

EDPA 635: PRINCIPLES OF CURRICULUM DEVELOPMENT

FALL 2006

INSTRUCTOR: DR. FRANCINE HULTGREN

Time: 4:15-7:00 p.m. Tu
Room: EDU 0212
Credits: 3

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COURSE DESCRIPTION

This course is designed to introduce persons who have an interest in and responsibility for curriculum theory and development, to a broad range of philosophic perspectives that guide the work of curriculum deliberation and practice. A major aim of the course is to raise questions about and uncover some of the workings of a technocratic-mindedness in schools as well as to consider the possibilities for revitalizing curricular/educational visions that can flow from interpretive, critical, and postmodern perspectives.

In thinking about curriculum, a number of complex issues confront us about which we have to make decisions:

1. Epistemological. What should count as knowledge? As knowing? Should we take a behavioral position and one that divides knowledge and knowing into cognitive, affective, and psycho-motor areas, or do we need a less reductive and more integrated picture of knowledge and the mind, one that stresses knowledge as process?
2. Political. Who shall control the selection and distribution of knowledge? Through what institutions?
3. Economic. How is the control of knowledge linked to the existing and unequal distribution of power, goods, and services in society?
4. Ideological. What knowledge is of most worth? Whose knowledge is it?
5. Technical. How shall curricular knowledge be made accessible to students?
6. Aesthetic. How do we link the curriculum knowledge to the biography and personal meanings of the student? How do we act "artfully" as curriculum designers and teachers in doing this?

7. Ethical. How shall we treat others responsibly and justly in education? What ideas of moral conduct and community serve as the underpinnings of the ways students and teachers are treated?
8. Historical. What traditions in the field already exist to help us answer these questions? What other resources do we need to go further? (Beyer & Apple, 1988)

As these questions are explored in relation to current school and university reform efforts, attention will be given to a reintegration of the ethical, personal and political into curriculum discourse and decision making. Curriculum, then, can be seen as a cultural construction (curriculum as lived) and not merely as an abstract concept outside human experience (curriculum as plan). In this view, curriculum, teaching, persons, and community interact in the shaping of curriculum theory, theorizing, development and praxis.

To know the field of curriculum calls for involvement in it and familiarity with its literature and curriculum scholars. To provide for such active engagement, the course will be conducted in a seminar fashion, wherein each person should come to class having studied and reflected on the readings for the day and any other assignments called for in order that conversation may unfold in directions that grow out of interactions with the text and each other. This dialogic focus is intended to help relate ideas to one's own situations and consider gestures that you can make in your own personal and professional situations to act upon some of the ideas and issues discussed.

VALUED ENDS FOR THE COURSE

- Examine personal values, biases and attitudes one holds and recognize how these values and attitudes influence the curriculum development process
- Become familiar with various conceptualizations and approaches to curriculum
- Become familiar with the language, questions, content and issues of curriculum development as a field of study
- Understand curriculum as a social construction
- Explore what an interpretive and critical perspective might mean for curriculum construction and change efforts in schools
- Understand how the knowledge constitutive interests (technical, practical, and emancipatory) determine how knowledge is generated and organized in our society and schools

- Critically analyze the intellectual, social and political differences between curriculum as product and curriculum as praxis
- Gain a clearer understanding of the processes of curriculum theorizing and curriculum making by examining the work of prominent curriculum scholars in the field (historical and contemporary)
- Formulate a personal definition and understanding of curriculum
- Experience the meaning of pedagogy as relation in its concrete enactment through curriculum as lived and the inextricable connections between curriculum, teaching, persons and community
- Realize how the study of curriculum is empowering for persons through the acquisition of greater intellectual, personal and professional power to affect curriculum, students, schools and society

REQUIRED TEXTS

Breault, D.A., & Breault, R. (Eds.). Experiencing Dewey: Insights for today's classroom. Indianapolis, IN: Kappa Delta Pi.

Dewey, J. (1995). Experience & education. New York: Simon and Schuster. (Original published 1938).

