

**Course:** EDPL 634/0101, The School Curriculum/Fall 2006  
**Course Mailing List:** [edpl634-0101-fall06@coursemail.umd.edu](mailto:edpl634-0101-fall06@coursemail.umd.edu)  
**Instructor:** Dr. Steven Selden  
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selden@umd.edu  
**Days/Time:** Tuesday, 7:00 - 9:45  
**Room:** 2102 Benjamin  
**Office hours:** By appointment at student's convenience.  
Please email [selden@umd.edu](mailto:selden@umd.edu)

## I.

### **COURSE BIBLIOGRAPHY**

- Apple, M. W. (December, 2002). "Patriotism, pedagogy, and freedom: On the educational meaning of September 11." *Teachers College Record*, 104(8), pp. 1760-1772. (Copy to be distributed in class)
- Center for Religious Freedom of Freedom House with the Institute for Gulf Affairs (n.d.). "Excerpts from Saudi Ministry of Education Textbooks for Islamic Studies: Arabic with English Translations," 110 pp. (copy distributed on CD)
- Consumers Union Education Series, (1995). *Captive kids: Commercial pressures on kids at school*. Yonkers: Consumers Union Education Services.  
<http://www.consumersunion.org/other/captivekids/summary.htm>
- Edelman, M. W. (2005). *The State of America's Children*. Washington, DC: Children's Defense Fund.  
[http://cdf.convio.net/site/DocServer/Greenbook\\_2005.pdf?docID=1741](http://cdf.convio.net/site/DocServer/Greenbook_2005.pdf?docID=1741) (copy distributed on CD)
- Finn, C. (2002), *September 11: What our children need to know*. Washington, DC: Thomas B. Fordham Foundation.  
<http://www.edexcellence.net/Sept11/September11.pdf> (copy distributed on CD)
- Foucault: M. (1975). *Discipline and punish: The birth of the prison*. New York: Vintage Books, pp. 135-228.
- Hart, B., and Risley, T.R. (1995). *Meaningful differences in the everyday experiences of Young American children*. Baltimore: Paul H. Brookes Publishing Company. (To be purchased as discount directly from publisher)
- Molnar, A., and D. R. Garcia, (November 2005). *Empty calories: Commercializing activities in America's schools*. Tempe: Arizona State University.

<http://www.asu.edu/educ/eps1/CERU/Annual%20reports/EPSL-0511-103-CERU.pdf> (copy distributed on CD)

Ravitch, D. (2003). *The language police: How pressure groups restrict what students learn*. New York: Alfred A. Knopf.

Rothstein, R. (December 2, 2004). "Must schools fail? *New York Review of Books*, 51(19). (copy distributed on CD)

Salter, S. (12 June 2005). "William Raspberry: The return of the 'cathedral builder.'" *Jackson Mississippi Clarion-Ledger*. (copy distributed on CD)

Selden, S. (2007). "Biological determinism and the narrative of adjustment: The high school biology textbooks of Truman Jesse Moon, c. 1921-1963." *Curriculum Inquiry* (in press). (copy distributed on CD)

Shea, N. (ed.) (2005). *Saudi publications on hate ideology invade America's mosques*. Washington, DC: Center for Religious Freedom, Freedom House.

<http://www.freedomhouse.org/religion/publications/Saudi%20Report/FINAL%20FINAL.pdf> (copy distributed on CD)

## II.

### **COURSE DESCRIPTION**

A Curriculum Foundations course offering a critical analysis of the K-12 curriculum from a variety of disciplinary perspectives. Includes a review of historical developments, an analysis of pressures affecting curriculum change and stasis, an examination of curriculum-making issues, and a consideration of current trends in curriculum design and practice.

