

C&T 4002  
Curriculum Theory and History  
Teachers College, Columbia University  
Fall 2019  
Wednesday 5:10-6:50, Zankel 406

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Office:  
Office Hours (w/Zoom):

306E  
Tuesday 6:30-7:30  
Wednesday 4-5

### **Introduction**

According to William Pinar curriculum theory is that field of scholarly inquiry which labors to understand teaching and learning across the subject matters and academic disciplines. While subject matter or level specializations (such as the teaching of English, science, mathematics, or early childhood education) tend to focus on teaching strategies and curricular issues within single teaching fields, curriculum theory aspires to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society. We will start by considering curriculum as both intended and unintended lessons that are taught and learned in schools by different students, although this definition might certainly change over the term of this class.

This course will also introduce students to the field of curriculum history beginning with a close look at the competing curricular theories, theorists, and their contexts. The course readings portray numerous distinctive and influential curricular perspectives from the beginning of the field of curriculum studies through contemporary curriculum debates. We will also discuss teachers' positions in the struggles to reform daily school practices in the past and in the present.

One emphasis in the course readings, discussions, and written assignments is to understand curriculum development and theorizing as *occurring within particular sociohistorical and political contexts*. Another emphasis in the course is to develop an ability to read curriculum history and theorizing *critically* - that is, to begin *to become a participant in curriculum conversations*. A third course emphasis is to *develop an ability to analyze K-12 curricula from various perspectives*.

### **Course readings**

Before listing the readings that will/may guide our discussions, it is important to note that this syllabus is nothing but a general guideline that stands as my attempt to plan the uncertain. That is, as discussions progress, the syllabus will be reformulated to better suit the needs of the group. As such, readings will most likely change as the syllabus becomes a product of the collective work of the class.

Since this course draws from a multiplicity of disciplines (such as history, philosophy, and pedagogy), so too do the readings. The objective is to extract the necessary intellectual tools to *enrich our discussions about the assumptions that order pedagogical thought and thus open up possibilities by exploring unfamiliar terrains*.

## Syllabus

Week 1 (9/4)	<b>Introductions. What is curriculum? What is the point of studying its theory and history?</b>
Week 2 (9/11)	<p><b>The seeds of the modern curriculum. On the genealogy of schooling.</b></p> <ul style="list-style-type: none"> <li>• Kliebard, H. M. (2004). <i>The struggle for the American curriculum, 1893-1958</i>. RoutledgeFalmer. Chapters 1 and 2</li> <li>• Munro, P. (1998). Engendering curriculum history. In. W.F. Pinar (Ed.), <i>Curriculum: Toward new identities</i>. New York: Garland. (pp. 263-294).</li> <li>• Pinar, W. F. (2004). "Possibly being so": Curriculum as complicated conversation. In <i>What is Curriculum Theory?</i> (1st ed., pp. 185-201). New York: Routledge.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• Baker, B. (1996). The History of Curriculum or Curriculum History? What is the field and who gets to play on it? <i>Curriculum Studies</i>, 4(1), 105-117.</li> </ul>
Week 3 (9/18)	<p><b>Dewey and experiential education.</b></p> <ul style="list-style-type: none"> <li>• Dewey, J. The Relation of Theory to Practice in Education</li> <li>• Du Bois, W. E. B. (1903). Of Mr. Booker T. Washington and Others. From <i>The Souls of Black Folk</i>.</li> <li>• Lagemann, E.C. (1996). Experimenting with Education: John Dewey and Ella Flagg Young at the University of Chicago. <i>American Journal of Education</i>, 104(3), 171-185.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• Dewey, J. Individuality and Experience.</li> <li>• Dewey, J. My Pedagogic Creed.</li> </ul>
Week 4 (9/25)	<p><b>The scientific curriculum. Regulating and organizing the classroom.</b></p> <ul style="list-style-type: none"> <li>• Tyler, R. W. (2009). Basic Principles in Curriculum and Instruction. In D. J. Flinders &amp; S. J. Thornton (Eds.), <i>The Curriculum Studies Reader: Third Edition</i> (3rd ed.). Routledge.</li> <li>• Kliebard, H. M. (1970). The Tyler Rationale. <i>The School Review</i>, 78(2), 259-272.</li> <li>• Kliebard, H. M. (1995). The Tyler rationale revisited. <i>Journal of Curriculum Studies</i>, 27(1), 81-88.</li> </ul>
Week 5	<b>Reproducing society through schooling. Curriculum as a reflection</b>