Jardine, D.W., Clifford, P., & Friesen, S. (2003). Back to the basics of teaching and learning: Thinking the world together. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers

Pinar, W.F., & Irwin, R.L. (Eds.). (2005). Curriculum in a new key: The collected works of Ted T. Aoki. Mahwah, NJ: Lawrence Erlbaum.

Pinar, W.F., Reynolds, W.M., Slattery, P., & Taubman, P.M. (1995). Understanding curriculum. New York: Peter Lang.

Tyler, R.W. (1949). Basic principles of curriculum and instruction. Chicago: University of Chicago Press.

QUOTES TO BEGIN OUR CURRICULUM CONVERSATION

Curriculum is the study of what should constitute a world for learning and how to go about making this world. What is the good life? What is a good person? What is the good society? (Macdonald, 1978)

Curriculum is the ambiguous outcome of a complex interplay between certain social conditions and prevailing conceptions of how schools are supposed to function...affected by social, political, economic and intellectual forces. (Kliebard, 1992)

Curriculum is not a concept; it is a cultural construction. That is, it is not an abstract concept which has some existence outside and prior to human experience. Rather, it is a way of organizing a set of human educational practices. (Grundy, 1987)

Empowerment through curriculum inquiry is a deeply personal process of meaning making within particular historical, cultural and economic contexts. When students share the burden of the classroom dialectic, classrooms become incubators in which ideas are germinated, shared, nurtured, argued, acted upon, and often transformed by teacher and students alike. (Sears & Marshall, 1990)

In the final analysis, objectives are matters of choice, and they must therefore be the considered value judgments of those responsible for the school. (Tyler, 1949)

The term curriculum tends to orient us away from the young person toward structures and phases of study at an institution. The term pedagogy by contrast tends to bring out the human or personalistic elements of education and childrearing. Pedagogy must be found not in abstract theoretical discourse or analytic systems, but right in the lived world. (van Manen, 1991)

A curriculum can become one's life course of action. It can mean the paths we have followed and the paths we intend to follow...The more we understand ourselves and can articulate reasons why we are what we are, do what we do, and are headed where we have chosen, the more meaningful our curriculum will be. (Connelly & Clandinin, 1988)

Live as if your life were a curriculum for others, and balance that principle by realizing that every life you meet could be a curriculum for you if you perceive with sufficient perspective. (Schubert, 1986)

TENTATIVE SCHEDULE

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
Sept. 5	WHO WE ARE--WHAT WE DO-- WHAT IS CURRICULUM?	
	Introduction of People	Interaction with Definitions of Curriculum and Conceptual Frameworks (handout materials provided in class)
	Introduction to the Course	
	Interests of Class Members	Syllabus
Sept. 12	CURRICULUM AS A SOCIAL CONSTRUCTION	
	Conceptual Frameworks/ Approaches to Curriculum: Beginning the Conversation	<u>Pinar et al</u> : Preface, pp. 3-65 <u>Grundy</u> : "Three Fundamental Human Interests" (Handout)
	The Theory of Knowledge- Constitutive Interests --The Technical Interest --The Practical Interest --The Emancipatory Interest	<u>Aoki</u> : pp. xv-xxii, 1-85, 89-110, 459-464 <u>DUE</u> : Find examples of issues/social forces shaping curriculum. Good sources for articles are <u>Educational Leadership</u> and <u>Phi Delta Kappa</u> journals, newspaper articles and your own school experience. Be prepared to consider in small groups.
Sept. 19 and Sept. 26	UNDERSTANDING CURRICULUM AS HISTORICAL TEXT: THE STRUGGLE TO INTERPRET THE "BIG" ISSUES" AND COMPETING INTEREST GROUPS' ATTEMPTS AT CONTROL	
	The Historical Legacy Creation and Transformation: 1828-1927	<u>Pinar et al</u> : pp. 69-123
	The People and the Struggles -- Faculty Psychology -- The Herbartians -- Child Centeredness -- Scientific Curriculum Making -- Progressive Movement	<u>Breault</u> : pp. 1-29 <u>DUE</u> : Bring your portrait of an early curriculum leader, and be prepared to share in class.

