

**Course Title:** EDPL 756, Curriculum in  
Higher Education  
**Semester:** Spring 2007  
**Instructor:** Dr. Steven Selden  
**Office hours:** By appointment  
**Phone:** 301 405-3566 (o)

**Email:** [selden@umd.edu](mailto:selden@umd.edu)  
**Day/Time:** Mondays, 7:00-9:45  
**Room:** EDU 1107  
**Course Reflector:** edpl756-0101-  
spr07@coursemail.umd.edu



*Daedalus Assisting Icarus in Flight*

## ***I. EDPL 756 Course Bibliography***

### **A. To Be Purchased**

- Curtis, M. H. (1990). *Integrity in the Curriculum: A Report to the Academic Community, The Findings and Recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees*. Washington, D.C.: Association of American Colleges. ISBN 0-911696-49-0.
- Hersh, R.H. & Merrow, J. (2005). *Declining by degree: Higher education at risk*. New York: Palgrave. *Must be purchased used from Amazon.com.*
- Levine, L. (1996). *The Opening of the American mind: Canons, culture, and history*. Boston: Beacon Press. ISBN 0-8970-3118-6. May be purchased on-line from <http://www.beacon.org/backlist/>
- Miller, J. (ed.), (Summer 2002). *On education: Daedalus: Journal of the American Academy of Arts and Sciences*. ISSN: 00115266. May be purchased on-line from <http://mitpress.mit.edu/catalog/item/default.asp?ttype=4&tid=61&mode=p>
- Miller, J. J. (2005). *A Gift of Freedom: How the John M. Olin Foundation Changed America*. San Francisco: Encounter Books. *Must be purchased used from Amazon.com.*
- Zmirak, J., (2006). *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*. Wilmington: Intercollegiate Studies Institute, Inc. Available at discount from <https://secure.isi.org/isi/books/cart.aspx>

## B. Included in Class CD

- Bunting, J., (ed.), (2006). *The Coming Crisis in Citizenship Higher Education's Failure to Teach America's History and Institutions*. Wilmington: Intercollegiate Studies Institute, Inc. Included in EDPL 756 class readings CD – distributed in class. Can be downloaded from [http://www.americancivilliteracy.org/report/pdf/09-26-06/civic\\_literacy\\_report.pdf](http://www.americancivilliteracy.org/report/pdf/09-26-06/civic_literacy_report.pdf) or ordered directly from the Intercollegiate Studies Institute, [americancivilliteracy@mail.isi.org](mailto:americancivilliteracy@mail.isi.org)
- Delbanco, A., (March 10, 2005). "Colleges: An endangered species?" *New York Review of Books*, 52(4).
- Egen, R., (1996). *Buying a movement: Right-wing foundations and American politics*. Washington DC: People for the American Way. Included in EDPL 756 class readings CD – distributed in class. Can be downloaded from: <http://www.pfaw.org/pfaw/general/default.aspx?oid=2052>
- Fish, S., (February 13, 2004). "Intellectual diversity': The Trojan Horse of a dark design." Included in EDPL 756 class readings CD – distributed in class. Downloaded from *The Chronicle of Higher Education*, January 2, 2007, <http://chronicle.com/free/v50/i23/23b01301.htm>
- Hackney, S. (1997). "A conversation with Lawrence Levine: The university is not the US Army." *Humanities*, January/February, 18/1. Downloaded from <http://www.neh.gov/news/humanities/1997-01/levine.html>, January 2, 2007.
- Martin, D., (October 28, 2006). "Lawrence W. Levine, 73, historian and multiculturalist, dies." *New York Times*. Downloaded from <http://select.nytimes.com/search/restricted/article?res=FA0C11FD3E5B0C7B8EDDA90994DE404482>, January 2, 2007.
- Miller, J. J., (November 28, 2005). "The very foundation of conservatism." *New York Times*. Downloaded from <http://select.nytimes.com/search/restricted/article?res=F10C10FF3F550C7B8EDDA80994DD404482>, January 3, 2007.
- Krehely, J., House, M., & Kernan E. (March 2004). *Axis of Ideology Conservative Foundations and Public Policy*. Washington, DC: National Center for Responsive Philanthropy. Included in EDPL 756 class readings CD – distributed in class. Executive summary may be downloaded from <http://www.ncrp.org/PDF/AxisofIdeology-ExecutiveSummary.pdf>
- Selden, S., (2004). "The Neo-Conservative Assault on the Undergraduate Curriculum," in Walker, M. & Nixon, J., (Eds), *Reclaiming universities from a "runaway world."* Sheffield: Open University Press, pp. 51-66. Included in EDPL 756 class readings CD – distributed in class.
- Yardley, J., (December 30, 1996). "For English departments, a major change," *The Washington Post*, D 2. Included in EDPL 756 class readings CD – distributed in class. Downloaded from <http://www.goacta.org/press/articles/WP/WP%2012-30-96.htm>, January 3, 2007.