(10/2)	<p><b>of larger forces.</b></p> <ul style="list-style-type: none"> <li>• Pinar, W. (1978). The Reconceptualization of Curriculum Studies. <i>Journal of Curriculum Studies</i>, 10(3), 205-214.</li> <li>• Anyon, J. (1981). Social class and school knowledge. <i>Curriculum inquiry</i>, 11(1), 3-42.</li> <li>• Apple, M. (1990). The hidden curriculum and the nature of conflict. In <i>Ideology and Curriculum</i> (pp. 82-104). New York: Routledge.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• <a href="http://www.nytimes.com/2013/09/30/education/jean-anyon-dies-at-72-wrote-ghetto-schooling.html?mcubz=1">http://www.nytimes.com/2013/09/30/education/jean-anyon-dies-at-72-wrote-ghetto-schooling.html?mcubz=1</a></li> <li>• Bourdieu, P. (1986). The forms of capital. In A.H. Halsey, H. Lauder, P. Brown &amp; A.S. Wells (Eds.), <i>Education: Culture, economy and society</i> (pp. 46-58). Oxford, UK: Oxford University Press.</li> </ul>
Week 6 (10/9)	<p><b>Post-modern curriculum studies: Changing the terms of the discussion, Power and Knowledge.</b></p> <ul style="list-style-type: none"> <li>• Ball, S. J. (2012). Introducing Monsieur Foucault. In S. J. Ball (Ed.), <i>Foucault and education: disciplines and knowledge</i> (pp. 1–10). London: Routledge.</li> <li>• Ailwood, J. (2003). Governing early childhood education through play. <i>Contemporary Issues in Early Childhood</i>, 4(3), 286-299.</li> <li>• Foucault, M. (1982). The subject and power. <i>Critical inquiry</i>, 8(4), 777-795.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• Foucault, M. (1980). Truth and Power. In <i>Power/Knowledge</i> (pp. 51-75). New York: Pantheon.</li> <li>• Goodson, I. &amp; Dowbiggin, I. (1989). Docile Bodies. <i>Qualitative Studies in Education</i>, 2(3), 203-220.</li> </ul>
Week 7 (10/16)	<p><b>Feminist Critiques of Curriculum.</b></p> <ul style="list-style-type: none"> <li>• Bissel Brown, V. (1990). The fear of feminization: Los Angeles high schools in the progressive era. <i>Feminist Studies</i>, 16(3), 493-518.</li> <li>• Coffey, A. &amp; Delamont, S. (2000). (Re)producing and (Re)defining knowledges. In <i>Feminism and the classroom teacher: Research, praxis and pedagogy</i> (pp. 29-43). RoutledgeFalmer: New York.</li> <li>• Richardson, S. (2012). Sources. In <i>eleMENTary</i> (pp. 147-160). Sense Publishers: Rotterdam.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• Mohanty, C. T. (1988). Under Western eyes: Feminist scholarship</li> </ul>

