

University of British Columbia
Faculty of Education
Department of Curriculum and Pedagogy

INTRODUCTION TO CURRICULUM STUDIES

EDCP 562 (032)

Winter Term 2, September 2012

3 credits

Wednesday 4:30 - 7:30 p.m.

Classroom: Scarfe 1214

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Course weblog: <http://weblogs.elearning.ubc.ca/ewayne/>

University Catalog Description

History and development of the curriculum emphasizing the underlying perspectives that inform curricular choices and activities; principles and issues related to organization, development and evaluation.

Texts, Readings, and Activities

Selected handouts, articles, and in-class activities as assigned. This course is text and project-based. Readings as well as some projects will be concurrent. Individual and collaborative group work required.

Flinders, D., & Thornton, S. J. (Eds.). (2009). *The curriculum studies reader* (3rd. Ed.). New York: Routledge.

Schiro, M. S. (2008). *Curriculum theory: Conflicting visions and enduring concerns*. Thousand Oaks, CA: Sage

Purpose of the Course--Guiding Questions

"What is curriculum?"

This will be the motivating question for the course. While on the surface, it may seem a simple question with a simple answer; this reading of the question belies the complexity of the concept of curriculum. The emphasis in this course is on the advance of knowledge and skills for the development of curriculum that facilitates student and teacher empowerment. With this idea as a backdrop, this course will consider curriculum as a contested construct set in a context of competing agendas. Beginning with the question above, we will explore how curriculum has been defined, who has defined it and why. We will also explore how teachers and schools in North America have been "doing" curriculum. Finally, we will explore how scholars in education are conceptualizing curriculum in light of feminism, multiculturalism and post-structuralism. Throughout the course, there will be an emphasis on blending the theoretical and the practical aspects of curriculum study.

It is an assumption in this course that as an educator you must play a role in making decisions that best facilitate optimal educational experiences and growth for your students. To

do this, an educator must be committed to a process of discovering what knowledge is, what knowledge is valuable, why it is valuable, and how it is manipulated in schools and society for accessibility or lack thereof.

*"What knowledge is most worthwhile? Why is it worthwhile?
How is it acquired or created?"*

The course will provide opportunities to consider and apply answers to these questions, both in theory and in practice. Each of us has undoubtedly engaged in curriculum theorizing, curriculum planning, and curriculum design. We think through and act out ideas about what and how students should learn and what they should do in school. This, as both John Dewey and Kurt Lewin have claimed, are very practical things. They help us understand and plan for lives in schools. Good theories are both accurate reflections of the realities we experience and coherent visions of those we wish to create. Seen in this light, study of curriculum is both theorizing and acting on those theories as an integral part of the day-to-day work of educational practitioners. In this course, we will examine together, in our work and in our discourse, the above three basic curriculum questions. These are the "bottom line" of all activities commonly associated with educational theory and practice.

Summary of Course Goals

This course has been designed to provide students with an orientation to the field of curriculum that emphasizes a conceptual analysis of curriculum and other educational program elements. We will deal with a wide range of curriculum-related topics and issues including:

- analyzing the social, economic, and political forces affecting the curriculum;
- investigating theoretical perspectives of curriculum work and the implications for the form and content of curriculum deliberation, design, and evaluation;
- exploring the historical roots of the curriculum field; and
- examining current issues in curriculum studies.

The purpose of this course is fivefold:

1. *To provide a background of curriculum knowledge, that is, to examine the perspectives, paradigms and possibilities of the curriculum field.* The guiding questions are: What is the context of curriculum studies? What are the conceptual lenses through which curriculum problems are perceived? What is the range of responses to curriculum problems?

2. *To prepare for professional roles as curriculum workers.* The guiding questions are: What are the discourses of curriculum? What are the dominant and alternative modes of understanding curriculum phenomena? How have curriculum issues and problems been addressed in the past?

3. *To convey the importance of curriculum study.* The guiding question is: Why is it the case that curriculum problems are at the heart of the educational process?

4. *To encourage educators to ask basic curriculum questions.* The guiding questions are: What is learned and what should be learned in educational situations? What are the experiences that produce certain attitudes, knowledge, and behaviors in individuals? What do students need? Why do they need it? Through what kinds of content and activities can

students acquire experiences that result in meaningful understandings of the world and the ability to how to act on that world?

5. *To convey the problematic character of curriculum knowledge.* The guiding questions are: What are the alternative perspectives on curriculum phenomena? What are the historical, social, and political contexts from which these perspectives emerge? What are the possible courses of action? What are the intents and criticism of such possibilities?

The above considerations pertain to but move beyond concerns about textbooks, curriculum guides, courses of study, daily lesson plans, and tests. At best, such artifacts reflect the shadows of ideas, attitudes, knowledge and interrelationships learned and prescribed for learning. These five domains are the fundamental foci of curriculum studies.

Course Requirements

To successfully complete this course, students will be expected to do the following:

Attendance/Participation. Everyone is expected to attend class each week, in prompt fashion; to actively participate in discussions, complete in-class activities and assignments as requested, and act in collegial collaboration with colleagues. The success of this class depends upon each individual's preparation and input. (10% of course grade.)

