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. **Research 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. Drawing from 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. **Critical Commentaries** (30% of grade): Students will be required to write ten critical commentaries during the semester (3 points each). The commentaries should include the following:
   a. The passage(s) from the text that you have selected to analyze
   b. One to two paragraphs interpreting what the point or perspective described by the author(s)
   c. One paragraph stating why you chose the passage(s) to interpret, such as
      i. how it relates to other readings from the class
      ii. how it relates to broad trends in education
      iii. how it relates to phenomenon you have observed in educational settings

Try to limit yourself to one page for this assignment. These analyses will be used as the basis for class discussion. Two to three student questions will be selected each class to generate discussion.
The reflections are due at 8pm the night before class to give time for others to read them. Three points will be awarded for reflections that contain the three components listed above and that are posted on time. The instructor will provide immediate feedback on these, usually before class.

3. **Poster Presentation** (10%): 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.

**NO LATE ASSIGNMENTS WILL BE ACCEPTED**

**Classroom community**

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. See the following link for the Warner School’s statement: [http://www.rochester.edu/warner/warnerataglance/diversity.html](http://www.rochester.edu/warner/warnerataglance/diversity.html). See [http://www.rochester.edu/diversity/philosophy.html](http://www.rochester.edu/diversity/philosophy.html) for the University of Rochester’s statements about diversity.

It is expected that our class meetings are supportive environments. A fundamental part of our class work is committing ourselves to fostering an inclusive, anti-oppressive environment where each person takes responsibility for her/his language, actions and interactions. In this course, an anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people, whether intentionally or unintentionally. 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. The instructor views these skills as essential to good teaching and not simply professional courtesies. This course is an opportunity to practice these social justice skills in our social interactions and academic work.

Actions deemed by the instructor to be detrimental to the development of a supportive environment will first be addressed by a meeting between the instructor and student(s) at the earliest possible convenience of all parties, but no later than the next class session. If these actions continue after the meeting and are deemed disruptive to the social or academic progress of the class, the instructor may seek additional meetings with the individual which
may involve other parties as needed to resolve the situation. Continued detrimental actions may result in consequences for a student’s academic standing in the class.
Required Texts:

Additional readings will be posted on Blackboard.

Recommended:

Grading:
Research Paper: 60 points
Critical Commentaries: 30 points
Poster Presentation: 10 points
Total: 100 points

Grading scheme:
A: 96-100; A-: 91-95; B+: 86-90; B: 81-85; B-: 76-80; C: 70-75

Class Schedule:
(1) January 17
Overview of the course

(2) January 24*1
Foundational Questions
Readings:

(3) January 31*
Historical Roots
Readings:

1 Asterisks indicate due dates for critical commentaries.


Optional reading: Au (2009)

Visit from George Moses from the Freedom School and Freedom Market – 6pm

(4) February 7*

*The Hegemony of Change*

Readings:


(5) February 14*

*Postmodern questions*

Readings:


NO CLASS ON FEBRUARY 21 – YOU ARE STILL RESPONSIBLE FOR THE READINGS AND FOR POSTING A CRITICAL COMMENTARY

(6) February 21*
Inequities, ideology, and the constitution of the self
Readings:

(7) February 28*
Readings:
Changing the Conversation

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

Visit from Lynn Malooly – home schooler

(8) March 7*
Controlling Discourses
Readings:


Guest speaker via Skype: Chris Brown – UT Austin 5pm – 6pm

(9) March 14*

Pedagogical Challenges

Readings:


Stoddard, Jeremy. (2013). Hillary: The movie, the History Channel, and challenge of the documentary for democratic education. Teachers College Record, XXX.

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

Guest speaker via Skype: Jeremy Stoddard – William and Mary 5pm – 6pm

(10) March 21*

Postmodernist challenges and reform

Readings:


Optional reading: Fowler (2013) – in preparation for genealogy
Optional reading: Joseph 2004
Discussion with Joe Henderson, UR regarding genealogy (5pm – 6pm)

(11) March 28*

*Equity and Difference*

Readings:


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

(12) April 4

*Deconstructing Power Relations*

Readings:


Recommended:
Pinar, Chapter 9: Understanding curriculum as poststructuralist, deconstructed, postmodern text

(13) April 11

*Globalizing Discourses*

Readings:


(14) April 18
Challenging Futures

Writing workshop


(15) April 25

*Poster Session and Closing Discussions*

(16) May 2

*Final Papers due by 5:00pm*

References