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
Sept. 26 (cont.)	Crisis, Transformation, Crisis: 1928-1969	<u>Pinar et al</u> : pp. 124-185 <u>Dewey</u> : (entire book) <u>Breault</u> : pp. 33-61
Oct. 3	THE TECHNICAL INTEREST The Tyler Rationale -- Curriculum Purposes -- Curriculum Content and -- Organization for Instruction -- Evaluation	<u>Tyler</u> : (entire book) * <u>Kliebard</u> : "The Tyler Rationale" (Hand out in class) <u>DUE</u> : Reaction Paper and Critique of Tyler Rationale
Oct. 10	THE TECHNICAL INTEREST (cont'd) Curriculum as Product Teachers as Curriculum Makers Understanding Curriculum as Institutionalized Text Making Curriculum Implementation Problematic	<u>Grundy</u> : pp. 21-57 <u>DUE</u> : Curriculum Analysis <u>Pinar et al</u> : pp. 661-744 <u>Aoki</u> : pp. 111-123, 435-436
Oct. 17	THE PRACTICAL INTEREST The Reconceptualization of the Field: 1970-1979 Phronesis Finding Orientations: The Imaginal	<u>Pinar et al</u> : pp. 186-239 <u>Aoki</u> : pp. 125-215, 437-439 <u>Grundy</u> : "Curriculum as Practice" (Handout) <u>Jardine et al</u> : Foreword, Preface, pp. 1-36

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
Oct. 24	THE PRACTICAL INTEREST (cont'd)	
	Mythopoesis and the Teacher	<u>Jardine et al</u> : pp. 41-70
	*Understanding Curriculum as Phenomenological Text	<u>Pinar et al</u> : pp. 404-449 <u>Aoki</u> : pp. 219-245, 441-447
	*Understanding Curriculum as Autobiographical/Biographical Text	<u>Pinar et al</u> : pp. 515-566 <u>DUE</u> : Journal Reflections
Oct. 31	THE PRACTICAL INTEREST (cont'd)	
	The Practical and Perception	<u>Jardine et al</u> : pp. 71-84 <u>Aoki</u> : pp. 247-261
	*Understanding Curriculum as Aesthetic Text	<u>Pinar et al</u> : pp. 567-605
	*Understanding Curriculum as Theological Text	<u>Pinar et al</u> : pp. 606-660
Nov. 7	Practical Curriculum Development	<u>Jardine et al</u> : pp. 85-127 <u>Aoki</u> : pp. 263-277
	Lived Curriculum and Theory Curriculum Utilizations	
	Projects Reflecting a Practical Interest	<u>DUE</u> : A curriculum plan or response to a school reform issue reflecting the practical interest
Nov. 14	THE EMANCIPATORY INTEREST	
	Curriculum as Praxis Ideology Critique Critical Curriculum Practice	<u>Grundy</u> : "Critical Curriculum Practice" (Handout) <u>Jardine et al</u> : pp. 129-155

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
Nov. 14 (cont.)	The Art of Transformative Teaching	<u>Aoki</u> : pp. 279-301 <u>DUE</u> : Reaction Paper to Emancipatory Interest
Nov. 21	THE EMANCIPATORY INTEREST (cont'd)	
	Developing Curriculum Praxis Becoming Critical	<u>Breault</u> : pp. 65-87
	Diversity and Difference	<u>Aoki</u> : pp. 303-348
	*Understanding Curriculum as Political Text	<u>Pinar et al</u> : pp. 243-314
	*Understanding Curriculum as Racial Text	<u>Pinar et al</u> : pp. 315-337
Nov. 28	THE EMANCIPATORY INTEREST (cont'd)	
	*Understanding Curriculum as Gender Text	<u>Pinar et al</u> : pp. 358-403 <u>Jardine et al</u> : pp. 157-174
	Inquiry and Education: A Way of Seeing the World	<u>Breault</u> : pp. 91-109
	Revisiting Notions of Leadership and Identity	<u>Aoki</u> : pp. 349-376
Dec. 5	THE EMANCIPATORY INTEREST (cont'd)	
	*Understanding Curriculum as Poststructuralist, Deconstructed Postmodern Text	<u>Pinar et al</u> : pp. 450-514 <u>Jardine et al</u> : pp. 175-191 <u>Aoki</u> : pp. 377-423
	Democratic Citizenship	<u>Breault</u> : pp. 113-149
	*Understanding Curriculum as International Text	<u>Pinar et al</u> : pp. 792-843 <u>Jardine et al</u> : pp. 193-221

