

Loyola University Chicago
CIEP 521 – Curriculum Theory and Research
Fall 2016

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| Instructor: | Seungho Moon, Ed. D. |
| Contact Information: | smoon3@luc.edu 312-915-7403 |
| Office/Office Hours: | LT 1146: Office hours by appointment |
| Course Information: | Course materials are available on Sakai. |
| Meeting hours/location: | 7:00-9:30pm. Thursdays. Corboy Law Center 202. |

Course Description

The purpose of this course is to advance students' understanding of contemporary theoretical underpinnings of curriculum. In this course, the curriculum is understood as both the explicit planned course of learning put before students, and the hidden or latent experiences that students encounter in school settings. The course is designed to study postmodern, feminist, queer, phenomenological, political, critical, autobiographical, aesthetical, and theological theories in order to understand what these theories have to offer for beginning an advanced inquiry into curriculum issues.

A second goal of the course is for students to become familiar with the theoretical orientation of research on curriculum and to be able to evaluate the worth of research related to curriculum issues.

The School of Education's Conceptual Framework

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area.

This course assesses the following framework standard:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Course Objectives

- Candidates will be able to articulate their conceptual understanding of theories of curriculum and instruction and their applications to research, teaching and learning.
- Candidates will collect and present information on curriculum histories, curriculum theory, and the politics of method in curriculum research.
- Candidates will analyze the politics of curriculum and how classroom and school experiences can be understood through critical, cultural, and postmodern theories.
- Candidates will examine the diverse traditions through which curriculum planning, classroom, and district practices are organized and evaluated.
- Candidates will examine the theoretical orientation of research on curriculum and evaluate the worth of reports related to curriculum issues.
- Candidates will demonstrate knowledge and understanding of the central concepts and propositions of curriculum and instruction theory in a threefold manner through:

- active, fluent participation in a dialogical and dialectical classroom environment
- presentations to peers of self-selected content
- written reflections capturing the core meaning of the course content and processes.
- Candidates will examine the relationship between curriculum theory and a research initiative.

IDEA Objectives:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning fundamental principles, generalizations, or theories
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity

This course supports the School of Education's conceptual framework and its aim to prepare professionals in the service of social justice. To that end, candidates will discuss and explore issues of race, class, and culture and their impact on students, schools and schooling.

Dispositions

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs.
- All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Technology

Sakai and LiveText will be used as communication and learning tools. Students will use these and other technological tools for research and presentation purposes.

Important University Policies and Information

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Required Texts and Resources

- Bourdieu, P., & Passeron, J. C. (1990). *Reproduction in education, society, and culture* (R. Nice, Trans.). Thousand Oaks, CA: Sage.
- Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity* (10th anniversary ed.). New York, NY: Routledge.
- Derrida, J. (2000). *Of hospitality: Anne Dufourmantelle invites Jacques Derrida to respond* (R. Bowlby Trans.). Stanford, CA: Stanford University Press.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison* (A. Sheridan, Trans.). New York, NY: Vintage Books.
- Greene, M. (1995). *Releasing the imagination: Essay on education, the arts, and social change*. San Francisco, CA: Jossey-Bass.
- Hooks, B. (1990). *Ain't I a woman: Black women and feminism*. Winchester, MA: Pluto Press.
- Kohli, W. R., & Burbules, N. C. (2013). *Feminisms and educational research*. Lanham, MD: Rowman & Littlefield Education.
- Miller, J. L. (2005). *Sounds of silence breaking: Women, autobiography, curriculum*. New York, NY: Peter Lang.
- Paul, J. (2004). *Introduction to the philosophies of research and criticism in education and the social sciences*. Upper Saddle River, NJ: Pearson.

Readings from Sakai

- Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. *Harvard Educational Review*, 59(3), 297-324.
- Gilligan, C. (1994). Woman's place in man's life cycle. In L. Stone (Ed.). *The Education Feminist Reader* (pp. 26-41). New York, NY: Routledge.
- Lather, P. (2006). The foundations/Cultural studies nexus: An emerging movement in the education field. *Journal of Curriculum Theorizing*, 22(2), 25-40.
- Moon, S., & Strople, C. (2016). (Im)possible identity: Autoethnographic (re)presentation. *The Qualitative*