## C. Distributed in Class

- Schrag, C. O., (March 31, 1988). "Liberal learning in the postmodern world," Phi Beta Kappa Address, Purdue University.
- Wilson, J. K., (1999). "The canon and the curriculum: Revolution and the traditionalist revolt." In, Altbach, P.G. Berdahl, R.O. & Gumpert, J. *American higher education: Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.

#### **D. Downloaded From the Web**

- Bennett, W. J., (1984). *To reclaim a legacy: A report on the humanities in higher education*, Washington, D.C.: National Endowment for the Humanities. Copy to be downloaded from <http://www.higher-ed.org/resources/legacy.htm>

#### **E. Requested By Students From Publisher**

- Martin, J. L. Neal, A. D. & Nagel, M. S. (1996). *The Shakespeare file: What English majors are really studying*. Washington D.C.: American Council of Trustees and Alumni. Copy to be requested from ACTA: [info@goacta.org](mailto:info@goacta.org)
- National Committee for Responsive Philanthropy (March 1999). "Excerpts of \$1 Billion for Ideas: Conservative think tanks in the 1990s." Washington, DC: National Committee for Responsive Philanthropy. Can be downloaded from <http://www.commonwealinstitute.org/ncrp.callahan.1.htm>
- Neale, A. D., & Martin, J. L. (2001). *Defending Civilization: How Our Universities Are Failing America and What Can Be Done About It*. Washington D.C.: American Council of Trustees and Alumni. Copy to be requested from ACTA: [info@goacta.org](mailto:info@goacta.org)
- Neale, A. D., Martin, J. L., & Mashad, M., (2000). *Losing America's memory: Historical illiteracy in the 21<sup>st</sup> century*. Washington D.C.: American Council of Trustees and Alumni. Copy to be requested from ACTA: [info@goacta.org](mailto:info@goacta.org)

#### **F. Optional**

- Astin, A. W., (1993). *What Matters in college? Four critical years revisited*, (San Francisco: Jossey-Bass Publishers.
- Cheney, L., (1992). *Telling the truth: A report on the state of the humanities in higher education*. Washington, D.C.: National Endowment for the Humanities.
- Covington, S., (1997). *Moving a public policy agenda: The strategic philanthropy of conservative foundations, a report from the national committee for responsive philanthropy*. NCRP: Washington, DC.
- Gaff, J. G. & Ratcliff J. L., (1996). *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change*. San Francisco: Jossey-Bass Publishers.
- Rudolph, F., (1993). *Curriculum: A history of the American undergraduate course of study since 1636*. San Francisco: Jossey-Bass Publishers.

## **II. Course Description**

EDPL 756, Curriculum in Higher Education, is informed by a view of the university as a community of multiple discourses. It is also informed by recognition that unpacking the links between capital, culture, and curriculum can illuminate the contingent nature of particular cultural forms. To that end, EDPL 756 will consider conditions affecting curriculum change in higher education including an analysis of the various bases for the college curriculum in the context of college and university life.