"Weekly" one-pagers. Each week students will be expected to prepare a one page, typed *analytic* response to the assigned readings (*one-pagers are not summaries*). Use the "one-pagers" as an opportunity to further develop your understanding of the readings through analysis and synthesis of concepts, ideas, and perspectives. *One-pagers will be prepared for eight class sessions* (see course schedule); given a substantive title; and be limited, of course, to one page. (30% of course grade)

A curriculum/pedagogical autobiography. This is a short reflective account of your journey as an educator. A detailed description of this assignment will be distributed. (Approximately 1,500 words in length; 20% of course grade)

Workbooks. Workbooks are like take-home exams and will require you to draw upon readings and class lectures/discussion in short essay format. There will be two workbooks for this course. (40% of course grade)

Note On Written Assignments: All papers submitted for the course should be word-processed; have a substantive title and page numbers. Use the *Publication Manual of the American Psychological Association* as the style guide for all papers (see the course weblog for links to APA style guidelines. **Please do not use report covers or folders**, simply staple pages in the upper left-hand corner. Note that I will accept all assignments as email attachments (if you submit assignments via email please do not submit hard copy).

Technology Expectations

All assignments are to be word-processed unless otherwise noted by the instructor. Continuing and regular use of e-mail is expected, as is regular use of the internet as a curricular and instructional resource for this course, this particularly applies to using the course weblog. E-mail communication with the instructor is recommended; assignments are accepted via email.

LATE WORK AND INCOMPLETES: Late work will be accepted at my discretion. If you are unable to meet a deadline you should discuss the situation with me as soon as possible.

General Guidelines

Plagiarism. Plagiarism, whether intentional or unintentional, is a form of cheating that can lead to a failing grade for the course and to suspension from the University. As defined within UBC policies (<http://www.vpacademic.ubc.ca/integrity/policies.htm>), and as outlined in the UBC Calendar, plagiarism is a serious “form of academic misconduct in which an individual submits or presents the work of another person as his or her own”. As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see:

<http://help.library.ubc.ca/researching/academic-integrity/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Please take care to acknowledge your sources, including the Internet, using APA Style (American Psychological Association).

Non-sexist Language. Please incorporate and use *non-sexist language* [also called gender inclusive language] in your oral and written language. This language positions women and men equally, it does not exclude one gender or the other, nor does it demean the status of one gender or another. It does not stereotype genders [assuming all childcare workers are female and all police officers are male], nor does it use false generics [using mankind instead of human kind, or using man-made instead of hand crafted]. In addition, this language requires an attention to gender balance in personal pronouns, for example, use "he and she" rather than "he" or balance gendered examples in a paper, referring to both male and female examples. You may also recast subjects into the plural form, e.g., when a student raises his hand / when students raise their hands.

Person First Language. Please incorporate and use *person first language* in your oral and written language. Disabilities and differences are not persons and they do not define persons, so do not replace person-nouns with disability-nouns. Avoid using: the aphasic, the schizophrenic, stutterers, the hearing impaired. Also avoid using: cleft palate children, the hearing impaired client, the dyslexic lawyer, the developmentally disable adult. Instead, emphasize the person, not the disability, by putting the person-noun first: the lawyer who has dyslexia, persons who stutters, the children described as language impaired, the teacher with a hearing impairment.

Students with Disabilities. We strive to include all students, including those with special learning needs in this course. Please let us know (or have the UBC Disability Resource Center let us know) if you have a disability documented with the UBC Disability Resource Centre and/or if you need any special accommodations in the curriculum, instruction, or assessment of this course to enable you to fully participate. We adhere to *UBC Policy 73: Academic Accommodations for Students with Disabilities*. This information is located at: <http://www.students.ubc.ca/access/drc.cfm>. We will respect the confidentiality of the information you share and work with you so your learning needs are met.

Grading

Department of Curriculum and Pedagogy Studies Grading Guidelines (May 2006)

A level - Good to Excellent Work

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of significance. Good comprehension of subject matter and use of existing literature and research. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

B level - Adequate Work

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research. Only a few examples of integrating critical and creative perspectives in relation to the subject material. Some engagement with the topic.
- B- (68-71%) Barely adequate work at the graduate level.

C level - Seriously Flawed Work

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work at the graduate level.

D level

- D (50-54%)

F level - Failing Work

- F (0-49%)

TENTATIVE COURSE OUTLINE AND READING SCHEDULE

Note: There will be some on-your-own articles and readings for your professional development and knowledge growth this semester in this course. The instructor will inform you regarding distinctions between required and FYI article readings that are shared with you in the course by the instructor or colleagues in the class.

The following schedule outlines due dates for assignments and provides an overview of themes and activities for each class session. Readings and assignments are due on the dates listed.

