

Loyola University Chicago
CIEP 440 – Curriculum and Instruction
Fall 2017

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Course Information:	Course materials are available on Sakai.

Course Overview

This course examines the history of curriculum and instruction in America, with a particular emphasis on the period since 1900. It pays close attention to matters of curriculum theory and policy as well, but strives to consider these issues in real and particular historical contexts. Students will examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions, including:

- What knowledge is most worth knowing?
- For what purpose?
- For whom?
- Who decides?
- What is the best way to acquire that knowledge?

Obviously, answers to these questions will rest heavily upon philosophical and ideological assumptions and will involve analysis of a wide range of social, cultural, political, and economic factors. This course therefore will train students in disciplined historical and philosophical inquiry.

The School of Education's 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.

The SOE's Conceptual Framework (CF) focuses on *Social Action through Education*. This course on the history of curriculum and instruction offers multiple ways to examine how individuals and groups have engaged in such action in the United States over time in deliberations about and development of curriculum and instruction. Students will be expected to participate in discussions and write reflections that focus on such actions.

Herbert Kliebard characterized the history of curriculum and instruction in the United States as one of struggle. This is due in part to the rich **diversity** of our nation. This course embraces that diversity and explores it rigorously. In so doing, this course supports educators in service of **social justice** by engaging students in reflective exercises that allow them to bridge theory and practice as it relates to engaging in education in a diverse society.

SOE Conceptual Framework Standards (CFS) are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course assesses CFS1. To address this standard, you will:

- Read, respond to, and discuss major texts in the field of curriculum studies and curriculum history
- Conduct research on a curriculum trend on a topic within the history of curriculum that has particular personal or professional relevance for you.

In order to exceed the expectation, candidates should demonstrate comprehensive, critical understanding of literature in the field and make informed critiques of the text considering diverse perspectives. Candidates evaluate curriculum and instruction issues drawing from cutting-edge theories and emerging research.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of **Professionalism, Inquiry, and Social Justice** are assessed in this course. You should find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. In order to exceed the expectation, consider the following standards:

Professionalism: Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

Inquiry: Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

Social Justice: Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own

beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

Course Objectives

Students will be able to:

- Explain, analyze and evaluate the major tenets, premises, and assumptions of important curricular and instructional theories since 1900.
- Describe and explain significant historical events, developments, and trends in the field of curriculum and instruction since 1900.
- 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:

- IDEA 1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)- Essential
- IDEA 9. Learning how to find, evaluate and use resources to explore a topic in depth - Essential
- IDEA 11. Learning to analyze and critically evaluate ideas, arguments, and points of view - Essential
- IDEA 2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures - Important
- IDEA 8. Developing skill in expressing oneself orally or in writing - Important

Required and Recommended Texts

The following text is required:

- Flinders, D.J., Thornton, S.J. (Eds.) (2012). *The curriculum studies reader* (4th ed.). New York, NY: Routledge.

Required Readings on *Sakai*:

- Anderson, J. D. (1988). *The education of blacks in the south, 1860-1935*. Chapel Hill, NC: The University of North Carolina Press. (Selected chapters)
- Bernal, D. D. (1998). Using a Chicana feminist epistemology in educational research. *Harvard Educational Review*, 68(4), 555-582.
- Dillard, C. B. (2000). The substance of things hoped for, the evidence of things not seen: Examining an endarkened feminist epistemology in educational research and leadership, *International Journal of Qualitative Studies in Education*, 13(6), 661-681.

- Kim, Y. K., Hutchison, L. A. & Winsler, A. (2015). Bilingual education in the United States: An historical overview and examination of two-way immersion. *Educational Review*, 67(2), 236-252.
- Marsh, C. J. & Willis, G. (2007). Curriculum: Alternative approaches, ongoing issues (4th ed.). Columbus, OH: Upper Saddle River. (Selected chapter-Curriculum history)
- Miller, J. L. (2006). Curriculum studies and transnational flows and mobilities: Feminist autobiographical perspectives. *Transnational Curriculum Inquiry*, 3(2), 31-50. Retrieved from <http://nitinat.library.ubc.ca/ojs/index.php/tci>
- Moon, S. (2015). Wuwei (non-action) philosophy and actions: Rethinking “actions” in school reform. *Educational Philosophy and Theory*. 47(5), 455-473.
- Ovando, C. J. (2003). Bilingual education in the United States: Historical development and current issues. *Bilingual Research Journal*, 27(1), 1-24.