	<p>and colonial discourses. <i>Feminist review</i>, (30), 61-88.</p> <ul style="list-style-type: none"> <li>• Gore, J. (1993). What Can We Do for You! What Can “We” Do for “You”? <i>Educational Foundations</i>, 4(3), 5-26.</li> </ul>
Week 8 (10/23)	<p><b>Postcolonial Critiques of Curriculum.</b></p> <ul style="list-style-type: none"> <li>• Desai, K. (2016). Teaching the Third World Girl: Girl Rising as a precarious curriculum of empathy. <i>Curriculum Inquiry</i>, 46(3), 248-264.</li> <li>• Said, E. (1978). <i>Orientalism</i>. (Introduction). London: Vintage Books.</li> <li>• Freire, P. (1970). Chapter 1 and Chapter 2. In <i>Pedagogy of the Oppressed</i>. New York: Continuum.</li> </ul> <p>Further Reading:</p> <ul style="list-style-type: none"> <li>• Willinsky, J. (1998). The educational mission. In <i>Learning to Divide the World: Education at Empire's End</i>. Minneapolis: University of Minnesota Press.</li> </ul>
Week 9 (10/30)	<p><b>Critical Race Theory in Education. Much more than just class.</b></p> <ul style="list-style-type: none"> <li>• Ladson-Billings, G., &amp; Tate IV, W. F. (2006). Toward a Critical Race Theory of Education. In A. D. Dixson &amp; C. K. Rousseau (Eds.), <i>Critical Race Theory in Education: All God's Children Got a Song</i> (1 edition., pp. 11–30). New York: Routledge.</li> <li>• Leonardo, Z. (2013). Whiteness studies and educational supremacy. The unbearable whiteness of schooling. In Leonardo, Z., <i>Race Frameworks: A Multidimensional Theory of Racism and Education</i> (pp. 82-113). New York: Teachers College Press.</li> <li>• Matias, C. (2016). “BUT I NEVER OWNED SLAVES!” From <i>Feeling White</i>. (pp. 1-8).</li> <li>• This American Life podcast: “House Rules” (<a href="http://www.thisamericanlife.org/radio-archives/episode/512/house-rules">http://www.thisamericanlife.org/radio-archives/episode/512/house-rules</a>)</li> </ul> <p><b>Book/Movie Project due (before class)</b></p>
Week 10 (11/6)	<p><b>Curriculum and Difference.</b></p> <ul style="list-style-type: none"> <li>• Boler, M. &amp; M. Zembylas (2003). Discomforting truths: The emotional terrain of understanding difference. In P. Trifonas (Ed.), <i>Pedagogies of difference: Rethinking education for social change</i>, (pp. 110-136). New York: Routledge Falmer.</li> <li>• Hacking, I. (2006). Kinds of People: Moving Targets. <i>British Academy Lecture</i>, 10, 1-18.</li> <li>• Examined Life: Judith Butler and Sunaura Taylor <a href="http://youtu.be/k0HZaPkF6qE">http://youtu.be/k0HZaPkF6qE</a></li> </ul>

<p>Week 11 (11/13)</p>	<p><b>Queering curriculum studies. Going beyond gender and sexism.</b></p> <ul style="list-style-type: none"> <li>• Brockenbrough, E. (2015). Queer of color agency in educational contexts: Analytic frameworks from a queer of color critique. <i>Educational Studies</i>, 51(1), 28-44.</li> <li>• Luhmann, S. (1998). Queering/Querying pedagogy? Or, pedagogy is a pretty queer thing. In W. Pinar (Ed.), <i>Queer Theory in Education</i> (pp. 120–132). Psychology Press.</li> <li>• Sumara, D., &amp; Davis, B. (1999). Interrupting Heteronormativity: Toward a Queer Curriculum Theory. <i>Curriculum Inquiry</i>, 29(2), 191–208.</li> <li>• Judith Butler: Your Behavior Creates Your Gender <a href="http://youtu.be/Bo7o2LYATDc">http://youtu.be/Bo7o2LYATDc</a></li> </ul> <p><b>Conference Meeting Deadline</b></p>
<p>Week 12 (11/20)</p>	<p><b>Intersectional approaches to curriculum: Race and Disability</b></p> <ul style="list-style-type: none"> <li>• Erevelles, N. (2011). Crippin’ curriculum at the intersections. <i>Journal of Curriculum and Pedagogy</i>, 8(1), 31-34.</li> <li>• Leonardo, Z., &amp; Broderick, A. (2011). Smartness as property: A critical exploration of intersections between whiteness and disability studies. <i>Teachers College Record</i>, 113(10), 2206–2232.</li> <li>• Reid, D. K., &amp; Knight, M. G. (2006). Disability justifies exclusion of minority students: A critical history grounded in disability studies. <i>Educational Researcher</i>, 35(6), 18–23.</li> </ul> <p>Further reading:</p> <ul style="list-style-type: none"> <li>• Combahee River Collective Statement (1977)</li> <li>• Crenshaw, K. (1989). Demarginalizing the Intersection of Race and Sex, U. Chi Legal F., 139-167</li> </ul>
<p>(11/27)</p>	<p>Thanksgiving Break</p>
<p>Week 13 (12/4)</p>	<p><b>Public pedagogy. Curriculum theory outside schools</b></p> <ul style="list-style-type: none"> <li>• Sandlin, J.A., Schultz, B.D., &amp; Burdick, J. (2010). Understanding, mapping and exploring the terrain of public pedagogy. In J.A. Sandlin, B.D. Schultz, &amp; J. Burdick (Eds.), <i>Handbook of Public Pedagogy: Education and Learning Beyond Schooling</i> (pp. 1-6). Routledge.</li> <li>• Giroux, H.A. (2003). Public pedagogy and the politics of resistance: Notes on a critical theory of educational struggle. <i>Educational Philosophy and Theory</i>, 35(1), 5-16.</li> <li>• Goulding, C., Walter, M., &amp; Friedrich, D. (2013). Pedagogy, torture,</li> </ul>

