CIEP 540-001 Research Seminar in Curriculum & Instruction: Curriculum History
School of Education, Loyola University Chicago
Summer Session B 2014

Instructor Information
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Email: ctocci@luc.edu
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Office hours: Before and after class; by appointment

Course Information
Dates: June 30-August 8, 2014
Days: Tuesdays & Thursdays
Times: 5-8pm
Location: CLC 525

Course Description
This seminar will focus on historical research in the field of curriculum studies. Students will read seminal works in common and have the opportunity to conduct original research in an area of individual interest. While the questions investigated will be historical in their focus, they will have contemporary significance as well. The class will take one group visit to an historical archive during regular work hours in lieu of one evening session. The projected outcome of this course is for students to produce an article length paper based on a core set of primary documents.

Course assignments will be designed for individuals to explore critical questions about the history of curriculum and instruction and to develop their skills as educational researchers. The course will stress both common inquiry and individual research so as to foster a constructive and supportive learning community where students can develop their individual and collective expertise.

Essential Questions
- What has been deemed most worth knowing and being able to do in schools? Who decided, and what affects did this have?
- What is distinct about curriculum history as opposed other kinds of curriculum or historical inquiry?
- What roles can curriculum history play in deepening other kinds of educational research?
Course Objectives

_Students will be able to:_

- Explain, analyze and evaluate the major tenets, premises, and assumptions of important curricular and instructional theories in American educational history.
- Describe and explain significant historical events, developments, and trends in the field of curriculum and instruction in American educational history.
- Analyze and interpret historical documents relating to curricular and instructional theory, policy and practice.
- Analyze and evaluate historical interpretations of curricular or instructional trends in a personally relevant subject matter domain.

IDEA Objectives:

- Developing skill in expressing oneself orally or in writing
- Learning how to find and use resources for answering questions or solving problems
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Grading Policy & Scale:

The final grade is based upon the completion of course requirements, as weighted above and following this scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>130-140</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>126-129</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>122-125</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>116-121</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>112-115</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>109-111</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>102-108</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>98-101</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>94-97</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>88-93</td>
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<tr>
<td>D-</td>
<td>60%</td>
<td>84-87</td>
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<tr>
<td>F</td>
<td>59% and Below</td>
<td>0-83</td>
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General Evaluation Criteria

- Complete and submit work in a timely fashion. _Assignments submitted after the class period on the due date will be subject to a lower grade._
• All assignments need to be typed and double-spaced with 1” margins in 12-point font. Please be sure to include your identifying information.
• Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.
• Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify one of the instructors in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.
• Communication – All participants are required to monitor communication from their instructors and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

Assignments:

**Participation (20 points)** - Students are expected to attend all class sessions. In the event that you cannot attend a session, please notify me in advance if possible. Students are expected to read and discuss assigned readings, as well as participate in all class activities. In addition students will have the opportunity to lead a class discussion. Students will be assigned an evening where they will facilitate or co-facilitate the discussion of an assigned reading. As you facilitate, you will need to pose questions, promote dialogue, and offer your analysis of the reading.

**Research Journal (40 points, 4 entries x 10 points each)** – Students will compose weekly research journals, submitted through Sakai, bringing together ideas from the readings, class discussions, and their own research. Entries are assessed for completeness and seriousness with an emphasis on synthesizing concepts to inform the final research paper.

**Final Paper (60 points)** – Students will complete an article-length paper, 15-20 pages excluding endnotes and references. This paper is to be original historical research. It must use primary and secondary sources and include documentary analysis.

**Final Paper Presentation (20 points)** - Students make a short presentation of their research paper to the class as if presenting at an academic conference.

**Required Texts:**


Other required readings will be posted to the course Sakai site:  
https://sakai.luc.edu/portal/site/CIEP_540_001_2727_1144
School of Education Policies and Information

Conceptual Framework
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

Diversity
This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, candidates will discuss and explore issues of race, class, and culture and their impact on students, schools and schooling.

Dispositions
Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- **Professionalism**: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.

- **Fairness**: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.

- **All Students Can Learn**: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.
Technology
Sakai will be used as communication and learning tool. Students will use this and other technological tools for research and presentation purposes.

University Policies and Information

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to: http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: http://www.luc.edu/sswd/

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: http://webapps.luc.edu/biasreporting/
# Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings Discussed</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 8</td>
<td>Digital Collections for Historical Research – Presentation by Tracy Ruppman</td>
<td>Readings TBA</td>
<td>Please bring a laptop or tablet to class if possible.</td>
</tr>
<tr>
<td>July 10</td>
<td>Placeholder for visit to archive</td>
<td><em>The course calendar will shift as we set a date for an archive visit during the day</em></td>
<td>Submit Research Journal #2 to</td>
</tr>
</tbody>
</table>
| July 15 | **What is Curriculum History?**  
Selection of primary sources related to Hendry’s chapter posted to Sakai.  
Bring to class 1 primary source related to Hendry’s chapter to discuss in relation to the chapter.  
Storey (2013) Chapter 2 | Sakai on Friday July 11 |
| --- | --- | --- | --- |
Sources from 1963 CPS Student Boycott:  
- [http://63boycott.kartemquin.com/](http://63boycott.kartemquin.com/)  
|  |  | Storey (2013) Chapter 3 |  |


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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 24</td>
<td>The Great Depression</td>
<td>Readings TBA</td>
<td>Submit Research Journal #4 to Sakai on Friday July 25</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials from education during the Great Depression.</td>
<td></td>
</tr>
<tr>
<td>July 29</td>
<td>Student-lead workshops</td>
<td>Students lead a discussion on a secondary source and 2 or 3 supporting primary sources on their research topic.</td>
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</tr>
<tr>
<td>July 31</td>
<td>Peer Review of Papers</td>
<td></td>
<td>Bring Draft of Paper to class for peer reviews &amp; feedback</td>
</tr>
<tr>
<td>Aug 5</td>
<td>Student-lead workshops</td>
<td>Students lead a discussion on a secondary source and 2 or 3 supporting primary sources on their research topic.</td>
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<tr>
<td>Aug 7</td>
<td>Final Paper Presentation</td>
<td></td>
<td>Final Papers to Sakai before start of class; Article Presentations in class</td>
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