- January 4** **What is the study of curriculum? Overview of definitions/concepts**
Introductory Activities
Syllabus Overview
Introduce Curriculum/Pedagogical Autobiography
- January 11** **Curriculum and its Ideological Conceptions**
Read: Schiro, Chapter 1
 Ross, "Teacher Personal Theorizing..." (blog)
In-Class: Curriculum Ideology Inventory
One-pager #1 due
- January 18** **Curriculum and the "Scholar Academic Ideology" (Part 1)**
Read: Adler, "The Paideia Proposal" (F&T 16)
 Bruner, "Man: A Course of Study" (F&T 8)
 The Canadian History Report Card (<http://report-card.dominion.ca/pdf/complete-report-en.pdf>)
One-pager #2 due
- January 25** **Curriculum and the "Scholar Academic Ideology" (Part 2)**
Read: Schiro, Chapter 2
 Ruby, "Anthropology as Subversive Art: A Review of *Through These Eyes*" (blog)
Video: *Through These Eyes*
One-pager #3 due
- February 1** **Curriculum and the "Social Efficiency Ideology" (Part 1)**
Read: Bobbitt, "Scientific Method in Curriculum-Making" (F&T 1)
 Mathison, "Short History of Educational Assessment" (blog)
 Popham, "Objectives" (F&T 9)
 Tyler, "Principles of Curriculum and Instruction" (F&T 7)
One-pager # 4 due
- February 8** **Curriculum and the "Social Efficiency Ideology" (Part 2)**
Read: Schiro, Chapter 3
 Kliebard, "The Rise of Scientific Curriculum Making" (F&T 6)
Video: *Clockwork*
Curriculum/Pedagogical Autobiography due
- February 15** **Curriculum and "Learner Centered Ideology" (Part 1)**
Read: Montessori, "A Critical Consideration of the New Pedagogy" (F&T 2)
 Dewey, "My Pedagogic Creed" (F&T 3)
 Addams, "The Public School and the Immigrant Child" (F&T 4)
One-pager # 5 due

February 22 **NO CLASS — University Closed**

February 29 **Curriculum and “Learner Centered Ideology” (Part 2)**

Read: Schiro, Chapter 4

Video: *John Dewey and American Education*

Workbook #1 due

March 7 **Curriculum and “Social Reconstruction Ideology” (Part 1)**

Read: Counts, “Dare the School Build a New Social Order” (F&T 5)

Freire, “Pedagogy of the Oppressed” (F&T 13)

Apple, “Controlling the Work of Teachers” (F&T 19)

Smith, “Curriculum and Teaching Face Globalization” (F&T 31)

One-pager #6 due

March 14 **NO CLASS — Research week**

March 21 **Curriculum and “Social Reconstruction Ideology” (Part 2)**

Read: Schiro, Chapter 5

Video: *Manufacturing Consent*

One-pager #7 due

March 28 **After A Century of Curriculum Thought: Gender, Sexuality, Culture, Sustainability, and Accountability**

Read: Reading from F&T Parts Three and Four (TBD)

One-pager #8 due

April 4 **Comparative overview of curriculum ideologies**

Read: Schiro, Chapters 6, 7

Workbook #2 due

***NOTE** *The instructor reserves the right to modify the course schedule based on the rate of progress in covering course content, student needs, or other unforeseen occurrences or events.*

Marking Guide for Class Attendance, Participation & Leadership

A+ → A	A- → B+	B → B-	C or less
Comes to class prepared, having read and thought about the material (brings questions or worthwhile additions to the conversation from the reader's log), having spent considerable time with the written and reflective work	Comes to class prepared, having read, written and thought about the material	Comes to class generally prepared, having read and thought about the material	Comes to class with some of the assignments prepared or is not prepared
Participates with enthusiasm, listening to others and helping to advance the understanding of the large or small group with interesting comments, examples, and insights	Participates with interest in large and small group activities, listens to others, asks and responds to questions	Participates with interest, talks occasionally or dominates the conversation without consideration of others, asks few questions	Reticent to participate or does not enter into collaborative, group activities, asks no questions

Marking Guide For Class Work And Weekly Assignments

Component	A+ → A	A- → B+	B	C or less
Level of thought	Reflective (considers alternatives, how lessons learned might influence future actions), thoughtful, integrates course readings with personal experience.	Analytic (attempts to make sense of incidents described or patterns observed), thoughtful.	Descriptive (tells what is going on).	Confused (omits or illogically connects ideas), little evidence given.
	Excellent, exemplary work that has pushed you to a new level of understanding			
Expression	Clear, focused, complex, well-organized, precise, rich, distinctive or creative, well written/produced	Clear, focused, logical, and acceptable.	Acceptable but vague, disorderly or confusing.	Simplistic, disorganized, poorly developed, and/or lacks coherence.
Evidence	Well supported with examples and/or connections to previous experiences or readings.	Mostly well supported	Adequately supported	Sketchy or weak support
Mechanics	Meets deadline.	Meets deadline	Word processed	Word processed
	Word processed	Word processed	Some mechanical errors	Mechanical errors are noticeable relative to complexity and detract from the work.
	Free of mechanical errors.	Minimal mechanical errors		