	<p>and exhibition: A curricular palimpsest. <i>Journal of Curriculum and Pedagogy</i>, 10(2), 158-176.</p> <p>Further reading:</p> <ul style="list-style-type: none"> <li>• Springgay, &amp; and Truman, S. (2017). To the landless. In <i>Walking Methodologies</i> (pp. 99-113). Routledge.</li> </ul>
Week 14 (12/11)	<p><b>The limits of schooling. How far are we willing to go?</b></p> <ul style="list-style-type: none"> <li>• Ranciere, J. (1991). <i>The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation</i> (1st ed.). Stanford University Press. Chapter 1.</li> <li>• Lewis, T. E., &amp; Friedrich, D. (2015). Educational States of Suspension. <i>Educational Philosophy and Theory</i>, 48(3), 237-250.</li> </ul> <p>Further reading:</p> <ul style="list-style-type: none"> <li>• Harney, S. &amp; Moten F. (2013). Debt and Study. In <i>The Undercommons</i> (pp. 58-69). Minor Compositions.</li> <li>• Murphie, A. (2016). Anarchiving the Curriculum. In <i>The Go-To How To Book of Anarchiving</i> (pp. 55-65). SenseLab.</li> </ul>
Week 15 (12/18)	<p>Bringing it all together.</p> <p><b>Final Paper due Sunday, December 22nd at 11:59.</b></p>

## Assignments

### Curricular Conversations

Each week, two or three students will be in charge of choosing one additional text or piece of media that in some ways connects to the readings of the week. Those students will have the first 20 minutes of the class to lead an activity aiming at engaging the whole class in a meaningful discussion that connects the readings of the week to a contemporary issue. The text/media could be an OpEd from a major news outlet, a YouTube video, an article from Rethinking Schools, etc. The group is responsible for emailing the text or the link to the piece to the class by 5:00 pm on the Monday before class, and for sending the Instructor an outline of the activity by that time as well.

### Discussion Posts

Discussion posts are required for each session. The purpose of these is to use writing as a way to grapple with and explore your understanding of a concept/idea/issue that you found most salient, challenging, disturbing, and intriguing as well as to consider how they inform your work as a researcher and educator. These are thinking posts and not intended as refined. You should draw on specific concept/idea/issue from the text and engage in close reading and analysis. Be prepared to discuss your post and read sections aloud. Each post should be no more than 500 words. Please post to the discussion board on Canvas by 5:00 pm on the Tuesday before class.

### Book/Movie Project

This assignment will be done in pairs. Each partnership will choose a movie and a book with consultation with me. Partnerships will use the book to discuss the movie and/or the movie to analyze the book. This project requires a creative approach and guidelines will be discussed in class. This project is due before class on week 9.

### **Conference Meeting**

Join me for a 15-30 minute discussion (in-person or online) about your experiences in the class, what you are learning, what you are hoping to learn, and how you are progressing in the course.

### **Curriculum Analysis Paper**

The final assignment is 8-10 single-spaced pages (3600-4500 words), divided into three parts.

*Part I:* Students will describe a curricular dilemma, approach, policy, ritual, or object that the student chooses to focus on for the course and provide a brief historical context for that (e.g., common core, standardized testing, textbook/curricular materials, Waldorf education, sex education, prom, uniforms).

*Part II:* Students will analyze investments—the knowledges, the anxieties, the vision—that undergird that dilemma, approach, policy, ritual, or object.

*Part III:* Students will integrate course readings, outside readings or sources, and discussions to examine and critique the investments that inform the curricular dilemma, approach, policy, ritual, or object.

The final paper should: 1) have a title and sub-titles 2) communicate an argument/narrative and 3) incorporate reference to the readings and/or discussions from the course and beyond. Referencing format should follow APA standards.

All assignments are to be submitted as word doc in 12-point font. All papers are to be uploaded to Canvas. All assignments should have a cover page with your name, name of assignment, and date.

### **Attendance**

Missing a class will imply writing a reaction paper about the readings assigned to that class. Only one missing class is allowed.