## **III. A Note to Students**

Knowledge *in the academy* is always understood as tentative and as a human construction it is necessarily incomplete. We are morally compelled by our role as citizens in a democracy to make judgments. And while many today are taking decisions based on absolutes, it should be clear that this posture is antithetical to the academic enterprise of which our class is an integral part. Despite trends in the broader national and world communities, fundamentalism, whether theoretical or ideological, has no place in our deliberations this semester.

## **IV. Course Focus**

Organized in a seminar format, EDPL 756 will have three foci:

**1) Canonical Knowledge.** EDPL 756's first focus deals with canonical knowledge, knowledge that for many is a requirement for membership in the community of the learned, and that is judged to have primacy in the curriculum. It is an *a priori* assumption of our course that principled individuals will take differing positions on such content. As the readings exemplify, we hope to hear from individuals from these many positions.

**2) The Conservative Restoration and Curricular Reform.** EDPL 756's second focus considers pressures for curriculum reform sponsored by organizations external to the university. Here we will consider the connections between principled conservative philanthropies, their sponsored think tanks, and initiatives and programs designed to integrate these views into the undergraduate course of study.

**3) National Policy Reports on the State of Undergraduate Education in America.** The third focus will be upon a series of national reports on higher education during the past two decades. If possible, speakers from advocacy groups as well as campus experts will be invited to address the class.

## **V. Course Requirements**

### **A. Attendance**

Students are expected to attend all classes and to purchase, download, and read all assigned materials. Class participation is valued and required. Students are encouraged to read web editions of the *New York Times*, *The Chronicle of Higher Education*, or *Education*

*Week* during the semester paying particular attention to articles focusing upon higher education curriculum issues. Each class will begin with a brief, “for the good of the order,” discussion of these and other course relevant items.

Students unable to attend class must contact classmates or the instructor to identify assignments and obtain copies of any distributed materials.

## B. Student Evaluation

Final grades for EDPL 756 will be based on:

**1. Class participation (10%):** Students are expected to participate in class discussions. Every class.

**2. Analyzing the *All American Colleges* (10%):** Students will prepare a brief analysis (5-6 double-spaced pages) of 10 colleges selected from, Zmirak, J., (2006). *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*.

These reports should take the form of our class reading contracts. Copies provided to instructor and class. Due April 23, 2007.

**3. Reading Contracts (40%):** For the past few years, students have been completing reading contracts for all course assignments. These contracts (see outline below) have facilitated class discussions and exam preparation. They also serve as resources for future classes and term papers/exams/theses. We will continue this assignment this semester. Guides are usually 2+ pages per reading but are often longer. Hard copies of these contracts will be submitted to the instructor, May 7, 2007.

**Student's Name:**

**Class Reading Contract**

**Course: EDPL 757, College Teaching**

**Semester: Fall 2005**

**Instructor: Dr. Steven Selden**

**I. Full citation:**

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

**III. Main Points:**

**IV. Key Terms/Concepts:**

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

**VI. Critical/Analytic Comments:**

**4. Abridged Research Paper Assignment (40%):** This assignment requires a linking of conservative foundations, activist organizations, and the Undergraduate Curriculum. The assignment will allow students to succinctly integrate (with full and correct APA style citations and footnotes) the links between one conservative foundation, one conservative activist organization, and one curriculum policy product. The assignment does not ask for a complete research paper. Rather it requires a brief, but fully referenced, tripartite response.

It asks that these data be organized into a fully supported response. To repeat, assignment requires a three-tiered analysis linking *a* conservative foundation, *an* activist organization, and *one* product, produced by that organization designed to impact the undergraduate curriculum. The response should link the financial support offered by one

conservative foundation *for a three-year period* (e.g., John M. Olin Foundation, Lynde and Harry Bradley Foundation, Sarah Sciafe Foundation) to one activist organization (e.g., American Council of Trustees and Alumni, Intercollegiate Studies Institute), and to a single product of that organization (e.g., *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*).