The following texts are recommended for further reading and would be quite useful for your research projects.

- Pinar, W.F., et al. (Eds.) (1995) *Understanding curriculum: an introduction to the study of historical and contemporary curriculum discourses*. New York, NY: Peter Lang.
- Schubert, W.H., et al (Eds.) (2002). *Curriculum books: The first hundred years* (2nd ed.). New York, NY: Peter Lang.
- Willis, G., Schubert, W. H., Bullough, JR., R. V., Kridel, C., & Holton, J. T. (Eds.). *The American curriculum: A documentary history*. Westport, CN: Greenwood Press.

Evaluation and Assignments:

General Evaluation Criteria - In addition to the general criteria described below, each assignment has a rubric with specific criteria. **These rubrics are available on Sakai under “Assignments”**.

- Assignments submitted after the due date will receive a lower grade. A point will be deducted for each day late.
- All assignments must be submitted via *Sakai*, unless noted otherwise.
- Students are expected to use APA style (6th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources **must** be cited. See “External Links” on Sakai for a link to a resource on APA citation style.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1” margins, 12 point font, appropriate identifying information, etc.
- Please note: Writing support is available through the university’s writing center: <http://www.luc.edu/writing/>.

Assignments - Complete details for each assignment will be reviewed in class.

I. *Participation (20 points)*: Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

- 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 me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation. **No penalty** is applied to miss one class due to work, family issues, or health issues.

- Missing more than two class sessions (regardless of reasons) will affect the assessment of your participation and lower the overall grades (i.e., A to B or B+ to C+).
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
 - Communication –All participants are required to monitor communication from their instructor 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.

II. *Class Discussion/Activities Facilitators (10 points):* For the assigned weeks, two or three students will facilitate the class discussion/activities for approximately one hour. The assigned facilitators will prepare relevant hands-on activities or discussion questions that the class can engage in the assigned readings and relevant issues. The facilitators should contact the instructor at least two weeks before their assigned week. You are expected to discuss the major ideas of that week and make connections between the chapters and your own experiences. The facilitators will be assigned during the first class.

III. *Reading Responses (5 @ 6 points/ 30 points total): **Submit on Sakai.***

- Students are expected to write *six* reading responses (**with a minimum of 500 to a maximum of 750 words**) during the course in which students organize their thinking about the ideas and arguments made by the authors of the week’s readings. The responses will end with at least two questions that remain unanswered after a careful deliberation about the readings. It is important to note that more than summaries; these responses are opportunities for making informed critiques of the ideas read.
 - Although opinions are an important component of arguments, it is expected that students begin to develop informed positions towards the ideas and be able to defend those positions using evidence from the readings. Responses should be written prior to class and submitted to me on Sakai. Students will also need to bring a written copy to class to support the discussion.

IV. *Core Assessment: History of Curriculum Research Paper (40): **See attached description and rubric below. SUBMIT ON LIVETEXT.***

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 - 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Inquiry, and Social Justice**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Course Schedule

8/30 Introductions, Preliminary Planning, Introduction to Historical Analysis of Curriculum and Instruction

- *Seminar Guidelines*

9/6 Curriculum History in the US.

- *Curriculum Studies Reader (CSR)*, Preface and Introduction, ix – xiv
- *Curriculum History (Sakai)*
- *A Course of Study; The committee of ten; The committee of fifteen (Sakai)*

9/13 Ways of Knowing and Power/knowledge

- Anderson (1988) –Selected chapters from “The Education of Black in the South, 1860-1935” (*Sakai*)
- Bernal (1998)-Using Chicana epistemology-*Sakai*
- Dillard (2000)- ...examining an endarkened feminist epistemology
- Moon (2006)- *Wuwei* (non-action) philosophy and actions

Reading Response #1

9/20 A library section and Literature Review

- *The class meets at Corboy Law Center. The room will be announced (facilitated by librarian Tracy Ruppman)*

9/27 A Prologue to Curriculum Studies

- *Curriculum Studies Reader (CSR)*, pp. 1-51.

Reading Response #2

10/04 The History of Grading: Invited lecture from Dr. Charlie Tocci (Readings will be provided separately via Sakai).

10/11 Curriculum at Education’s Center Stage

- *Curriculum Studies Reader (CSR)*, pp. 55-139.

