ED 588
Poststructuralism in Education: Concepts in Research and Curriculum Theory
Fall, 2012

Time: Thursdays, 4:50 – 7:30 PM
Room: Dewey 1-154
Office Hours: By appointment
Phone: 275-0900
E-mail: jlarson@warner.rochester.edu

Course Objective: This is an advanced doctoral seminar in teaching and curriculum designed for students who have taken their required T&C core courses and are ready to specialize. The purpose of this course will be to explore in depth the arguments poststructural theorists make about research and curriculum, and to investigate the implications of such ideas on teaching. We will read key scholars’ work, discuss the ideas at length, and use these ideas to develop research and/or curricula.

Warner’s Diversity and Inclusion Goals and Values:
The Warner Graduate School of Education and Human Development is dedicated to fostering a learning community that represents and builds on the rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. Consistent with our dedication to education, leadership, counseling, and human development that can transform lives and make the world more just and humane, we recruit, support and learn with and from students, staff, and faculty from the broadest spectrum of human diversity. Likewise, we seek the same through our interactions with the broader local and global community (http://www.rochester.edu/warner/warnerataglance/diversity.html). See http://www.rochester.edu/diversity/philosophy.html for the University of Rochester’s statements about diversity.

Classroom Environment:
This course is designed to assist you in developing a rigorous understanding of poststructural theory through assignments and vibrant class discussion. As a classroom community we share the task of negotiating the dual priorities of authentic free speech and active regard for all others. Given the important work of leading social change, we need to have these discussions in a safe, supportive, and anti-oppressive environment. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. It is important that we listen to each other about how our words and actions are affecting one another and that we talk about a class moment in which something may feel hurtful. Therefore, hate speech of any kind will not be permitted.

Course Requirements:
1. Final Research Project (65% of grade): Students will write either a research proposal or a curriculum (depending on their purposes and in discussion with the professor) with a clearly articulated theoretical framework drawing on poststructuralism.

2. Literature study (25% of grade): Students will select a poststructural author and present her/his work to the class.

3. Journal (10% of grade): Students will post 10 responses to class readings (minimum of 500 words). Due dates are marked with an asterisk in the schedule below.

NO LATE ASSIGNMENTS WILL BE ACCEPTED
Required Texts:

Additional readings can be found on Blackboard.

Grading:
Final Research Project: 65 points
Book presentation: 25 points
Journal: 10 points
Total: 100 points

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Class Schedule:
[1] August 30  
*Overview of the course*

[2] September 6  
Readings:  

[3] September 13*  
Readings:  

[4] September 20*  
Readings:  

[5] September 27*  
Readings:  

[6] October 4*  
Readings:  

[7] October 11*  
Readings:  

[8] October 18*  
**Literature study due**  
Readings:  

[9] October 25*
Readings:

[10] November 1*
Readings:

[11] November 8*
Readings:

[12] November 15*
NO CLASS SESSION (NCTE)
Readings:

[13] November 22
NO CLASS SESSION

[14] November 29

[15] December 6
**Presentations**

**Final Projects Due December 13**