

CURRICULUM DEVELOPMENT, EDCI 644
Spring Semester, 2001 (3 Hours Credit)
TTVN (602 College Station and 702 Houston Cy-Fair)

INSTRUCTOR INFORMATION:

Instructor: Dr. Patrick Slattery, Associate Professor
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Class Meetings: Monday Evenings (5:45-8:35pm), Room 408 Harrington Tower
Saturday Class: January 27, February 17, and March 10 (9am-6pm)
Conference: April 5 (1pm- 6pm) and April 6 (9am-3pm)
Office Hours: Monday 1pm-4pm; Wednesday 1pm-5pm
Appointments: Available upon request by phone, email, or in office.
Class Web Board: <http://www.coe.tamu/wwwboard/edci644>

COURSE DESCRIPTION:

This course introduces graduate students to contemporary curriculum development and the foundations of educational curriculum studies. The purpose of this course is to assist practicing and prospective teachers and administrators in the acquisition of concepts and competencies needed for success in planning, implementing, deconstructing, analyzing, and assessing curriculum. This course assumes that curriculum development is crucial to teaching and learning in the postmodern global society and that teaching and learning must be directed toward positive social change and individual empowerment. Thus, this course provides learning experiences that will be instrumental for teachers and administrators in developing their knowledge of curriculum toward these ends. Participants in this course will emerge as reflective professionals and educational leaders capable of critically analyzing the multiple dimensions of curriculum development and capable of implementing a culturally and socially appropriate curriculum for justice, compassion, agency, and ecological sustainability.

COURSE READINGS:

Slattery, Patrick. (1995). *Curriculum Development in the Postmodern Era*. New York: Garland.

Marsh, Colin J. & Willis, George. (1999). *Curriculum: Alternative Approaches, Ongoing Issues*. Columbus, OH: Merrill Publishers.

Handouts: *Contextualizing Teaching* (Preface and Chapter 10) by Kincheloe, Slattery, & Steinberg; *Lies My Teacher Told Me* (Chapter 1) by James W. Lowen; *Center for a Postmodern World* (Mission Statement); and possibly others.

ADA:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

PLAGIARISM:

The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, students do not have the right to copy handouts without expressed permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty."

SELECTED BIBLIOGRAPHY:

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- Eisner, Eliot W. (1991). *The enlightened eye: Qualitative inquiry and the enhancement of educational practice*. New York: Macmillan.
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- Henderson, James G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership*. New York: Macmillan.
- Kincheloe, Joe L., & Pinar, William F. (Eds.). (1991). *Curriculum as social psychoanalysis: The significance of place*. NY: SUNY.
- Kincheloe, Joe L., Slattery, Patrick, & Steinberg, Shirley R. (2000). *Contextualizing Teaching*. New York: Longman.
- Kozol, Jonathan. (1991). *Savage inequalities: Children in America's schools*. New York: Crown.
- Kozol, Jonathan. (1995). *Amazing Grace*. New York: Crown.
- McCarthy, Cameron. (1990). *Race and curriculum*, London: Falmer.
- Miller, Janet L. (1990). *Creating spaces and finding voices*. Albany, NY: SUNY Press.

Noddings, Nel. (1992). *The challenge to care in schools: An alternative approach to education*.
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New York: Teachers College.

Pinar, William, Reynolds, William, Slattery, Patrick, & Taubman, Peter. (1995). *Understanding curriculum*. New York: Peter Lang.

Reed, Ronald & Johnson, Tony. (1996). *Philosophical documents in education*. New York: Longman.

Slattery, Patrick. (1995). *Curriculum development in the postmodern era*. New York: Garland.

van Manen, Max. (1993). *The tact of teaching: The meaning of pedagogical tactfulness*. New York: SUNY Press.

Bennett, William. (1987/1988). *The James Madison High School or The James Madison Elementary School*. Washington, DC: U.S. Department of Education. [Handout].

Dewey, John. (1916). *Democracy and Education*. New York: Macmillan.

Dewey, John. (1938). *Experience and Education*. New York: Macmillan.

Dewey, John. (1934). *A Common Faith*. New York: Macmillan.

Dewey, John. (1934). *Art as experience*. New York: Macmillan

Doll, William E., Jr. (1993). *A post-modern perspective on curriculum*. New York: Teachers College Press.

Eisner, Elliot W. (1994). [Third Edition]. *The educational imagination: On the design and evaluation of school programs*. New York: Macmillan. [Handout].

Freire, Paulo. (1970). *Pedagogy of the oppressed*. New York: Continuum Press.

Knapol, Barry, & McLaren, Peter (eds.). (1997). *Critical Multiculturalism: Uncommon voices in a common struggle*. Westport, CT: Bergin and Garvey.

Shapiro, H. Svi, & Purpel, David E. (1993). *Critical social issues in American education: Toward the 21st century*. New York: Longman Publishers.

Wheatley, Margaret J. (1992). *Leadership and the new science: Learning about organization from and orderly universe*. San Francisco: Berret-Koehler Publishers.

