

The University of Georgia

College of Education

Department of Educational Administration and Policy

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EDUL 8010 Curriculum Foundations and History

Communications

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Course Description

Curriculum as a field of study and of practice emphasizes that the school must be viewed as more than the mere sum of its parts, but rather in its entirety as an organic educational program. During the last one hundred years a set of principles, theories, and approved practices has emerged for regarding the school in such a fashion. Focusing on the social, historical, and professional foundations of curriculum theory and development, this course recognizes the imperative of building upon the legacy of our curriculum past. Through this course the student should begin to think about and within the field of curriculum theory and development. After completing this course the student should be able to:

1. Analyze classic curriculum texts in their professional and historical contexts.
2. Explain basic principles and theories of curriculum as they developed over time.
3. Evaluate pressing issues facing the field of curriculum theory and development.
4. Apply basic principles of curriculum development to an analysis of contemporary curriculum reform proposals.
5. Evaluate problems and opportunities for improving curriculum policy and implementation.

Students should be aware, however, that due to the depth and breadth of the accumulated body of curriculum thought and practice, this course is necessarily an introduction to the foundations and history of curriculum theory and development in the United States.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Required Readings

Background Text (on Reserve at Main Library):

Schubert, W. H., Schubert, A. L. L., Thomas, T. P., & Carroll, W. M. (2002). *Curriculum books: The first hundred years*. NY: Peter Lang.

Primary Texts (in the probable order we will read them):

Spencer, Herbert. (1894/1859). "What knowledge is of most worth? From: *Education: Intellectual, moral, and physical*. NY: D. Appleton & Co., pp. 21-96.

Parker, Francis. (1902). The Quincy method. *Report of the Commissioner of Education for the year 1902, Vol 1*. Washington, DC: U. S. Government Printing Office, pp. 237-242.

Parker, Francis. (1894). Summary of the doctrine of concentration. From: *Talks on pedagogics: An outline of the theory of concentration*. NY: E. L. Kellogg & Co., pp. 377-400.

Dewey, John. (1901). As concerns the elementary school. From: *The educational situation*. Reprinted in *The middle works of John Dewey, 1899-1924, Vol. 1*. ed. J. A. Boydston. Carbondale, IL: Southern Illinois University Press, 260-282.

Dewey, John. (1902). Current problems in secondary education. *The School Review*, 10(1), 13-28.

Bobbitt, Franklin. (1921, April). A significant tendency in curriculum making. *Elementary School Journal*, 21, 607-615.

Bobbitt, Franklin. (1924, September). The new technique of curriculum making. *Elementary School Journal*, 25, 45-54.

National Society for the Study of Education. (1926). *The foundations of curriculum-making*. 26th Yearbook of the National Society for the Study of Education., Part II. Bloomington, IL: Public School Publishing, pp. iv-28.

Joint Committee on Curriculum. (1937). *The changing curriculum*. NY: D. Appleton-Century. (Selections.)

Aikin, Wilford M. (1942). *The story of the Eight-year Study*. NY: Harper. (Selections.)

Taba, Hilda. (1945). General techniques of curriculum planning. In N. B. Henry (Ed.). *American education in the postwar period: Curriculum reconstruction*. 44th Yearbook of the National Society for the Study of Education, Part I. Chicago: University of Chicago Press, pp. 80-115.

- Herrick, Virgil E. & Tyler, Ralph W. (1950). *Toward improved curriculum theory*. Chicago: University of Chicago Press. (Selections.)
- Lurry, Lucile L., & Alberty, Elsie J. (1957). *Developing a high school core program*. NY: Macmillan. (Selections.)
- Schwab, Joseph J. (1962). The concept of the structure of a discipline. *The Educational Record*, 43(3), 197-205.
- Mager, Robert F. (1962). *Preparing instructional objectives*. Belmont, CA: Fearon Publishers. (Selections.)
- Association for Supervision and Curriculum Development. (1962). *Perceiving, behaving, becoming*. Washington, DC: ASCD.
- Huebner, Dwayne. (1976). The moribund curriculum field: Its wake and our work. *Curriculum Inquiry*, 6(2), 153-167.
- Pinar, William F. (1988). The reconceptualization of curriculum studies, 1987: A personal retrospective. *Journal of Curriculum and Supervision*, 3(2), 157-167.
- Wraga, W. G., & Hlebowotsh, Peter S. (2003). Toward a renaissance in curriculum theory and development in the US. *Journal of Curriculum Studies*, 35(4), 425-437.
- Urban, Wayne, J. (2003). What makes a renaissance? *Journal of Curriculum Studies*, 35(4), 439-444.
- Reynolds, William M. (2003). Debate, nostalgia, and *ressentiment*. *Journal of Curriculum Studies*, 35(4), 445-451.
- Wraga, W. G., & Hlebowotsh, Peter S. (2003). Conversation, collaboration, and community in the US curriculum field. *Journal of Curriculum Studies*, 35(4), 453-457.