## III.

### **INSTRUCTOR'S NOTE**

August 30, 2006

Dear Friends,

In anticipation of our time together this semester I wanted to take a moment to outline my thoughts regarding EDPL 634 for this fall. Of the many approaches that one may take to curriculum policy analysis, the *internalist* and the *externalist* are two well-respected alternatives. Where the internalist approach focuses on how well learners are achieving in regards to the aligned curriculum's pre-specified goals on high-stakes tests, the externalist orientation links the curriculum to a variety of external contexts, both material and cultural. This fall we will approach curriculum policies in the context of that which

Princeton University's Cornell West calls, "Gramscian accounts that link the rule of capital - the powers of transnational corporations, banks, and political elites - to the racial and gender-skewed ill-fed, ill-housed, and ill-clad."

### ***Course Goals***

EDPL 634 is designed to:

- Assist students in understanding the role that external contexts play in the development, implementation, and evaluation of the curriculum
- Develop students' ability to critically analyze curricular offerings at both the technical and ethical levels.
- To facilitate students' ability to critically analyze the influence of commercialization on the curriculum
- To increase students' understanding the impact of the differential distribution of financial and cultural capital on student achievement in school.
- To develop students' ability to evaluate alternative views of curriculum development - whether the curriculum is an instrument for social reproduction, or can it be a contradictory site for socially transformative resistance?
- To support students in the development of curriculum guides and matrices for use with preschool children and their parents - guides designed to increase reading readiness, and for use with the "Okolona Vocabulary Development Project."

In sum, our topics and readings offer exciting opportunities for us as members of an academic community. Organized around the 5 C's of *Commercialism, Control, Crisis, Contestation, and Cathedral building*, they offer opportunities for meaningful discussions and insights. And they set the groundwork for a series of dynamic and engaging classes. EDPL 634 is directed toward developing our critical, normative and technical competencies through careful analysis and spirited discussions of important issues. And finally, it includes the application of theory to classroom practice. EDPL 634 draws upon work from a variety of perspectives, it is not aimed at correct answers of any ideological stripe.

I very much look forward to our class meetings.

Steven Selden  
Professor

#### IV. **COURSE REQUIREMENTS**

##### ***Attendance and Assignments***

Students are expected to attend all classes and to read all assigned materials. Class participation is a component of the course evaluation and is strongly encouraged. Students are also asked to read either the *New York Times*, *The Chronicle of Higher Education*, or *Education Week* during the semester, paying particular attention to articles focusing upon curriculum issues.

Students unable to attend class should contact the instructor or another class member prior to the next scheduled class to determine assignments and to obtain copies of any distributed materials. Professional student-faculty appointments are encouraged. Please call for mutually convenient times.

##### ***Accommodations For Students With Documented Disabilities***

Students having documented disabilities and who wish to discuss academic accommodations should contact the course instructor during the first week of classes so that adequate accommodations can be provided. Students requiring documentation should contact the Office of Disability Support Services, (301-314-7682).

##### ***Academic Integrity***

Academic integrity is the foundation of learning. The university has approved a Code of Academic Integrity available on the web

<http://www.studenthonorcouncil.umd.edu/code.html>. The code outlines prohibitions on cheating on the exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures.

Please access the site, review the policy, and initial here \_\_\_\_\_.

##### ***Religious Observances***

The University System of Maryland provides that students should not be penalized because of the observance of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a

reasonable time, any academic assignment that is missed due to individual participation in religious observances.

***NCATE Principal Certification Course Assignment***

Consistent with ELCC guideline 3.5, students enrolled in EDPL 634 who are planning to apply for principal certification will also be required to develop a curriculum unit that reflects their county's curriculum alignment with the state framework as a required assignment for their portfolio. Attention must be paid to demonstrating an understanding of, and their capability to, align curricular goals and objectives with instructional goals and objectives and desired outcomes when developing scope, sequence, balance, etc. Professor Patricia Richardson <[richardsonmcgrath@umd.edu](mailto:richardsonmcgrath@umd.edu)> can be of assistance for students meeting this requirement.