The response should be no longer than 9 pages (double-spaced, 12 pt type). In order to avoid superficiality, and to allow for references and citations, papers should devote one-third pages to the foundation, three to the organization, and three to the product. Written responses are expected to follow an accepted writing style (e.g., APA, MLA, etc.). Due May 14, 2007.

In completing this assignment, students may wish to limit sources to the following:

American Council of Trustees and Alumni [www.goacta.org](http://www.goacta.org)

Covington, S. (1997). *Moving a public policy agenda: The strategic philanthropy of conservative foundations, a report from the national committee for responsive philanthropy*. NCRP, Washington, DC.

Egen, R., (1996). *Buying a movement: Right-wing Foundations and American Politics*. Washington DC: People for the American Way.

The Foundation Center offers a 990-PF search capability on its website at

<http://fdncenter.org/funders/>. (This is the source for foundations' 990-PFs)

Guidestar: The national database for nonprofit organizations <http://www.guidestar.org>

Intercollegiate Studies Institute [www.isi.org](http://www.isi.org)

Learning Lab - Demystifying the 990-PF. General Info Disclosure Requirements  
Accessibility via the Web Anatomy of Form 990-PF.

<http://fdncenter.org/learn/demystify/>

Mediatransparency [www.mediatransparency.org](http://www.mediatransparency.org)

Martin, J. L. Neal, A. D. & Nagel, M. S. (1996). *The Shakespeare file: What English majors are really studying*. Washington D.C.: American Council of Trustees and Alumni.

Miller, J. J. (2005). *A Gift of Freedom: How the John M. Olin Foundation Changed America*. San Francisco: Encounter Books.

National Committee for Responsive Philanthropy (2004). "Axis of Ideology: Conservative Foundations and Public Policy". Washington, DC: National Committee for Responsive Philanthropy. Executive summary.

Neale, A. D., & Martin, J. L. (2001). *Defending Civilization: How Our Universities Are Failing America and What Can Be Done About It*. Washington D.C.: American Council of Trustees and Alumni.

Neale, A. D., Martin, J. L., & Mashad, M., (2000). *Losing America's memory: Historical illiteracy in the 21<sup>st</sup> century*. Washington D.C.: American Council of Trustees and Alumni.

Zmirak, J., (2006). *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*. Wilmington: Intercollegiate Studies Institute, Inc.

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

<b>Assignment</b>	<b>Due Date</b>	<b>Length</b>	<b>%of Final Grade</b>
1. Class Participation	Every Class	As Appropriate	10% _____
2. Analyzing <i>All-American</i>	April 23, 2007	5 pages	10% _____
3. Reading Contracts	May 7, 2007	3 page/reading	40% _____
4. Abridged Research Paper	May 14, 2007	6-8 pages	40% _____
Grade Total			100% _____

**VI. Course/Instructor Evaluation**

The College of Education is in the process of selecting a course evaluation instrument to be administered in all COE classes. The class participants will complete this nationally-normed instrument as part of the students’ evaluation of EDPL 756. If the new instrument allows, students will have the opportunity to select 10-12 additional course-specific items from a pre-existing item pool during the first class meeting; these items will be included in the final course evaluation. When the summaries of the evaluations become available during the fall semester, they will be mailed to each class participant.

**VII. Accommodations for Students with Documented Disabilities**

Students who have documented disabilities that require accommodations should inform the course instructor during the first week of classes. Students requesting an accommodation may also contact the Office of Disability Support Services (301-314-7682). DSS will assist in determination and implementation of appropriate academic accommodations. Appropriate paperwork should be provided to the instructor.

**VIII. Academic Integrity**

Academic integrity is the foundation of learning. The university has approved a Code of Academic Integrity available on the web [www.studenthonorcouncil.umd.edu/code.html](http://www.studenthonorcouncil.umd.edu/code.html). The code prohibits students from 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. As part of our course requirements students should familiarize themselves with the code and its obligations.