Capra, Fritjof. (1983). *The turning point: Science, society and the rising culture*. New York: Banta Books.

Griffin, David Ray (Ed.). (1988). *The reenchantment of science*. Albany, New York: State University of New York Press.

Maxcy, Spencer J. (1995). *Democracy, chaos, and the new school order*. Thousand Oaks, CA: Corwin Press.

Bowles, Samuel, & Gintis, Herbert. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. New York: Basic Books.

Daly, Herman E., and Cobb, John B., Jr. (1994). *For the common good: Redirecting the economy toward community, the environment and a sustainable future*. Second Edition. Boston: Beacon Press.

Deleuze, Gilles, & Guattari, Felix. (1987). *A thousand plateaus: Capitalism and schizophrenia*. Minneapolis: University of Minnesota Press.

Bowers, Chet A. (1993). *Critical essays on education, modernity, and the recovery of the*

- ecological imperative*. New York and London: Teachers College Press.
- Bowers, Chet A., & Flinders, David J. (1990). *Responsive teaching: an ecological approach to classroom patterns of language, culture, and thought*. New York: Teachers College.
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- Orr, David W. (1992). *Ecological literacy: Education and the transition to a postmodern world*. Albany, New York: State University of New York Press.
- Jencks, Charles, (Ed.). (1992). *The post-modern reader*. New York and London: St. Martin's Press.
- Usher, R. & Edwards, R. (1995). *Postmodernism and education*. New York: Routledge.
- Bauman, Zygmunt. (1994). *Postmodern Ethics*. New York: Blackwell Publishers.
- Derrida, J. (1976). *Of grammatology*. Baltimore: Johns Hopkins University Press.
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- Diamond, C. T. P. & Mullen, C. A. (Eds.). (1999). *The postmodern educator: Arts-based inquiries and teacher development*. New York: Peter Lang.
- Ellsworth, E. (1997). *Teaching position: Difference, pedagogy, and the power of address*. New York: Teachers College Press.
- Foucault, M. (1972a). *Power/Knowledge*. New York: Pantheon.
- Foucault, M. (1972b). *The Archaeology of Knowledge*. New York: Pantheon.
- Foucault, M. (1975). *Discipline and Punish: The Birth of the Prison*. New York: Pantheon.
- Foucault, M. (1977). *Language, counter-memory, practice*. Ithaca, NY: Cornell University press.
- Foucault, M. (1983). *This is not a pipe*. (J. Harkness, Trans.). Berkeley, CA: University of California Press.
- Freire, P. (1985). *The politics of education: Culture, power, and liberation*. South Hadley, MA: Bergin and Garvey.
- Giroux, H. A. (1992). *Border crossings: Cultural workers and the politics of education*. New York: Routledge.
- Giroux, H. A. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling*. Boulder, CO: Westview Press.
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- Lather, P. (1991). *Getting smart: Feminist research and pedagogy with/in the postmodern*. New York: Routledge.
- Lather, P. & Smithies, C. (1997). *Troubling the angels: Women living with HIV/AIDS*. Boulder, CO: Westview/harper Collins.
- Lawrence-Lightfoot, S. (1983). *The good high school: Portraits of character and culture*. New York: Basic Books.
- Lawrence-Lightfoot, S. & Davis, J. H. (1997). *The art and science of portraiture*. San Francisco: Jossey-Bass.
- Lyotard, J.-F. (1984). The postmodern condition: A report on knowledge. [G. Bennington and B. Massumi, Trans.]. Minneapolis: University of Minnesota Press.
- Lyotard, J.-F. (1992). *The postmodern explained to children: Correspondences 1982-1984*. London: Turnaround.

McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogy of dissent for the new millennium*. Boulder, CO: Westview Press.

Nietzsche, F. (1968). The birth of tragedy. In W. Kaufman (Ed.), *Basic writings of Nietzsche*. New York: Modern Library.

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Rorty, R. (1989). *Contingency, irony, and solidarity*. Cambridge, England: Cambridge University Press.

Rorty, R. (1991). *Objectivity, relativism, and truth*. Cambridge, England: Cambridge University Press.

Said, E. (1979). *Orientalism*. New York: Routledge.

Greene, Maxine. (1995). *Releasing the Imagination*. New York: Teachers College Press.

INSTRUCTIONAL METHODS:

Instructional strategies may include the following: seminar discussion, lecture, library research, films, small group discussion, guest lectures, individual and group oral presentations, and reading current educational literature. We will attend a two day qualitative research conference in College Station, a one day seminar in Austin, and two Saturday field experiences in Houston.

ATTENDANCE AND PARTICIPATION:

Attendance and participation in class discussions and group work is essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students during each class session. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness or emergency, please submit a written note to the professor following the absence. Please do NOT call in advance unless an extended absence is anticipated. There will be no penalty for excused absences for illness or emergencies, and assignments may be submitted late for excused absences. More than two absences may result in additional readings and written assignments. Saturday field experiences are considered two class sessions. Any student who anticipates that he or she will not be able to participate in the Saturday field experiences should drop this class.