***Assignment 1- Course Reading Contracts***

For the past several years, students have completed reading contracts for all assignments. And student feedback has been strongly positive on this assignment. Using the following outline (often modified), the contracts have facilitated class discussions and exam preparation. They have also been found useful as resources for future classes, term papers, exams, comps, and theses. Contracts are usually 2+ pages per reading, but are often longer.

**Student's Name:**

**Class Reading Contract**

**Course: EDPL 634, The School Curriculum**

**Semester: Fall 2006**

**Instructor: Dr. Steven Selden**

**I. Full citation**

**II. Brief Summary of the Reading (prose style)**

**III. Main Points (supported by fully footnoted text)**

**IV. Key Terms/Concepts (supported by fully footnoted text)**

**V. Relation to Other Readings/Class Discussions**

**VI. Critical/Analytic Comments**

***Assignment 2 - The Okolona Vocabulary Development Project***

This semester we have the opportunity to work in cooperation with the Washington Post columnist, William Raspberry's Okolona, Mississippi "Baby Steps Project." To that end, we will read Hart, and Risley's *Meaningful differences in the everyday experiences of young children*, and develop our own curriculum guides for the "Okolona Vocabulary Development Project." Determinations as to the

specific form and content of these curriculum guides will be arrived at through class discussions and consensus. Copies of the guides will be submitted and shared with both the instructor and class members at our November 28 and December 7 meetings. In addition, and with student permission, these materials will be presented to Mr. Raspberry for use by his colleagues in Okolona, Mississippi.

**V.**  
**STUDENT EVALUATION**

Student grades in EDPL 634 will be determined by totaling the following items:

1. 10% of the course grade will be based on class participation (every class).
2. 20% of the course grade will be based on a take-home midterm examination (October 17, 2006).
3. 30% of the final grade will be based on an in-class final examination (November 21, 2006).
4. 30% of the course grade will be based on the Okolona Vocabulary Development Project (November 28, December 7, 2006).
5. 10% of the final grade will be based on completed reading contracts (December 12, 2006).

**C. Assignment/Schedule/Grade Record Keeper**

<u>Due date</u>		<u>Assignment Length</u>	<u>%</u>
<u>Grade</u>			
1. Every Class	Participation	as appropriate	10%____
2. October 17, 2006	Midterm Examination	2.5 hours	20%____
3. November 21, 2006	Final Examination	2.5 hours	30%____
4. Nov. 28, Dec. 7, 2006	Okolona Vocabulary Development Project Curriculum	>5 pages	30%____
5. Due December 12, 2006	Reading Contracts	2+ page/reading	10%____
<b>Grade Total</b>			
100%____			

**Evaluation Criteria**

Examinations and class presentations will be evaluated on clarity of thought, appropriateness of content, analytic and synthetic strength, and creativity. Written responses are expected to follow APA writing style manual.

Note: Students wishing to write a term paper in lieu of examinations should discuss this option with the instructor during the first two weeks of class.

**VI.**



Rothstein, R. (December 2, 2004). "Must schools fail?" *New York Review of Books*, 51(19).

Edelman, M. W. (2005). *The State of America's Children*. Washington, DC: Children's Defense Fund.

[http://cdf.convio.net/site/DocServer/Greenbook\\_2005.pdf?docID=1741](http://cdf.convio.net/site/DocServer/Greenbook_2005.pdf?docID=1741)

#### **4. The Curriculum as Contested Terrain: 9/11 and three textbook analyses**

- Selective traditions in the commoditized curriculum
- Neo-Liberals: valorize markets, freedom = individual choice; Neo-Conservatives: wish for a return to discipline and traditional knowledge; Authoritarian Populists: fundamentalist religious who desire theocratic schools; New Middle Class: professional and managerial monitors of the above
- Critical Theorists link class, culture, and structural inequalities to schooling

Assigned Readings:

Apple, M. W. (December, 2002). "Patriotism, pedagogy, and freedom: On the educational meaning of September 11." *Teachers College Record*, 104(8), pp. 1760-1772.