<u>DATE</u>	<u>CONCEPTUAL FOCUS</u>	<u>READINGS/ASSIGNMENTS</u>
Dec. 12	THE RELATION BETWEEN PERSON, PEDAGOGY AND POLITICS	
	Curriculum and Teachers	<u>Pinar et al:</u> pp. 744-780
	Curriculum and Students	<u>Pinar et al:</u> pp. 781-791
	Understanding Curriculum: A Postscript for the Next Generation	<u>Pinar et al:</u> pp. 847-868
	Locating Living Pedagogy Postscript/Rescript	<u>Aoki:</u> pp. 425-432 <u>Aoki:</u> pp. 449-457
		<u>DUE:</u> Journal Reflections

ASSIGNMENTS

1. JOURNAL REFLECTIONS. Keep a weekly written reflection of your reactions, questions and musings about the readings and discussions in class, giving consideration to your SELF as a curriculum inquirer and developer. I will collect journals twice to dialogue with you.
DUE: Oct. 24 and Dec. 12
2. ISSUES/SOCIAL FORCES SHAPING CURRICULUM. Bring in examples of issues shaping curriculum (might be drawn from your particular professional school/community situations, national reports, newspaper articles, other readings at a local, state, national or global level). No written response required, but be prepared to lead a discussion on the issues brought forward.
DUE: Sept. 12
3. PORTRAIT OF CURRICULUM LEADER. Read up on one early curriculum leader and bring this person to life through a presentation of his/her contributions, biographical/anecdotal information on their person, beliefs, quotes and the like. Choose a contemporary reform issue or current educational/curricular practice and describe how you think this person would respond to it.
DUE: Sept. 19 and Sept. 26
4. REACTION PAPER TO THE TYLER RATIONALE AND ITS CRITIQUE. (2-3 typed pages). Consider your perceptions, ideas, feelings, critique about the rationale, its pervasive use as a framework for curriculum development and thinking and its consequences, and the critique made of it. DUE: Oct. 3
5. CURRICULUM ANALYSIS. Choose a curriculum (self developed or one developed at a county, state or national level) that reflects a technical orientation (a la Tyler) and analyze it according to the Curriculum Analysis Questions provided.
DUE: Oct. 10
6. CURRICULUM PLAN. Develop a curriculum plan (on a small scale) or a response to a school reform issue reflecting the Practical interest.
DUE: Nov. 7
7. REACTION PAPER TO EMANCIPATORY INTEREST (2-3 typed pages).
DUE: Nov. 14

8. **GROUP PROJECT.** Engage in a sustained group activity and presentation that addresses one of the Starred Conceptual Topics: Understanding Curriculum as...
- Phenomenological Text (Oct. 24)
 - Autobiographical/Biographical Text (Oct. 24)
 - Aesthetic Text (Oct. 31)
 - Theological Text (Oct. 31)
 - Political Text (Nov. 21)
 - Racial Text (Nov. 21)
 - Gender Text (Nov. 28)
 - Postructuralist Text (Dec. 5)
 - International Text (Dec. 5)

All students are expected to abide by the code of academic integrity throughout this course. Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at <http://www.studenthonorcouncil.umd.edu/code.html>

A student with a documented disability or any other special needs who wishes to discuss Academic accommodations should contact the instructor as soon as possible.

Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor of absences for religious observances.

SELECTED BIBLIOGRAPHY
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