EDU 526
Theory and Research in Curriculum and Change
Spring, 2012

Professor Joanne Larson
Time: Thursdays, 4:50 - 7:30 PM
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Course Description:
This is a required course for doctoral students in the Teaching and Curriculum program in which students will study the breadth of the literature on curriculum and change in education. Curriculum theory and history and the research on educational change and reform will provide an historical context for understanding the field of education broadly defined.

Course Requirements:
1. Final Paper (60% of grade): This assignment is designed to facilitate students’ depth of understanding of curriculum and change. Each student will select a major curriculum framework/issue or school reform as the focus of research. Using Foucault’s concept of genealogical study, students will analyze the curriculum/reform attending to the political, social, and economic relations at particular historical moments. Questions may include: 1) How did this curriculum/reform develop? 2) What are the political, social, and economic consequences of this curriculum/reform? 3) How is this curriculum/reform “lived”? The project will do more than narrate “about” the selected curriculum/reform; rather, the analysis will describe its underlying discourses, how they are experienced, by whom, and with what consequences. Students are expected to ground their analysis in a solid theoretical position.

2. Journal Entries (30% of grade): Students will be required to write ten journal entries during the semester (3 points each). Students will select at least one passage from each of the assigned readings per class session that has challenged their point of view, told them something new, or had some other significance for them. A brief (one - three paragraphs) discussion of why the passages were selected and brief analytic commentary will give context to the subsequent questions. Include a set of questions the readings generated for you into the journal entry. Do not go beyond two pages for this assignment. These analyses will be used as the basis for class discussion. 2-3 student questions will be selected each class to generate discussion.

3. Poster Presentation (10% of grade): Prior to turning in the final research paper, students will display their work in a poster presentation. Feedback from this session should help students complete the final paper. Displays should include: the curriculum/issue or school reform examined, research question, theoretical framework, analysis, and conclusion/implications.
Required Texts:


Additional readings will be posted on Blackboard.

Recommended:

Grading:

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<tr>
<td>Research Paper:</td>
<td>60 points</td>
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<td>Critical Commentaries</td>
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<td>Poster Presentation:</td>
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NO LATE ASSIGNMENTS WILL BE ACCEPTED
Class Schedule:
(1) January 19
   *Overview of the course*

(2) January 26*¹
   *Foundational Questions*
   Readings:
   commitment to equity will determine our future, pp. 1-65. New York: Teachers
   College Press.
   Hill.

(3) February 2*
   *Historical Roots*
   Readings:
   York: Routledge.
   Counts, G. (2009). Dare the schools build a new social order? In D. Flinders & S.
   York: Routledge.
   modern science. In D. Flinders & S. Thornton (eds.). The curriculum studies

(4) February 9*
   *Hegemony of Change*
   Readings:
   commitment to equity will determine our future, pp. 66-98. New York: Teachers
   College Press.
   organization. In D. Flinders & S. Thornton (eds.). The curriculum studies reader,

¹ Asterisks indicate due dates for journal entries.
(5) February 16*

**Postmodern Readings**

Readings:

(6) February 23*

**Inequities, ideology, and the constitution of the self**

Readings:

(7) March 1*

**Readings:**

*Changing the conversation*


Recommended:
- Pinar, Chapter 4: Understanding curriculum as historical text: The reconceptualization of the field, 1970-1979

(8) March 8*

**Controlling Discourses**

Readings:

(9) March 15*
**Pedagogical Challenges**
Readings:

Recommended:
Pinar, Chapter 5: Understanding curriculum as political text

(10) March 22*
**Postmodernist challenges and reform**
Readings:

(11) March 29*
**Equity and Difference**
Readings:

Recommended:
Pinar, Chapter 6: Understanding curriculum as racial text

(12) April 5
**Deconstructing Power Relations**
Readings:
Recommended:
Pinar, Chapter 9: Understanding curriculum as poststructuralist, deconstructed, postmodern text

(13) April 12
**NO CLASS SESSION**

Globalizing Discourses
Readings:

(14) April 19
Challenging Futures
Writing workshop

(15) April 26
Poster Session and Closing discussions

(16) May 3
Final Papers due by 5:00pm