- Report*. 21(7), 1320-1350. Retrieved from <http://nsuworks.nova.edu/tqr/vol21/iss7/10>
- Moon, S. (2016). The ARTS community without community: Imagining aesthetic curriculum for active citizenship. *Sage Open*, July-September, 1-11, DOI: 10.1177/2158244016664772
- Pinar, W. F. (2008). Curriculum theory since 1950: Crisis, reconceptualization, internationalization. In F.M. Connelly (Ed.). *The Sage handbook of curriculum and instruction* (pp. 491-513). Thousand Oaks, CA: Sage Publications, Inc.
- Quinn, M. (2010). 'Ex and the city': On cosmopolitanism, community and the 'Curriculum of Refuge'. *Transnational Curriculum Inquiry* 7 (1) <http://nitinat.library.ubc.ca/ojs/index.php/tci>
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelso & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). Urbana, IL: University of Illinois Press.
- Tocci, C. (2008). An immanent machine: Reconsidering grades, historical and present. *Educational Philosophy and Theory*. doi: 10.1111/j.1469-5812.2008.00440.x
- Stone, L. (Ed). (1994). *The education feminism reader*. New York: Routledge.

Recommended Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433805615

APA Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

Assignments and Evaluation

General Evaluation Criteria

- Complete and submit work in a timely fashion. *Assignments submitted after the class period on the due date will be subject to a lower grade.*
- All assignments need to be typed and double-spaced with 1" margins in 12-point font. Please be sure to include your identifying information. Some assignments will need to be submitted electronically via LiveText. Those are indicated below.
- Students are expected to follow the guidelines of the Publication Manual of APA (6th edition) for citations and references.

Assignments

Each of the following assignments has a rubric with specific criteria posted on Sakai.

Participation: (20 points)

Students are expected to attend class, read and discuss assigned readings, as well as participate in all class activities. The following course protocols offer more details on the expectations regarding participation in this course.

- Attendance - Class attendance and punctuality are professional responsibilities to be exercised for success in this course. If you know you will be late or you will need to miss a class, please notify me in advance. Consistently being late and/or missing more than one class session will affect the assessment of your participation.
- Class participation - Class participation is an important part of the final grade. Participation will be based on preparation and involvement in class discussions and quality of knowledge-based responses.
- Communication – All participants are required to monitor communication from their instructor and from the School of Education via your Loyola email. It is the participant's responsibility to receive all communication in a timely manner. Be sure to forward your personal email account to your Loyola email address.

Class Discussion/Activities Facilitators (10 points)

For the assigned week, one or two students will facilitate the class discussion/activities for approximately one hour. The assigned facilitators will prepare relevant hands-on activities or discussion questions that the class can engage in the assigned readings and relevant issues. The facilitators should contact the instructor at least two weeks before their assigned week. You are expected to discuss the major ideas of that week and make connections between the chapters and your own experiences. The facilitators will be assigned during the first class.

Reading Questions (20 points total) – **Submit on Sakai**

Students are required to submit TWO reading questions every week on *Sakai*. Write two questions that remain unanswered after a careful deliberation about the readings. These questions are used to analyze the text critically and facilitate discussions. Submit the questions by Wednesday midnight.

Theory Presentation (20 points) – **Submit on Sakai**

Individually or in pairs you will be responsible for presenting a theory that may also serve to guide research on a curricular topic. Include information about the: developers, origin, history, field of study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.

- Presentations need to include the following:
 - A one-page handout for all class members and the instructor
 - PowerPoint
 - Pose at least one thought-provoking question to the class and lead a discussion
 - Length: Approximately 25 minutes
- Each member of the group will need to submit the presentation and handout to the instructor.

Final Paper (30 points) – **SUBMIT ON LIVETEXT**

One major portion of the course will be devoted to developing a line of inquiry into a particular curriculum issue or problem that is important for each student using a theoretical framework. Thus, one important goal of the course is for each student to be able to produce a detailed discussion of a problem by posing a research question that addresses the problem, describing the data collection that would facilitate answering the question, and outlining the plan for analyzing the data. A theoretical framework needs to guide each of these sections. Therefore, the paper must include a comprehensive explanation and review of the theory and/or theories undergirding that theoretical framework.

This paper must be no longer than 15 pages in length excluding references and appendices. Be sure to adhere to Publication Manual of the APA (6th edition).

The paper includes the following steps:

1. Identification of the problem area: Identify a curriculum issue of importance to the field. Curriculum issues can be present in a discipline or a course; it can be in the planned, the enacted, or the attained curriculum, etc. Where is the issue located? Why is it important to know more about the issue?
2. Identification of question(s): As important as setting boundaries for the general problem, which question is asked is equally critical. What questions could be asked within the problem area? Which questions are researchable within the limits and constraints of this course?
3. Background: Provide a literature review of the theory and/or theories that you're your theoretical framework that you have chosen to guide your research. Include information about the: developers, origin, history, field of

study, components, concepts and principles, types of questions the theory is used to address, and the implications the theory has for the design of curriculum research and the analysis of research data.