**IX. 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.

**X. Class Schedule**  
**EDPL 756, The College Curriculum**

*Date* *Concept and Assignment*

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January 29, 2007

### **Introduction and Overview**

- The Multiple aspects of the Conservative Restoration (1953-2007)
- The undergraduate curriculum, the culture wars and the canon
- Using Mediatransparency to trace funders and financial support for conservative policy initiatives [www.mediatransparency.org](http://www.mediatransparency.org)
- Using 990 PF's to track conservative philanthropy and the curriculum
- Learning Lab - Demystifying the 990-PF. <http://fdncenter.org/learn/demystify/>
- Four primary course assignments

View videotape, "Declining by Degree: Higher Education at Risk."

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February 5, 2007

### **Welcome to the (Campus) Culture Wars**

Delbanco, A., (March 10, 2005). "Colleges: An endangered species?" *New York Review of Books*, 52(4).

Fish, S., (February 13, 2004). "'Intellectual diversity': The Trojan Horse of a dark design."

Hackney, S. (1997). "A conversation with Lawrence Levine: The university is not the US Army." *Humanities*, January/February, 18/1.

***CEPAL Colloquium: US Poet Laureate, Donald Hall. Architecture Auditorium, 4:30-6:00.***

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February 12, 2007

### **Following the Money: Neo-conservative Activists and the Undergraduate Curriculum: Conservative Foundations and Curriculum Policy**

Selden, S., (2004). "The Neo-Conservative Assault on the Undergraduate Curriculum," in Walker, M. & Nixon, J., (Eds), *Reclaiming universities from a "runaway world."*

Powerpoint Presentation: "Damaging Democracy: Conservative Foundations and the Assault on the Undergraduate Curriculum."

**CEPAL Colloquium: Professor Michael Apple, 4:30-6:00.  
Nyumburu Cultural Center.**

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February 19, 2007

**Are Universities Flying Too Close to the Sun?**

Miller, J. (ed.), (Summer 2002). *On Education: Daedalus: Journal of the American Academy of Arts and Sciences.*

*Complete reading contacts, at minimum, for the Ravitch, Stimpson, and three other articles. Bring completed contracts to class for discussion purposes.*

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February 26, 2007

**Tracing a Decline: Is Tom Wolfe Correct?**

Hersh, R.H. & Merrow, J. (2005). *Declining by degree: Higher Education at Risk.* New York: Palgrave. May be purchased on-line from <http://www.decliningbydegrees.org/buy-book-dvd.html>

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March 5, 2007

**Neo-conservative Activists and the Undergraduate Curriculum: Conservative Foundations and Curriculum Policy**

Egen, R., (1996). *Buying a movement: Right-wing foundations and American politics.* Washington DC: People for the American Way. Copy to be downloaded from: <http://www.pfaw.org/pfaw/general/default.aspx?oid=2052>

Krehely, J., House, M., & Kernan E. (March 2004). *Axis of Ideology Conservative Foundations and Public Policy.* Washington, DC: National Center for Responsive Philanthropy.

**Optional Reading:**

National Committee for Responsive Philanthropy (March 1999). "\$1 Billion for Ideas: Conservative Think Tanks in the 1990s." Washington, DC: National Committee for Responsive Philanthropy. Excerpts to be downloaded from <http://www.commonwealinstitute.org/ncrp.callahan.1.htm>

Covington, S., (1997). *Moving a public policy agenda: The strategic philanthropy of conservative foundations, a report from the national committee for responsive philanthropy.* NCRP, Washington, DC.

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March 12, 2007

**Funding Conservative Initiatives: The Case of John M. Olin and His Foundation**

Miller, J. J., (November 28, 2005). "The very foundation of conservatism."

Miller, J. J. (2005). *A Gift of Freedom: How the John M. Olin Foundation Changed America*. San Francisco: Encounter Books.