CONTROVERSIAL TOPICS:

Controversy surrounds contemporary curriculum development. Please read the texts, listen to the professor, and evaluate student reports with curiosity and a healthy skepticism. Please ask questions, challenge positions, and present rebuttals. Be sure to allow all students to engage in the discussion. However, please refrain from attacking or belittling the position of an author, professor, guest lecturer, or fellow student. *Ad Hominem* attacks must be avoided. We are all challenged to listen, question, and debate from an open and inquisitive posture. When the course is completed, students are free to accept or reject any philosophy presented in this course. However, during the semester students are required to explore and understand the various curriculum development theories presented and engage in the class discussions as directed by the professor.

COURSE ASSIGNMENTS:

1. During the first class session small groups of students will be assigned a chapter from the textbook “Curriculum: Alternative Approaches, Ongoing Issues” to read, review, critique, and research. The group will work together throughout the semester preparing a report on this chapter. The group will look at the activities and questions at the end of the chapter for ideas for a research project. Each group will produce a written paper that summarizes the chapter and critically analyzes the issues presented in the chapter. The group will also make an oral presentation on their original research project related to the chapter. The written paper will receive a group grade. However, students will receive an separate grade for the oral presentation based on their individual contribution to the project. The two grades will be added together. (20 points each for a total of 40 points)
2. Students will create a portfolio of essays to be submitted at the end of the course. The portfolio will contain one short essay on each chapter of the text “Curriculum Development in the Postmodern Era” and Chapter 10 of “Contextualizing Teaching” and Chapter 1 of “Curriculum Issues.” (A total of 15 essays). The portfolio will also contain one short essay on each film viewed during the semester. Each essay will be no longer than the front of one 8 ½ x 11 page. The essay will be typed (either single spaced or double spaced). Each essay will offer a critical review of the chapter or film. These essays should be brought to class when the assigned chapter is due, but the portfolio will be submitted for a grade at the end of the semester. Occasionally students will be asked to read these essays in class. Failure to have the essays prepared each week when the readings are due will prevent the student from receiving an “A” for this portion of the course evaluation. (40 points)
3. Attendance and participation. Students must actively participate during each class session. Active participation includes, but is not limited to, the following: asking probing question about the reading assignments, making comments during class discussions, bringing relevant handouts, newspaper clippings, or journal articles to class for distribution to classmates, making recommendations for further reading on a topic under discussion, actively listening to classmates and the professor, suggesting activities to enhance the investigation of a philosophical issue, meeting before or after class with the professor or classmates to discuss issues in more depth. In order to receive a grade of “A” for this portion of the course assessment, students must also write at least one comment or response on the class webboard each week. (20 points)

COURSE GRADING:

- 90-100 =A (Outstanding Graduate Level Scholarship)
80-89 =B (Excellent Graduate Level Scholarship)
70-79 =C (Acceptable Scholarship)
65-70 =D (Not Graduate Level Scholarship)

Below 70 =F (Unacceptable)

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SCHEDULE OF READINGS

Jan. 22 (TTVN) “Contextualizing Teaching” (Chapter 10) and “Curriculum Issues” (Chapter 1)
Jan. 27 (Houston) “Curriculum Development” (Chs. 1-2) and “Curriculum Issues” (Chs. 2 and 4)
Feb. 12 (TTVN) “Curriculum Development” (Chapters 4 and 5)
Feb. 17 (Houston) “Curriculum Development” (Chapter 6 and 10)
Mar. 5 (TTVN) “Curriculum Development” (Chapter 8 and 9)
Mar. 10 (Austin) “Curriculum Development” (Chapters 11-13)
Mar. 19 (TTVN) “Curriculum Issues” (Chapters 3 and 5)
Apr. 5 (College Station) “Curriculum Development” (Chapter 3)
Apr. 6 (College Station) “Curriculum Development” (Chapter 7)
Apr. 23 (TTVN) “Curriculum Issues” (Chapters 6 and 7)
Apr. 30 (TTVN) “Curriculum Issues” (Chapters 8 and 9)

FILMS:

There are several films related to themes in the textbook that I would recommend for viewing. We will have the opportunity to view a few of these films during the course. Students may want to rent the other films for future viewing after the course is over.

“A Lesson Before Dying” by Ernest J. Gaines

“The Autobiography of Miss Jane Pittman” by Ernest J. Gaines

“Integrating the Curriculum” by ASCD

“Off Track” by Teachers College Press

“XXXV”

“In the Life”

“Licensed to Kill”

“Little Secrets”

“American History X”

“Higher Education”

“Vukovar”

“PBS Documentary: Helen Keller and Anne Sullivan”

“PBS Documentary: Albert Einstein”

“PBS Documentary: How the West Was Lost” (6 Parts)

“Children in America’s Schools” PBS Special with Bill Moyers and Jonathan Kozol

“At Play in the Fields of the Lord”

“The Mission”

“Secrets and Lies”

“Lone Star”

“Dead Poets Society”

“Dangerous Minds”

“Stand and Deliver”

“Pollock”

“Basquiat”

“Eurpoa, Europa”