Finn, C. (2002), *September 11: What our children need to know*. Washington, DC: Thomas B. Fordham Foundation.

<http://www.edexcellence.net/Sept11/September11.pdf>

Ravitch, D. (2003) *The language police: How pressure groups restrict what students learn*. New York: Knopf Publishing Group.

Selden, S. (in Press). "Biological determinism and the narrative of adjustment: The high school biology textbooks of Truman Jesse Moon, c. 1921-1963." *Curriculum Inquiry*.

Shea, N. (ed.) (2005). *Saudi publications on hate ideology invade America's mosques*. Washington, DC: Center for Religious Freedom, Freedom House.

<http://www.freedomhouse.org/religion/publications/Saudi%20Report/FINAL%20FINAL.pdf>

#### **5. The Curriculum as Cathedral Building: Distributing Cultural Capital Through "Baby Steps"**

- The Okolona Vocabulary Development Project

Assigned Reading:

Hart, B., and Risley, T. R. (1995). *Meaningful differences in the everyday experiences of Young American children*. Baltimore: Paul H. Brookes Publishing Company.

Salter, S. (12 June 2005). "William Raspberry: The return of the 'cathedral builder.'" *Jackson Mississippi Clarion-Ledger*.

**Discussion of course expectations, exams, the Okolona Baby Steps Project assignment**

**Note: Please purchase a 3-ring binder for course handouts and class materials.**

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September 12, 2006 **Commercial Pressures in American Life: Penetrating the Space of the Breakfast Table and the Classroom**

**Web-based Activity:**

Students are to purchase a box of General Mills Cheerios cereal, identify the commercial messages and tie-ins displayed on the box, and review the General Mills site, [www.cheerios.com](http://www.cheerios.com)

Student dyads search one (1) of the features on the website, "spoonful of stories," <http://www.spoonfulsofstories.com/welcome.asp?flash=true> and "boxtops for education," [www.boxtops4education.com](http://www.boxtops4education.com). Dyads will prepare an informal analysis of their search through the site to share with class.

Using our classroom PC, student dyads will present specific commercial aspects of their chosen links. An LED projector will be available for our class meeting to allow you to bring these items to the class' attention.

**Assigned Reading:**

Molnar, A., and D. R. Garcia, (November 2005). *Empty calories: Commercializing activities in America's schools*. Tempe: Arizona State

University.

<http://www.asu.edu/educ/eps1/CERU/Annual%20reports/EPsL-0511-103-CERU.pdf> (copy distributed on CD)

Link Giant Supermarket "A+ Dollars" program to "thirteens" and "fourteens" (Baltimore's Bernard Harris Elementary School and Bethesda Elementary School's reading and math MSAP performance levels).

Review Channel One videotapes (1993-1994).

**Optional Reading:**

Consumers Union Education Series, (1995). *Captive kids: Commercial pressures on kids at school*. Yonkers: Consumers Union Education Services. <http://www.consumersunion.org/other/captivekids/summary.htm> (copy distributed on CD)

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September 19, 2006

**The Contested Terrain of the Curriculum: Constructing the Meaning of September 11, 2001 for Classroom Consumption**

**Assigned Reading:**

Apple, M. W., (2002). "Patriotism, Pedagogy, and Freedom: On the Educational Meaning of September 11." (copy distributed on CD)

Finn, C., (2002), *September 11: What our children need to know*.

Washington, DC: Thomas B. Fordham Foundation.