4. Article Review: Locate and summarize three articles that employ the theory or theories and/or full theoretical framework you are using as a guide to their studies. Discuss what affects the framework had on each of the following: the research question, design, and analysis. Journals to consider: *Journal of Curriculum Studies*, *Journal of Curriculum Theorizing*, *Curriculum Inquiry*, *The Curriculum Journal* and *Educational Researcher* – this is not a complete list, only a sample of journals you may consider.

5. Theoretical Connections: Present a summary of your theoretical framework answering the following questions. 1) Why did you choose this theoretical framework? 2) Which other theoretical frameworks did you consider or which frameworks would also fit? 3) How does your theoretical framework inform your research question(s), literature review, methodology, analysis and interpretation?

6. Graphic Representation: Present a graphic representation of the theoretical or conceptual framework that you are using for your line of inquiry.

7. Analytical Plan: Describe the data you would collect to answer your research questions and your plan for analyzing your research data using your theoretical framework. Include how the methodology and analytical plan relate to your theoretical framework.

8. Reporting: One of the most important aspects of the investigation is to convey the process to an audience. Students will present both orally to the class and in writing to the instructor a report on their investigation, in which they will detail answers to each of the steps, 1-7. Although the presentation itself will not be graded, the final paper will be considered incomplete if the project is not presented in class.

Students are expected to produce four reports along the eight steps outlined above:

- Report One, which is due on **September 22**, will contain students' answers to issues raised in steps 1 and 2.
- Report Two, which is due on **October 20**, will contain students' revisions to Report One and a report on steps 3 to 5.
- Report Three, which is due on **November 17**, will contain the previous to final report of the research. It will be written as a research report and will contain all the main sections of the report, including steps 6 and 7.
- Report Four (Final Paper), is due the week of the presentations, **December 15** and will be the final and revised version of the research report.

Course Grades

There are a total of 200 points possible in this course. The grading scale is as follows: A (93 – 100%), A- (90 – 92%), B+ (87 – 89%), B (83 – 86%), B- (80 – 82%), C+ (77 – 79%), C (73 – 76%), C- (70 – 72%), D+ (67 – 69%), D (63 – 66%), and F (62% and below).

Course Calendar (The following calendar is subject to change).

| Week | Topic | Readings | Assignments |
|------------------|--|---|---------------------------------------|
| 9/1 Week 1 | Introduction: Curriculum, theory, and research | Pinar (2008) (Sakai) | |
| 9/8 Week 2 | Perspectives and theories in curriculum inquiry I | Paul, Preface to Chapter 5 | |
| 9/15 Week 3 | Perspectives and theories in curriculum inquiry II | Paul, Chapters 6 to afterword | |
| 9/22 Week 4 | Disciplinary Power/Knowledge | Foucault (ALL) Moon (2012) | Report Due I |
| 9/29 Week 5 | Social reproduction and Curriculum | Bourdieu & Passeron (ALL) | |
| 10/6 Week 6 | Society of Control, Grading Machine, and hospitality | Deleuze (Sakai) Tocci (Sakai) | |
| 10/13 Week 7 | Mid-Semester Break | | |
| 10/20 Week 8 | Aesthetic theory and curriculum research | Greene (ALL) Moon (2016) (Sakai) | Report Due II Theory Presentations |
| 10/27 Week 9 | Feminism as a mode of curriculum inquiry | Kohli (ALL) bell hooks (ALL) | |
| 11/3 Week 10 | Feminist theories and autobiographical inquiry | Miller (ALL) | |
| 11/10 Week 11 | Performativity theory and curriculum inquiry | Butler (ALL) | |
| 11/17 Week 12 | Feminist discourses and curriculum inquiry | Ellsworth (Sakai) Lather (Sakai) Spivak (Sakai) Gilligan (Sakai) | Report Due III |
| 11/24 Week 13 | Thanksgiving | | |
| 11/30 Week 14 | Hospitality, cosmopolitanism, and curriculum inquiry | Derrida (ALL) Quinn (Sakai) Moon and Stropple (2016) | |
| 12/8 Week 15 | Curriculum research: Theory informs design | N/A | Research Presentations |
| 12/15 Week 16 | Final Exam Week | No class meeting | Final Paper DUE |