-censorship, and progressive identity as a teacher educator. The paper discusses the author’s critical reflection on the past classroom lives and autobiographical revelation of the various developmental experiences embedded in the public schooling of Korea and lives of doctoral students and pre-service teachers’ supervisor in the US. Using narrative writing, the paper reflects that: (1) author’s experience as a classroom monitor in the public schooling is remembered as a mean to control students’ behavior and provides a microcosm of a larger socio-technical context in which disciplinary technology was partially used to sustain more than 30 years of dictatorship. (2) author has engaged in self-censorship to avoid accusations of being a blasphemous dissident from the stages of becoming a graduate student in Korea, and this self-censorship has since become entrenched in the professional life. (3) despite these conditions to cope with, author as a 386 generation is still looking forward to participating in the reflective and reconstructivist project as a teacher educator in teaching curriculum and evaluation in the school of education. A number of episodes and incidents addressed in this paper are interwoven as a meaningful net of author’s personal life as a student in the past schooling and curriculum professor in the present.

Key words: autobiographical inquiry, personal life history, critical reflection, curriculum text, narrative writing

1) In writing for not only Korean but audiences who are not familiar with Korean political, social, and educational context, I have attempted to adapt this text for them. This adaptation sometimes forces me to veer from ordinary narrative writing given the need to provide longer and more descriptive background information that would not unnecessary for Korean readers.
I. Introduction

I am a scholar of curriculum studies with interests in the politics of school knowledge, reflective teacher education, and alternative curriculum discourse to restore critical curriculum projects: the curriculum as ethical inquiry, aesthetic reflection, and democratic practice. This autobiographical reflection addresses issues related to the experiences of a curriculum scholar working in the context of traditional curriculum studies in Korea, as well as the intersections of past school lives under dictatorship, expressing resistance, experiencing frustration and injury, and, most of all, of commitment to reconstructing democratic and authentic school knowledge.

The autobiographical narrative expressing one’s understanding of her or his life in the curriculum field is becoming an important method for relating the self of the curriculum scholar to her or his work. In this paper, my self narrative is born of my lived experience of an intertwined personal and professional life in both Korea and the United States. Connelly and Clandinin(1987) proposed as a way to link individual accounts of the self to teachers’ practical knowledge in order to understand their lives in the classroom. I hope this paper can lead to understanding of school curriculum and can provide a useful lens for examining the tension found in curriculum studies in Korea.

As Pinar(1988) puts it, understanding the self need not be narcissism, and this paper investigates the present meaning of the past and the future significance of present struggles, seeking to understand the relation between the self and life conditions. Furthermore, just as Apple(1990) asserted that school knowledge and experience are never isolated from some form of ideological inscription and micro-politics of student control, critical self-consciousness is imprinted in this autobiographical paper of my experience as a reflective curriculum researcher.

The purposes of this writing are two-folded: first, an ongoing effort to reflect on the past school life is the aim of the paper itself for someone who identifies himself toward reflective educator; second, the paper aims at revealing how a number of episodes and