Loyola University Chicago
School of Education

ELPS 540 / HIST 560
History of Education Seminar: International Curriculum History
Fall 2006

Noah W. Sobe
Assistant Professor
Lewis Towers, Suite 1062
Phone: (312) 915-6954
e-mail: nsobe@luc.edu
Office Hours: Wednesdays 3:00 pm – 4:00 pm and Thursdays 3:00 pm – 4:00;
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 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).

- Aaron Benavot & Cecilia Bratlavsky (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 comprise 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 (September 6th is mandatory – then write on three of the following days: September 20th, October 4th, October 25th, or November 8th). 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 or made up.

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 or 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 beginning of class on October 18th. You will be asked to make a short oral presentation of the project on either November 29th or December 6th. 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 Blackboard's digital dropbox by the end of the evening on Sunday, December 10th.

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; and 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 email you some feedback and a mid-point assignment of a tentative grade for the class participation portion of your final course grade.

Accessibility
I would like to ensure that students with disabilities are fully included in this course. If there are any special accommodations that you require, as provided for under the Americans with Disabilities Act (ADA), please let me know as soon as possible to enable your full participation. Any information shared with me will be held in strict confidentiality to the greatest degree possible.

Academic Honesty
To plagiarize is to present someone else's writing or ideas as your own and will not be tolerated. As per LUC policy, plagiarism on a course assignment will result minimally in the instructor assigning the grade of "F" for that assignment. There are several good "How not to plagiarize" guides available on the web, such as http://www.uternao.ca/writing/plagiar.html. In class we will discuss how to cite and include the work of others in your own writing.
Course Schedule and Readings

Wednesday, August 30  Introduction
Screening of film: Through These Eyes (2004)

Wednesday, Sept. 6  Curriculum and the Problem of Knowledge
*Short Writing Assignment due at beginning of class – in 2-4 pages discuss how Mannheim and Foucault might analyze Spewer’s essay*

• Herbert Spencer (1860) “What Knowledge is of Most Worth?” p. 121-159
• Jacques Mauger (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.

Wednesday, Sept. 13  Social Order and Curriculum
*Required Reading*

Recommended Reading

Wednesday, Sept. 20  Ways of Writing 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.

Recommended Reading

Wednesday, Sept. 27  Art Curricula and “Common Sense”
*Required Reading*
Wednesday, October 4

**Art Curricula "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

Wednesday, October 11

**Science Education and Gender I**

Required Reading:

Wednesday, October 18

**Science Education and Gender II**

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

Required Reading:

Wednesday, October 25

**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:

Wednesday, Nov. 1

**Inclusions and Exclusions in School Knowledge**

Required Reading from Benavot & Braslavsky *School Knowledge*:
Wednesday, Nov. 8

**Colonialism and Curricula**

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

**Required Reading:**

Wednesday, Nov. 15

**Integrating Historical and Contemporary Perspectives**

Choose two additional chapters to read from the Benavot & Braslavsky (Eds.) *School Knowledge* book – beyond Ch 1-3, 6 and 15. Come to class prepared to discuss critically and briefly summarize the chapters you read.

Wednesday, Nov. 22

*No Class – Thanksgiving Holiday*

---

Wednesday, Nov. 29

**Didaktik and Curriculum**

*Student Presentations of Final Papers (or progress to-date)*

**Required Reading:**

**Recommended Reading:**

Wednesday, Dec. 6

**Complexities, Consequences and the Future Curriculum History**

*Student Presentations of Final Papers (or progress to-date)*

**Required Reading:**

- 6 -