

**Loyola University Chicago**  
**School of Education**

**ELPS 540 / HIST 560**  
**History of Education Seminar: International Curriculum History**  
**Fall 2009**

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Office Hours: Mondays 3:00 pm – 4:00 pm; additional times available by appointment.

Course Description

This course is an advanced graduate seminar that examines the field of "curriculum history" within an international context. The course assumes previous coursework in or familiarity with the history of education. Our approach will be to foreground questions of knowledge, specifically the organization and presentation of bodies of knowledge as school curricula. In addition to looking at subject-specific curricula (e.g. social studies, math, English, etc.) we will also curriculum in the broad sense, or what might be loosely understood as "everything that happens in schools" inclusive of what is intentional, unintended, formal, and informal. Some curriculum scholars have proposed that it can be useful to distinguish between an explicit curriculum (what is supposed to be taught), a taught curriculum, the hidden curriculum (what is taught in subtle ways) and the null curriculum (what is omitted or not taught). Such distinctions raise a host of rich analytic questions regarding how we might consider thinking about knowledge, power, agency, social order, social control and the like. Course readings will address these issues with the goal of equipping students with a range of analytic tools that can be used to conduct historical research on school curricula. The course also aims to provide students with some historiographic exposure to the "state of the field" of curriculum history. In addition to serving graduate students in the history of education, this course's sociology of knowledge content and international ambit are designed to serve CEPS depth area requirements in sociology of education and comparative education.

Reading List

The following required books are available at the Loyola University Bookstore (Water Tower).

Bernadette Baker (Editor) New Curriculum History (Rotterdam/Boston: Sense Publishers, 2009)

Molly Nesbit Their Common Sense (London: Black Dog Publishing, 2000)

The following two books are recommended:

Kim Tolley The Science Education of American Girls: A Historical Perspective (New York: Routledge Falmer, 2003)

Aaron Benavot & Cecilia Braslavsky (Eds.) School Knowledge in Comparative and Historical Perspective (Hong Kong: CERC, 2006)

Additional required readings will be posted on Blackboard. There are also several readings that are available through the Loyola library website (full text e-journals).

### Course Requirements

Attendance is required; if you have to miss a class, you are required to write a reaction paper discussing one of the readings for that week – also please email me in advance, whenever possible, if you will be missing a class. The make-up assignment will afford you the chance to have some interaction with the professor regarding the topics and discussions covered in class. These 500-750 word papers should be submitted to the professor by email within two weeks of the missed class. Failure to write make-up reaction papers for any class absences will result in your grade being lowered one letter grade.

You must have working access to your Loyola email account in order to use Blackboard (<http://blackboard.luc.edu>) and access the library remotely (<http://libraries.luc.edu>). Either use your luc.edu address or set it to forward to another email account that you check regularly since the luc.edu email is the one I will use to communicate with you.

Students are expected to come to class having carefully read the required readings, prepared to discuss them and prepared to participate in class activities related to them. Participation in class discussions will be graded and will compose a significant part of your final grade in this course. In several instances I will provide specific suggestions for how to go about reading a particular piece. In general, however, you are requested to be sympathetic but critical readers. You may find it useful to take notes as you read. In instances where the assigned readings are available electronically I request that you print your own copies and bring them to class since it is likely that in our discussions we will be referring to particular sections of the texts.

You will be required to do four (4) of the five (5) short writing assignments listed in the syllabus below (**August 31st** is mandatory – then write on three of the following days: **September 21st, October 12th, October 19th, or October 26th**). If circumstances arise that force you to miss one of these classes, the writing assignment will also count as your make-up assignment. These are to be 2-4 page papers, double spaced (500-1000 words). The course schedule below provides instructions on what the papers are to address. Please bring a stapled, printed-out copy to class. Since these papers are partly designed to help you prepare for class discussions, they must be completed when due and cannot be handed in late.

You will also be required to write a research paper. The expectation is that you will write a 15-20 page paper (3750-5000 words, excluding references) on a particular school subject / curricula. For the most part, your paper is to be based on primary source documents (this could include, for example, educational journals, textbooks, books, film/images, archival records, newspapers, oral history interviews, government documents, published educational research) – the idea is that it will be material produced during the period(s) that you are studying. You should make mention of at least some secondary source material but I am not expecting that you will have conducted an exhaustive literature review. You have complete freedom to decide the temporal scope of the paper (e.g. whether you look at the decade of the 1960s, the 13th-17th centuries, 1912-1943, or even one significant year or month) with the caveat that if you choose to look at a recent/contemporary curricula or curriculum debate/"event", you do so with a significant historical framing. The geographic scope of the paper is also entirely up to you (e.g. it could be on Illinois, Japan, rural Argentina, the city of Moscow, the Balkans). A detailed 1-2 page prospectus that discusses the topic of the paper and what questions frame your research – and also includes a reference list of both primary and secondary sources – is to be submitted via Blackboard's digital dropbox by the end of the day on **Friday, October 23rd**. You will be asked to make a short oral presentation of the project on **November 30th**. Choose a reference style (APA, Chicago, Turabian, etc.) that suits you and make sure to use it accurately and consistently. The final paper is to be submitted (as one document that includes a cover page, paper, and reference list) via the "Submit Paper" option on Blackboard by the end of the evening on **Wednesday, December 9th**.