Supplementary Interpretations (on Reserve at Main Library):

- Cremin, L. A. (1962). *The transformation of the schools: Progressivism in American education, 1876-1953*. NY: Knopf.
- Kliebard, H. M. (1986). *The struggle for the American curriculum, 1893-1958*. Boston: Routledge & Kegan Paul.
- Tanner, D., & Tanner, L. (1990). *History of the school curriculum*. NY: Macmillan.

Class Activities

Class activities will emphasize student interaction with ideas, texts, and each other, as well as application of principles of curriculum development and evaluation to real and hypothetical educational situations. Students will spend most of their class time involved in small-group activities and discussions and in whole-class discussions. All curriculum ideas and practices will be subject to analysis and evaluation; deliberation and critique will prevail.

Our discussions will center on the analysis of key primary texts from the historic US curriculum field. These texts are mostly listed above, although this list is subject to change as our experiences evolve. Schubert et al., *Curriculum Books*, will serve as the basic reference for the course--to the extent that it provides professional and historic context for the primary texts we will examine. Students are encouraged to consult the supplementary interpretations listed above, as they will present variable perspectives on the curriculum past, as well as on many of our primary texts, and thus hopefully enrich our understanding of the US curriculum field. Finally, note that, although the US curriculum field and the history of curriculum reform in the US are in many ways inextricably related, this course focuses on the former.

Assignments

I. Primary Text Analysis (4-6 ds pages paper)

Prepare an in-depth analysis of one of the Primary Texts that we are discussing in class. Using the Schubert text and at least two of the Supplementary Interpretations, explain the historic and professional contexts of the primary text and describe any competing interpretations that may be available. What is your take on this text? Do you agree or disagree with the existing interpretations? What is your interpretation of this text? What relevance does the text hold for curriculum makers today? Quote from and provide citations in APA format for all sources used. Students are encouraged to submit drafts of their work-in-progress for formative review. Please submit final paper in duplicate. Papers will be evaluated on focus, coherence, and use of logic and evidence.

II. Book Critique (10 minute class presentation)

Select a work from the syllabus bibliography below (excluding those slated for class discussion) with the approval of the instructor. Present your assessment of the implications of the work in a ten-minute presentation to the class, avoiding a simple summary of the work. Individual presentations will be scheduled throughout the semester.

III. Basic Principle History (8-10 ds pages paper))

Trace the intellectual and professional history of a basic principle of curriculum theory and development in the primary texts we read for class. Draw from Schubert et al. and from Supplementary Interpretations to explain contexts and continuity and/or change in the idea over time. How does your historical overview of this principle inform contemporary curriculum practice? Students are encouraged to submit drafts of their work-in-progress for formative review. Please submit final paper in duplicate. Papers will be evaluated on focus, coherence, and use of logic and evidence.

Evaluation/Grading

Evaluation will comprise formal and informal, formative and summative appraisals of student work. Sources of information about student learning will include instructor observation of small group, whole class, and applied activities, but especially the assignments articulated above. All three of the above assignments can serve as artifacts for the M.Ed. and Ed.S. portfolios. Final grade will be determined according to the following formula:

Class Participation	20%
Primary Text Analysis	30%
Book Critique	10%
Paper	40%

Students are expected to complete assigned readings, attend class sessions, participate in class discussions, and submit assignments on time. It is the student's responsibility to make arrangements for finishing missed, late, or incomplete work with the instructor.

Academic Honesty

Academic work in this course must meet the standards contained in *A Culture of Honesty*. Students are responsible for informing themselves about those standards before performing any academic work. The UGA Student Honor Code reads: "I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty, can be found at www.uga.edu.ovpi.

Course Schedule

Session 1 12 January	Introduction. Curriculum History.
Session 2 19 January	What Knowledge is of Most Worth? Spencer, 1859.
Session 3 26 January	The Quincy Method and Concentration. Parker, 1902, 1894.
Session 4 2 February	The Educational Situation. Dewey, 1902.
Session 5 9 February	Activity Analysis. Bobbitt, 1921, 1924.
Session 6 16 February	The Foundations of Curriculum Making. NSSE, 1926.
Session 7 23 February	The Changing Curriculum. Joint Committee on Curriculum, 1937.
Session 8 2 March	The Eight-year Study. Aikin, 1942.

