Historical Perspectives on Curriculum

Course Description
This course takes a historical perspective on the purposes and practices of schooling, and it covers major historical patterns and developments in curriculum. Although the emphasis is on American public education, these developments are situated in a larger national and global context. Attention also goes to the various perspectives associated with historiography and with the history of educational research.

Learning Objectives
1. synthesize various approaches to history and to engage in historical analysis.
2. assess theoretical differences among the historical approaches to particular issues.
3. be knowledgeable about the intellectual history of a particular subfield within education, such as mathematics education or literacy education.
4. apply historical methodology by conducting a small-scaled historical study related to education.

Major Requirements

Attendance and Participation in Class Activities 20%
Intellectual History 30%
Reflective narrative 20%
Final Project: History of Selected Topic 30%

Participation in Class Activities
A large part of each class meeting will be devoted to discussion (and sometimes debate) of issues, application of historical insights to current circumstances, and comparison/contrast of historical approaches and perspectives. You are expected to come to class prepared to participate actively in these activities.

Intellectual History
You will investigate the history of an important concept or line of thought in education, prepare a report and present it in class.

Reflective Narrative
As part of your on-going note gathering you are asked to reflect on the points you have read, class discussions, and other ideas of interest to you.

History of Selected Topic
For your final project, you will work on an historical topic of interest to you. You should have a general topic in mind by the third week of class that you can discuss with me. This paper should be approximately 10 pages long in APA style.
Required Textbooks

Course Policies

State Adopted Proficiencies
 NA

Course Policies
Attendance/tardiness
Attendance is expected at all classes. There is a high positive correlation between consistent, punctual attendance and higher course grades. It is virtually impossible to receive an A in the course if there are absences and/or lateness.

Late work and Make-up Exams
NA

Extra Credit
NA

Cell Phone/Electronic Device Usage
Vigorously discouraged

Academic Integrity/Plagiarism.
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test may result in a failing grade.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. November 5th is the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations
It is important that this paper be written in a formal manner. Sources should be cited throughout and a bibliography presented using APA guidelines. The paper will be marked, not only for
content, discussion, and incisiveness, but also for correct grammar, sentence structure and presentation of its argument at a graduate level of competence.

Classroom/professional behavior
Throughout this exploration we will become acquainted with the predominant perspectives and paradigms in the field and the scholars who represent them. Each of us will attempt (in turn) to answer the question of worth for ourselves – a sobering but useful exercise! By the end of the semester, my hope is that we will have come to an appreciation of the complexity of educational experience. This calls for tolerance and understanding of difference.

All teachers are curriculum developers. Hence, given that everyone taking this course has expertise in developing curriculum in one’s own field, the move in this course will be from the theoretical to the practical. The primary purpose of the course, then, will be to make you to become aware of the framework under which you make curriculum decisions and then to frame other possibilities.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations
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 disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Syllabus

Weeks 1 & 2 What is History?
Weeks 3 & 4 Historiography and the Philosophy of History
Week 5 Facts, Beliefs and Sources
Week 6 Historical Knowledge and the Self
Weeks 7 & 8  Is History Possible in a Postmodern Age?
Week 9  The Voices of "Indigenous Foreigners and Their Contributions to Educational Developments
Weeks 10 & 11  Periods of American Educational History (colonial, early national, common school, progressive, civil rights, late 20th and early 21st centuries)
Weeks 12 & 13  International and Transnational Developments
Weeks 14 & 15  Globalization and Education.