### **Final grade calculations:**

Curricular conversations:	20 points
Discussion posts:	10 points
Participation in class:	20 points
Group project:	15 points
Conference:	15 points
Final paper:	<u>20 points</u>
TOTAL	100 points

Final grades will be calculated on the following 100 point scale:

98 – 100 A+	88 - 90 B+	78 - 80 C+
94 – 97 A	84 - 87 B	74 – 77 C
90 – 93 A-	80 - 83 B-	70 - 73 C-

**Definition of Grades at Teachers College.** Following a faculty resolution of April 27, 1984, grades assigned in Teachers College courses are defined as follows:

A+	Rare performance; reserved for highly exceptional, rare achievement
A	Excellent; outstanding work
A-	Excellent work, but not quite outstanding
B+	Very good; solid achievement expected of most graduate students
B	Good; acceptable achievement
B-	Acceptable achievement, but below what is generally expected of graduate students
C+	Fair achievement; above minimally acceptable level
C*	Fair achievement, but only minimally acceptable
C-*	Very low performance. The records of students receiving such grades are subject to review. The result could be denial of permission to register for further study at Teachers College. No more than three points of C- may be credited toward any degree or diploma. A student who accumulates eight points or more of C- or lower grades will not be permitted to continue study at the College and will not be awarded a degree or diploma.
F	Failure
P	Pass
IN	Incomplete. Please note that incompletes will be granted only in extraordinary circumstances related to major life crises and issues.

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**Because this is a core course, the minimum passing grade for students enrolled in a Professional Certification program (CUED/CUSD) is C+. Any lower grade than that will imply the need to re-register for the course, pay the tuition, and meet all the requirements of the course at a C+ level or higher.**

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### **Contacting me**

My office is open during office hours to discuss any issues that may arise inside or outside the classroom. I will also offer virtual office hours through Zoom, more details to come. Please feel free to stop by within the office hours or email me to make an appointment.

### **Incomplete**

The grade of Incomplete will be assigned only when the course attendance requirement has been met but, for reasons satisfactory to the instructor, the granting of a final grade has been postponed because certain course assignments are outstanding. If the outstanding assignments are completed within one calendar year from the date of the close of term in which the grade of Incomplete was received and a final grade submitted, the final grade will be recorded on the permanent transcript, replacing the grade of Incomplete, with a transcript notation indicating the date that the grade of Incomplete was replaced by a final grade. If the outstanding work is not completed within one calendar year from the date of the close of term in which the grade of Incomplete was received, the grade will remain as a permanent Incomplete on the transcript. In such instances, if the course is a required course or part of an approved program of study, students will be required to re-enroll in the course including repayment of all tuition and fee charges for the new registration and satisfactorily complete all course requirements. If the required course is not offered in subsequent terms, the student should speak with the faculty



advisor or Program Coordinator about their options for fulfilling the degree requirement. Doctoral students with six or more credits with grades of Incomplete included on their program of study will not be allowed to sit for the certification exam.

### **Services for student with disabilities**

The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation. As your instructor, I am happy to discuss specific needs with you as well.

### **Email communications**

Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Columbia email account. As official communications from the College – e.g. information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. – will be sent to the student's Columbia email account, students are responsible for either reading email there or for utilizing the mail forwarding option to forward mail from their Columbia account to an email address that they will monitor.

### **Religious observance**

It is the policy of Teachers College to respect its members' observance of their major religious holidays. Students should notify instructors at the beginning of the semester about their wishes to observe holidays on days when class sessions are scheduled. Where academic scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor, students and instructors should consult the appropriate department chair or director. If an additional appeal is needed, it may be taken to the Provost.

## **Academic integrity**

Students who intentionally submit work either not their own or without clear attribution to the original source, fabricate data or other information, engage in cheating, or misrepresentation of academic records may be subject to charges. Sanctions may include dismissal from the college for violation of the TC principles of academic and professional integrity fundamental to the purpose of the College.

Plagiarism violates academic integrity. Any attempt to present someone else's work as your own, on papers, exams, transcripts, etc. constitutes plagiarism, a form of theft and fraud. There are various forms of plagiarism of which the following are most common. It is your responsibility to ensure that you clearly distinguish between your words and ideas and those of other authors, and to understand proper ways to give credit to other authors and sources.

1. Word-for-word plagiarism. This includes (a) the submission of another student's work as your own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis, internet) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of quotation marks and citation.

2. Patchwork plagiarism. This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.

3. Unacknowledged paraphrase. It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.

4. Self-plagiarism. Work created for a class may be turned in only for credit in that class. Attempting to receive academic credit for work done for another class is a form of academic dishonesty. Please speak with me if you are considering combining your work for this class with work for another class.

\*Statement written by Ansley Erickson, with thanks to colleagues in Cultural Foundations of Education at Syracuse University.