Session 9 9 March	General Techniques of Curriculum Planning. Taba, 1945.
Session 10 23 March	Toward Improved Curriculum Theory. Herrick & Tyler, 1950. Assignment I due.
Session 11 30 March	Core Curriculum. Lurry & Alberty, 1957.
Session 12 13 April	The Disciplines, Objectives, and Psychology. Schwab, 1962; Mager, 1962; ASCD, 1962.
Session 13 20 April	Reconceptualizing Curriculum. Heubner, 1976; Pinar, 1988.
Session 14 27 April	Toward a Renaissance in Curriculum Studies. Wraga & Hlebowitsh, 2003a, 2003b; Urban, 2003; Reynolds, 2003. Assignment III due.

Selected Bibliography

Foundational Works

- Aikin, Wilford M. (1942). *The story of the Eight-Year Study*. NY: Harper.
- Alberty, Harold B., & Alberty, Elsie J. (1962). *Reorganizing the high-school curriculum*. 3rd Edition. NY: Macmillan.
- Bobbitt, Franklin. (1924). *How to make a curriculum*. Boston: Houghton-Mifflin.
- Bonser, F.G. (1920). *Elementary school curriculum*. NY: Macmillan.
- Charters, W.W. (1923). *Curriculum construction*. NY: Macmillan.
- Dewey, John. (1956/1902/1900). *The child and the curriculum/The school and society*. Chicago: University of Chicago Press.
- Bode, Boyd H. (1927). *Modern educational theories*. NY: Macmillan.
- Counts, George S. (1932/1982). *Dare the schools build a new social order?* Carbondale, IL: Southern Illinois University Press.

- Faunce, Roland C., & Bossing, Nelson L. (1951). *Developing the core curriculum*. NY: Prentice-Hall.
- Giles, H.H., McCutchen, S.P., & Zechiel, A.N. (1942). *Exploring the curriculum*. NY: Harper.
- Harap, Henry. (Ed.) (1937). *The changing curriculum*. NY: D. Appleton-Century.
- Jackson, Philip W. (Ed.). (1992). *Handbook of research on curriculum*. NY: Macmillan.
- Kilpatrick, William H. (1918). The project method. *Teachers College Record*, 19(4), 319-335.
- Lurry, Lucile L., & Alberty, Elsie J. (1957). *Developing a high school core program*. NY: Macmillan.
- Madaus, George F., & Stufflebeam, Daniel. (Eds.). (1989). *Educational evaluation: Classic works of Ralph W. Tyler*. Boston: Kluwer Academic Publishers.
- Meriam, J.L. (1920). *Child life and the curriculum*. Yonkers-on-Hudson, NY: World Book Company.
- National Society for the Study of Education. (1927). *Curriculum-making: Past and present*. 26th Yearbook, Part I. Bloomington, IL: Public School Publishing.
- National Society for the Study of Education. (1927). *The foundations of curriculum-making*. 26th Yearbook, Part II. Bloomington, IL: Public School Publishing.
- Saylor, J. Galen, & Alexander, William M. (1954). *Curriculum planning for better teaching and learning*. NY: Rinehart & Company.
- Schubert, William H. (1986). *Curriculum: Perspective, paradigm, and possibility*. NY: Macmillan.
- Shane, Harold G. (1981). Significant writings that have influenced the curriculum. *Phi Delta Kappan*, 62, 311-314.
- Smith, B. Othanel, Stanley, William O., & Shores, J. Harlan. (1950). *Fundamentals of curriculum development*. Yonkers-on-Hudson, NY: World Book Company.
- Smith, Eugene R., & Tyler, Ralph W. (1942). *Appraising and recording student progress*. NY: Harper & Brothers.
- Spencer, Herbert. (1860). *Education: Intellectual, moral, and physical*. NY: D. Appleton and Co.