Reading Response #3

10/18 Mid-semester independent research

10/25 Reconceptualizing Curriculum

- *Curriculum Studies Reader (CSR)*, pp. 141-205.
- Miller (2006). feminist, autobiographical perspectives (*Sakai*)

Reading Response #4

11/01 After a Century of Curriculum Thought

- *Curriculum Studies Reader (CSR), Introduction to Part Four; Chapters 19, 22, 23, 24, 25, 27, 29, and 32*

Reading Response #5

11/08 Bilingualism History and Curriculum Issues

- Gandara and Aldana (2014). Who's segregated now?
- Kim et al. (2015). Bilingual Education in the US: An historical overview and examination of two-way immersion
- Moran (2005). Undone by Law: The Uncertain legacy of Lau v. Nichols.
- Ovando (2003). Bilingual Education in the US

11/15 Research Project Progress Reports and Peer Feedback

- Peer feedback on the progress report
- Small group work for the final paper I

11/22 Thanksgiving

11/29 Resistance and Voice in Curriculum History

- Readings will be provided in November

12/06 Research Paper Presentations I

12/13 Final Paper Due

History of Curriculum Research Paper Due (LiveText)-No face-to-face meeting

History of Curriculum Research Paper (CF1) – *SUBMIT ON LIVETEXT*

A main objective of this course is to explicate the history of curriculum and instruction in the context of our country's various meanings for schooling and learning past and present. This is accomplished by exploring the assumptions undergirding curricular and instructional theory and practice through readings, in-class discussions and activities, and assignments.

In order to explore more in depth curriculum trends and their influences, you have a chance to do a literature review that details the curriculum trends in a personally relevant curricular topic.

Assignment guidelines:

You are responsible for researching the history of curriculum (since 1900) on a particular topic of your choice. Your research findings will be written in a 12-15 page paper and the following two questions will guide your research:

1. What are the notable historical curricular happenings in your curricular topic and when did they occur?
2. How did these historical moments shape the pedagogy in your curricular topic?

The goal of the research is to: (a) expand our understanding of the topic by identifying and synthesizing key research of notable historical curriculum trends in your chosen curricular topic; (b) describe the effects of curriculum trends on pedagogy, and; (c) devise questions for further research in this area.

You are expected to incorporate reviews of at least 10-15 (15-20 for doctoral students) closely related sources.

OFFICIAL: CIEP 440/CF1, History of Curriculum Paper Rubric

	Target	Acceptable	Unacceptable
Identify notable historical curriculum trends	Paper includes notable historical curriculum trends in subject/ topic across the full time span from 1900 to present. Significant scholars and titles of important texts are referenced. Actions and/or policies of government and other agencies are present.	Paper includes notable historical curriculum trends in subject/ topic across the 20 th century to present, but may present some gaps. An adequate number of significant scholars and titles are referenced. Actions and/or policies of government and other agencies are present.	Events are missing, important scholars are missing, titles of important texts are missing, and/or relevant documents from government and other agencies are missing; time span is limited.
Effects of curriculum trends on pedagogy in chosen topic	Paper includes detailed and accurate information about the effects of curriculum trends on pedagogy on the topic.	Paper includes general information about the effects of curriculum trends on pedagogy on the topic.	Paper includes vague or little information about the effects of curriculum trends on pedagogy on the topic.
Reflection on Findings	The paper contains pointed reflection noting significant findings from the literature review.	The paper contains a general reflection regarding the findings of the literature review.	The paper contains information that is too general or is missing the reflection on the findings of the literature review.
Researchable questions	The paper contains three or more well grounded questions the literature review generated, and explains how researching the questions will advance curriculum trends and pedagogy in the subject/topic.	The paper contains two or three additional questions grounded in the literature review generated.	The paper contains only one or two additional questions generated from the literature review. OR The questions are not consistent with the literature review findings.
Format guidelines	The literature review follows all format guidelines listed in the syllabus.	The literature review mostly follows all format guidelines listed in the syllabus.	The literature review contains numerous errors relative to format and APA style guidelines.
Conventions and Citations	Grammatical conventions and citations reflect little or no errors.	Grammatical conventions and citations reflect few errors.	Grammatical conventions and citations reflect some errors.
Overall IL-LUC-CF.1	TARGET	ACCEPTABLE	UNACCEPTABLE