### Evaluation & Grading

The short writing assignments will collectively make up 20% of your final grade in the course. They will

be graded on an A, A/B, B (etc.) where an A will be given to papers that are (a) clearly written and well-organized, (b) evidence careful reading of the texts, and (c) show a good faith attempt to discuss/analyze/compare, as directed.

The research paper will make up 55% of your final course grade. A very small component of the grading will relate to your in-class presentation of your paper / project-in-progress; the main part of the grading will relate to the paper itself, specifically (a) how well it demonstrates a deep, studied understanding of the curricula under examination; (b) the creativity and care put into constructing the research project and finding primary sources; (c) the quality of your analysis – specifically, your use of primary sources to build an argument; (d) evidence of some engagement with reading assigned in the course – not necessarily through extensive citation of it, but more through the analytic approach you take and questions you seek to answer; and (e) the clarity and organization of your writing.

Your class participation grade will make up the remaining 25% of your final course grade. This grade will be reflective of your engagement in class discussions and the insights and questions on assigned readings that you contribute towards your own and the entire class' enlightenment. Halfway through the semester the instructor will provide you with feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade.

#### Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. More information is available at: <http://www.luc.edu/sswd/>

#### Harassment

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: [http://www.luc.edu/student affairs/pdfs/LoyolaStudentHandbook2006.pdf](http://www.luc.edu/student%20affairs/pdfs/LoyolaStudentHandbook2006.pdf) If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the SOE Associate Dean of Academic Affairs at 312-915-6464.

#### Academic Honesty

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student's failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of F for the assignment to expulsion from the university. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics\\_policies.shtml#academic\\_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and PhD. students). To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. There are several good "How not to plagiarize" guides available on the web, such as <http://www.utoronto.ca/writing/plagsep.html>. In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

## Course Schedule and Readings

Monday, August 24      Introduction

Defining Curriculum and Curriculum History
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Monday, August 31      Curriculum and the Sociology of Knowledge  
*Short Writing Assignment due at beginning of class – in 2-4 pages discuss how Mannheim and Foucault might analyze Spencer's essay*

Required Reading

- Herbert Spencer (1860) "What Knowledge is of Most Worth?" p. 121-159.
- Jacques Maquet (1973) "Mannheim's Sociology of Knowledge" in The Sociology of Knowledge, its structure and relationship to the philosophy of knowledge, p. 19-36
- Sara Mills, "Power/Knowledge" in Michel Foucault, p. 67-79.

Monday, September 7      *No Class – Labor Day*

Monday, Sept. 14      Social Order and Curriculum

Required Reading

- David Hamilton "On the Origins of Educational Terms" in Baker (Ed.) New Curriculum History, p. 2-23
- Michael Apple (1979/2004) "Curricular History and Social Control" in Ideology and Curriculum (3rd ed.), p. 59-76.
- Bernadette Baker (2001) "Moving On (Part 2): power and the child in curriculum history" Journal of Curriculum Studies 33(3), p. 277-302 [Available through LUC library website – Full text e-Journals]

Monday, Sept. 21

Curriculum History

*Short Writing Assignment due at beginning of class – in 2-4 pages compare and contrast the Tanner & Tanner and the Popkewitz pieces.*

Required Reading

- Daniel Tanner and Laurel Tanner (1990) "Perspectives on Curriculum History" in History of the School Curriculum p. 3-29.
- Thomas Popkewitz (1997) "The production of reason and power: curriculum history and intellectual traditions" Journal of Curriculum Studies, 29(2), p. 131-164 [Available through LUC library website – Full text e-Journals]
- Bernadette Baker "Introduction: Borders, Belonging and Beyond" in New Curriculum History, p. ix-xxxv

Ways of Writing Curriculum History
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Monday, Sept. 28      Science Education and Gender

Required Reading:

- Kim Tolley (2003) The Science Education of American Girls, p. 1-94.
- Scott Montgomery (1994) "The Age of Jackson and After: Popular Imagery and Public Reformers" in Minds for the Making: The Role of Science in American Education, 1750-1990, p. 55-77.

Monday, October 5

*LUC Fall Break (Online Discussion in Place of Class Meeting)*

Art Curricula and "Common Sense" I

Required Reading

- Molly Nesbit (2000) Their Common Sense, p. 1-117, plus notes.