- Stratemeyer, Florence B., Forknew, Hamden L., McKim, Margaret G., & Passow, A. Harry. (1957). *Developing a curriculum for modern living*. NY: Teachers College.
- Taba, Hilda. (1945). General techniques of curriculum planning. In N. B. Henry (Ed.). *American education in the postwar period, part I: Curriculum reconstruction* 44th Yearbook, National Society for the Study of Education (pp. 80-115). Chicago: University of Chicago Press.
- Taba, Hilda. (1962). *Curriculum development: Theory and practice*. NY: Harcourt, Brace & World.
- Thirty schools tell their story*. (1942). NY: Harper.
- Tyler, Ralph W. (1949). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Tyler, Ralph W. (Ed.). (1969). *Educational evaluation: New roles, new means*. 68th Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
- Van Til, William, Vars, Gordon F., & Lounsbury, John H. (1967). *Modern education for the junior high school years*. 2nd. Edition. Indianapolis: Bobbs-Merrill.
- Vars, Gordon H. (Ed.). (1969). *Common learnings: Core and interdisciplinary team approaches*. Scranton, PA: Intext.
- Wright, Grace S. (1952). *Core curriculum development: Problems and practices*. Office of Education, Bulletin 1952, No. 6. Washington, DC: U.S. Government Printing Office.

Curriculum Histories

- Bellack, Arno A. (1969, June). History of curriculum thought and practice. *Review of Educational Research*, 39, 283-293.
- Caswell, Hollis L. (1968). Emergence of the curriculum as a field of professional work and study. In h. F. Robinson, (Ed.). *Precedents and promises in the curriculum field* (pp. 1-11). NY: Teachers College Press.
- Cremin, Lawrence A. (1953). The curriculum maker and his critics: A persistent American problem. *Teachers College Record*, 54(5), 234-245.
- Cremin, Lawrence A. (1962). *The transformation of the school*. NY: Harper.
- Gibboney, Richard A. (1994). *The stone trumpet: A story of practical school reform, 1960-1990*. Albany, NY: SUNY Press.

- Kliebard, Herbert M. (1968). The curriculum field in retrospect. In Paul Witt (Ed.). *Technology and the curriculum*. NY: Teachers College Press, pp. 69-84.
- Kliebard, Herbert M. (1986). *The struggle for the American curriculum, 1893-1957*. NY: Routledge.
- Kliebard, Herbert. (1992). Constructing a history of the American curriculum. In P.W. Jackson, ed. *Handbook of Research on Curriculum* (pp. 157-184). NY: Macmillan.
- Schubert, William H. (1980). *Curriculum books: The first eighty years*. Lanham, MD: University Press of America.
- Schubert, William H., et al. (1988). A genealogy of curriculum researchers. *The Journal of Curriculum Theorizing*, 8(1), 137-183.
- Semel, Susan, & Sadovnik, Alan R. (Eds.). (1999). *Schools of tomorrow, schools of today: What happened to progressive education*. NY: Peter Lang.
- Seguel, Mary Louise. (1966). *The curriculum field: Its formative years*. NY: Teachers College Press.
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- Tanner, Daniel, & Tanner, Laurel. (1990). *History of the school curriculum*. NY: Macmillan.
- Zilversmit, Arthur. (1993). *Changing schools: Progressive education theory and practice, 1930-1960*. Chicago: University of Chicago Press.

Recent Developments

- Beane, James A. (1993). *A middle school curriculum: From rhetoric to reality*. 2nd Edition. Columbus, OH: National Middle School Association.
- Dickinson, Tom. (Ed.). (1993). *Readings in middle school curriculum: A continuing conversation*. Columbus, OH: National Middle School Association.
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- Klein, M.F. (1989). *Curriculum reform in the elementary school*. NY: Teachers College Press.
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- Hlebowitsh, Peter S. (1992). Amid behavioural and behaviouristic objectives: Reappraising appraisals of the Tyler Rationale. *Journal of Curriculum Studies*, 24, 533-547.
- Hlebowitsh, Peter S. (1993). *Radical curriculum theory reconsidered: A historical approach*. NY: Teachers College Press.
- Hlebowitsh, Peter S. (1997). The search for the curriculum field. *Journal of Curriculum Studies*, 29, 507-11.
- Hlebowitsh, Peter S. (1999). The burdens of the new curricularist. *Curriculum Inquiries*, 2(3), 343-54.
- Marshall, J. Dan, Sears, James T. & Schubert, William H. (2000). *Turning points in curriculum: A contemporary American memoir*. Upper Saddle River, NJ: Merrill.
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Wraga, W. G. (1996). Toward a curriculum theory for the new century [Essay review of *Curriculum development in the postmodern era* by Patrick Slattery]. *Journal of Curriculum Studies*, 28(4), 463-74.

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Wraga, W. G. (1999). 'Extracting sun-beams out of cucumbers': The retreat from practice in reconceptualized curriculum studies. *Educational Researcher*, 28(1), 4-13.