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March 19, 2007

Spring Break - Sorry, No Class

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March 26, 2007

**Conservative Foundation Money, Activist Organizations, and the Battle Over Canonical Knowledge**

Bunting, J., (ed), (2006). *The Coming Crisis in Citizenship Higher Education's Failure to Teach America's History and Institutions*. Wilmington: Intercollegiate Studies Institute, Inc.

Neale, A. D., Martin, J. L., & Mashad, M., (2000). *Losing America's memory: Historical illiteracy in the 21<sup>st</sup> century*. Washington D.C.: American Council of Trustees and Alumni. Copy to be requested from ACTA: [info@goacta.org](mailto:info@goacta.org)

**Optional Readings:**

Martin, J. L. Neal, A. D. & Nagel, M. S. (1996). *The Shakespeare file: What English majors are really studying*. Washington D.C.: American Council of Trustees and Alumni. Copy to be requested from ACTA: [info@goacta.org](mailto:info@goacta.org)

Yardley, J., (December 30, 1996). "For English departments, a major change," *The Washington Post*, D 2. Copy to be downloaded from <http://www.goacta.org/press/articles/WP/WP%2012-30-96.htm>

Wilson, J. K., (1999). "The canon and the curriculum: Revolution and the traditionalist revolt." In, Altbach, P.G. Berdahl, R.O. & Gumport, J. *American higher education: Social, political, and economic challenges*. Baltimore: Johns Hopkins University Press.

Neale, A. D., & Martin, J. L. (2001). *Defending Civilization: How Our Universities Are Failing America and What Can Be Done About It*. Washington D.C.: American Council of Trustees and Alumni

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April 2, 2007

**National Reports - Interrogating Canons and Multiculturalism: Policy Recommendations From The National Endowment for the Humanities**

Bennett, W. J., (1984). *To reclaim a legacy: A report on the humanities in higher education*, Washington, D.C.: National Endowment for the Humanities. Copy to be downloaded from <http://www.higher-ed.org/resources/legacy.htm>

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April 9, 2007

**Research Assignment: Linking Conservative Foundations, Activist Organizations, and the Undergraduate Curriculum**

Students present tentative findings, issues, and challenges regarding research assignments to the class. Brief Powerpoint outline of abridged research presentations to be shared with class.

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April 16, 2007

**Revisiting the History of the Canon: Mutable or Immutable?**

Martin, D., (October 28, 2006). "Lawrence W. Levine, 73, historian and multiculturalist, dies. *New York Times*.

Levine, L. (1996). *The Opening of the American Mind: Canons, Culture, and History*. Boston: Beacon Press. ISBN 0-8970-3118-6. May be purchased on-line from <http://www.beacon.org/backlist/>

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April 23, 2007

**Closing the Funding Circle: From Critique to Prescription**

Zmirak, J., (2006). *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*. Wilmington: Intercollegiate Studies Institute, Inc.

Students make presentations of 10 colleges from *All-American colleges: Top schools for conservatives, old-fashioned liberals, and people of faith*. Analyses to be organized in terms of volume's themes. PowerPoint recommended. Three page written analyses provided to class and instructor.

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**April 30, 2007**

**National reports - Nine Essential Qualities for an Undergraduate Curriculum: Policy Recommendations from the Liberal Arts College Community**

Curtis, M. H. (1988). *Integrity in the Curriculum: A Report to the Academic Community, The Findings and Recommendations of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees*. Washington, D.C.: Association of American Colleges.

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**May 7, 2007**

**Looking to the Future: The Undergraduate Curriculum In A Postmodern World**

Schrag, C. O., (1988). "Liberal Learning in the Postmodern World," Phi Beta Kappa Address, Purdue University.

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**May 14, 2007**

**Research Papers/Reading Guides Due**

Students present overview of research papers to class. A one-page summary of the papers' purposes, methods, and findings, as well as a copy of the paper's complete references should also be prepared for class distribution. PowerPoint recommended.

Reading Contracts due to instructor (hard copies).

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January 8, 2007