Historical Perspectives in 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%

Required Textbooks

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 (e.g., progressivism, scientism, managerialism, neo-liberalism), including major contributors to its development. You will 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 in a subfield of education. By the fourth week of class, you should have a general topic in mind that you can discuss with me and that we can narrow. To the extent that is possible, I would like you to include primary sources as well as secondary sources in your research. You will submit the paper and make a presentation for the class at the end of the course. As part of this project, you will also write a reflection on historiography, as you applied it in this work.

**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
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

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 Dean’s office in the college in which the course is taught or the Office of the Provost.

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.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus.
However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Course Syllabus**

Week 1: July 7  
Week 2: July 14  
Week 3: July 21  
Week 4: July 28  
Week 5: August 4  

Last class day August 6th