<http://www.edexcellence.net/foundation/global/found.cfm?keyword=%22September+11%3A+What+our+children+need+to+know%22&x=25&y=5> (copy distributed on

CD)

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September 26, 2006

**The Okolona Vocabulary Development Project: Can Parenting trump Class?**

**Assigned Reading:**

Salter, S. (12 June 2005). "William Raspberry: The return of the 'cathedral builder'". Jackson Mississippi Clarion-Ledger. <http://www.clarionledger.com/apps/pbcs.dll/article?AID=/20050612/OPINION/506120307/1046> (copy distributed on CD)

Hart, B., and Risley, T. R., (1995). *Meaningful differences in the everyday experiences of young children*. Baltimore: Paul H. Brookes Publishing Company. Chapters 1-4. Develop ideas for ways to assist the *Washington Post's* William Raspberry in his Okolona Mississippi project, "Baby Steps."

Student teams discuss projects for the Okolona Vocabulary Development Project. Specifically, how can we use the materials and findings from Hart and Risley to facilitate parenting programs in Okolona. The materials may include videos, text materials, graphic representations of findings, model protocol development.

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October 3, 2006

**The Okolona Vocabulary Development Project**

**Assigned Reading:**

Hart, B., and Risley, T. R., (1995). *Meaningful differences in the everyday experiences of young children*. Baltimore: Paul H. Brookes Publishing Company. Chapters 5-9, appendices.

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October 10, 2006

**Sisyphus and the Curriculum**

**Assigned Reading:**

Rothstein, R. (December 2, 2004).  
"Must schools fail? *New York Review  
of Books*, 51(19). (copy distributed  
on CD)

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October 17, 2006      **Take-Home Midterm Examination**

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October 24, 2006      **Analyzing the Contested Terrain of the  
Commodified Curriculum: The Neo-  
Conservative Critique of Textbook  
Content**

**Assigned Reading:**

Ravitch, D. (2003) *The Language Police:  
How Pressure Groups Restrict What  
Students Learn*. New York: Knopf  
Publishing Group.

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October 31, 2006      **Analyzing the Contested Terrain of the  
Commodified Curriculum: Freedom House's  
Critique of Textbook Content**

**Assigned Reading:**

Shea, N. (ed.) (2005). *Saudi  
publications on hate ideology invade  
America's mosques*. Washington, DC:  
Center for Religious Freedom, Freedom  
House.  
[http://www.freedomhouse.org/religion/  
publications/Saudi%20Report/FINAL%20F  
INAL.pdf](http://www.freedomhouse.org/religion/publications/Saudi%20Report/FINAL%20FINAL.pdf) (copy distributed on CD)

Center for Religious Freedom of Freedom  
House with the Institute for Gulf  
Affairs (n.d.). "Excerpts from Saudi  
Ministry of Education Textbooks for  
Islamic Studies: Arabic with English  
Translations," 110 pp. (copy  
distributed on CD)

**Invited Speaker:** Mr. Ali Al-Ahmed,  
Director, Gulf Institute:  
<http://www.gulf institute.org/>

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November 7, 2006

**Michel Foucault, Jeremy Bentham, and  
the "Gaze"**

**Assigned Reading:**

Foucault: M. (1975). *Discipline and  
punish: The birth of the prison*. New  
York: Vintage Books, pp. 135-228.

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November 14, 2006

**Analyzing the Contested Terrain of the  
Commodified Curriculum: Linking the  
Gaze and Eugenics in Science Textbook  
Content**

**Assigned Reading:**

Selden, S. (in Press). "Biological  
determinism and the narrative of  
adjustment: The high school biology  
textbooks of Truman Jesse Moon, c.  
1921-1963." *Curriculum Inquiry*.

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November 21, 2006

**Final Examination**

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November 28, 2006

**The Okolona Vocabulary Development  
Project Presentations**

Okolona Vocabulary Development projects  
presented in class.

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December 5, 2006

**The Okolona Vocabulary Development  
Project Presentations**

Okolona Vocabulary Development projects  
presented in class.

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December 12, 2006

**Wrapping Up, Reflecting, Future  
Research Projects**

Critical Textbook Analyses  
Early Language Development Research  
Ideology and Academics  
Contests: evolution, sex education, war

Reading Contracts due to instructor

August 29, 2006