EDCI 6391: Historical Perspectives on Curriculum
Spring 2019
Wednesday 4:20pm-7:00pm | ECDC 238

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Office hours: Mon & Wed 9am-12pm
And by appointment

I attempt to reply to email and voicemails within 48 business hours.

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. This course meets every other week for the majority of the semester. A course schedule will be provided to you!

Course Objectives and Outcomes
This course will address the following questions:
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.

Course Requirements
The methods of evaluation and the criteria for grade assignment are:

I. Attendance/Participation in Class Activities (10 pts)
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. Therefore, your attendance in class is also imperative for you to successfully participate in class and receive full credit in this class component.
II. Bi-Weekly Assignments (Participation)

1. Blog (5 pts)
   Introduction Autobiography: You will develop an ‘introductory autobiography’ PPT or Prezi presentation to introduce yourself to the class. Please review the detailed instructions on your Blackboard course page.

2. Readings/Article Reviews on Discussion Board (10 pts)
   You will be a part of a Professional Learning Community (PLC) by responding to various questions and posts on the discussion board via Blackboard (Bb). The promptness and initiative of participating in threaded discussions done in a timely fashion will demonstrate self-motivation. The delivery of your posts will address your attention to detail in terms of being grammatically correct with rare misspellings. You will make posts that are relevant to the original discussion by staying on topic. By contributing to the professional learning community, you will demonstrate an effort to further the development of a collaborative learning experience. You will write a **one-paragraph reflection** that addresses a given prompt. Then you will review two other students' postings and post one response/comment to each student's post (Total of two replies). Your replies to other students’ posts only need to be about 2-3 sentences. You can feel free to provide/post responses to more than two classmates' postings to enhance a discussion; however, you will only receive credit for replying to two classmates' posts. Remember to be courteous and respectful to all peers and in your responses to postings. Professionalism is expected at ALL times.

**Intellectual History (20 points)**
   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 (20 points)**
   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.

**Midterm Exam (15 points)**
   Students will take a midterm exam that spans the first half of the course, to include chapter readings and class discourse.

**Final Exam: History of Selected Topic (20 points)**
   For your final project, you will work on an historical topic of interest to you in a subfield of education. By Week 6 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.

**Major Course Requirements**

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<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance &amp; Class Participation</td>
<td>25</td>
</tr>
<tr>
<td>Reflective Narrative</td>
<td>20</td>
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<tr>
<td>Intellectual History</td>
<td>20</td>
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<tr>
<td>Midterm</td>
<td>15</td>
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<tr>
<td>Final Project: History of Selected Topic</td>
<td>20</td>
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<td><strong>Total:</strong></td>
<td><strong>100</strong></td>
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**Grading Scale**

Course grades are assigned according to percentage of points earned over points possible.

Grades:
- A= 92-100%
- B= 84-91%
- C= 76-83%
- D= 68-75%

**Tentative Class Schedule:** TBA

**Required Texts:**

**Additional supplemental readings will be assigned throughout the semester.**

Readings and video clips from tedtalks.com and authors @ google will be assigned to supplement the texts.
**Additional Course Policies**

**Attendance/tardiness**
Online participation in this class is expected; your participation will be evaluated based on your contributions to synchronous and asynchronous class discussions.

**Late work and Make-up Exams**
Full credit will not be given for late assignments. If there is an unavoidable serious event that causes problems with meeting a course deadline, communicate with me via the email tool in BlackBoard.

**Extra Credit**
Extra credit is not an option for this course.

**Ground rules for discussions and assignments**
Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to proceed, so that we may refer directly to them if the situation arises. These guidelines apply to any asynchronous or synchronous discussions online.

**Respect**
We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs. When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved. Show courtesy.

**Comfort**
Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating. I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together! No question is stupid! We all learn at different paces and by asking questions.

**Honesty**
You should feel comfortable and respected in the academic environment so that you speak
honestly about your thoughts, ideas and opinions. All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use. In interpreting others' comments, we should be fair-minded and understanding.

**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 will result in a level of discipline appropriate to the misconduct. This may include a requirement to re-do work in question; requirement to submit additional work; lowering of grade on work in question; assigning grade of ‘F’ to work in question; assigning grade of ‘F’ for course; recommendation for more severe punishment, such as suspension or dismissal from the University. The procedure for Academic Misconduct cases is posted on BlackBoard.

Learning and teaching take place in an atmosphere of intellectual freedom and openness. All members of the academic community are responsible for supporting freedom and openness through rigorous personal standards of honesty and fairness. Plagiarism and other forms of academic dishonesty undermine the very purpose of the university and diminish the value of an education.

Plagiarism is wholly unacceptable and, for the purposes of this course, is defined as using in part or in whole any material written or designed by someone other than the student, unless specific credit is given to the person or resource material used. This includes, but is not limited to: lesson plans found on the Internet and/or provided by classroom teachers, or found in any form of publication (e.g., books, magazines, Internet sites), book descriptions/reviews, course work done by previous students (or any other current or TAMU-CC student). Appropriate citation of resources is required.

**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. **April 5, 2019**, is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations**

Scholarly paper organization and citations must follow the Association of American Psychologists (APA) Style Manual, 6th Edition. (See required textbook.)

**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](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 CCH 116. See website [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/).

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, 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.