Recommended Reading:

- F. Graeme Chalmers (1998) "Teaching Drawing in Nineteenth-Century Canada – Why?" in Freedman & Hernández Curriculum, Culture, and Art Education, Comparative Perspectives, p. 47-58

Monday, October 12

Art Curricula and "Common Sense" II

*Short Writing Assignment due at beginning of class – in 2-4 pages discuss how you are led to approach Duchamp through the wikipedia entry in contrast to encountering him and his work through Nesbit.*

Required Reading

- [http://en.wikipedia.org/wiki/Marcel\\_Duchamp](http://en.wikipedia.org/wiki/Marcel_Duchamp)
- Molly Nesbit (2000) Their Common Sense, p. 118-293, plus notes.

Perspectives on School and Curricular Knowledge
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Monday, October 19

School Subjects and Academic Disciplines

*Short Writing Assignment due at beginning of class – in 2-4 pages compare and contrast the Popkewitz and Stengel pieces.*

Required Reading:

- Thomas Popkewitz (2004) "The Alchemy of the Mathematics Curriculum: Inscriptions and the Fabrication of the Child" American Educational Research Journal 41(1) p. 3-34 [Available through LUC library website – Full text e-Journals]
- Barbara Stengel (1997) "'Academic Discipline' and 'School Subject': contestable curricular concepts" Journal of Curriculum Studies 29(5) p. 585-602 [Available through LUC library website – Full text e-Journals]

Recommended Reading:

- Stefan Hopmann & Bjørg Gundem (1998) "Didaktik Meets Curriculum: Towards a New Agenda" in Hopmann & Gundem (Eds.) Didaktik and/or Curriculum: An International Dialogue, p. 331-350.
- Ian Westbury (1998) "Didaktik and Curriculum Studies" in Hopmann & Gundem (Eds.) Didaktik and/or Curriculum: An International Dialogue, p. 47-69.

Friday October 23

*Prospectus for final paper (including a list of references) to be submitted through Blackboard's digital dropbox by beginning of class.*

Monday, October 26

Self, State and Race in Curriculum History

*Short Writing Assignment due at beginning of class – in 2-4 pages write about either the Watkins OR the Tavares piece and what the related primary source listed below supports, contradicts, and/or could add to the author's argument(s)..*

Required Reading :

- William Watkins, "Black Curriculum Orientations: A Preliminary Inquiry" in Baker (Ed.) New Curriculum History, p. 119-140.
- Hannah Tavares, "The Possibility of Love and Racial Subjection: Psychoanalytics, the Look and a New Curriculum History Archive" in Baker (Ed.) New Curriculum History, p. 169-184.

Also read one of the following:

- Catalog of the Phillipine Public Schools Exhibit, St. Louis Fair (1904)
- W.E.B. Dubois Diuturni Silenti (1924)

Monday, November 2

Inclusions, Exclusions and Global Shifts in School Knowledge

Required Reading :

- Robert Fiala "Educational Ideology and the School Curriculum", from Benavot & Braslavsky School Knowledge, p. 15-34.
- Francisco Ramírez, David Suárez and John Meyer "The Worldwide Rise of Human Rights Education", from Benavot & Braslavsky (Eds.) School Knowledge, p. 35-54.

Recommended Reading:

- John Meyer (2006) "World Models, National Curricula and the Centrality of the Individual", in Benavot & Braslavsky (Eds.) School Knowledge, p. 259-271

Monday, November 9

Modernity and Globalization in Curriculum History

Required Reading:

- Bernadette Baker, "Western World-Forming? Animal Magnetism, Curriculum History, and the Social Projects of Modernity" in Baker (Ed.) New Curriculum History, p. 25-68.
- Tero Autio, "From Gnosticism to Globalization: Rationality, Trans-Atlantic Curriculum Discourse, and the Problem of Instrumentation" in Baker (Ed.) New Curriculum History, p. 69-96.

Monday, November 16

Histories of Curriculum Reforms

- Herbert Kliebard, "Curriculum Ferment in the 1890s" in Baker (Ed.) New Curriculum History, p. 197-222.
- Ines Dussel, "Looking at the Shadow of That Which Did Not Take Place: A History of Failed Curriculum Reforms, 1890-1920" in Baker (Ed.) New Curriculum History, p. 185-196.

Post-Curriculum / Futures of / Curriculum History
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Monday, November 23

Post-Colonialism and other "Posts-" in Curriculum History

Required Reading:

- Philip Cormack and Bill Green "Re-Reading the Historical Record: Curriculum History and the Linguistic Turn" in Baker (Ed.) New Curriculum History, p. 223-240.
- Dudu Jankie "When Post-colonial Critique Meets Curriculum History" in Baker (Ed.) New Curriculum History, p. 241-272.

Monday, November 30

Complexes and the Future of New Curriculum History

*Student Presentations of Final Papers / progress to-date*

Required Reading:

- Steven Thorpe (2005) "Getting (a) complex about curriculum history" Curriculum Perspectives 25(1), p. 64-67.
- Barry Franklin "Some Musings on What's New in New Curriculum History" in Baker (Ed.) New Curriculum History, p. 295-300.

Wednesday, December 9th

*Final Paper to be submitted via Blackboard by midnight*