

Loyola University Chicago
**CIEP 440.002 – Critical Investigations in the Field of Curriculum
Fall 2021 (100% Online course)**

Eight synchronous virtual meetings are required (W 5:30-8:00 pm)
(09/01; 09/08; 09/22; 10/06; 10/27; 11/10; 12/1; 12;08 Subject to Change with Urgent Cases)
Asynchronous class activities are required (See pp. 11-12 of tentative schedule)

Instructor: Seungho Moon, Ed. D. Campus Office: Lewis Towers (WTC) 1106 Email: smoon3@luc.edu Phone: 312-915-7403 Virtual Office hours: By appointment Responsiveness: Student can expect from the instructor in terms of replies to email messages and responses within 48 hours during the week and 72 hours during the weekend. Group or Class MTGS: TBD Course Information: Course materials are available on Sakai.

School of Education Commitment - COVID-19: Loyola’s School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [*Cura Personalis*](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola’s SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the [COVID -19 Related Information Tab](#) at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola’s COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola

community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

Essential Course Information

Course Description:

This course critically examines the foundations of curriculum from a critical lens on the field of curriculum. Students study controversial curriculum issues across schools and communities drawing from curriculum theory and policy in lived and specific historical contexts. It starts with the discussion of the history of the field, multiple definitions of curriculum, paradigms, and philosophies and then moves on to wonder about the prospects for the future. Students examine a broad range of historical documents and theoretical essays as they consider essential curriculum questions both in schools and communities.

- What knowledge is most worth knowing in schools and/or communities?
- For what purpose?
- For whom?
- Who decides?
- What is the best way to acquire that knowledge?

Learning Outcomes

Outcome: This course will educate students in historical and philosophical curriculum inquiry across schools and communities. Students explore curriculum issues in real and particular historical, philosophical contexts and apply them to contemporary curriculum discourses.

Students will be able to:

- Explain, analyze and evaluate the major tenets, premises, and assumptions of important curricular and instructional theories.

- Describe and explain significant historical events, developments, and trends in the field of curriculum and instruction.
- Analyze and interpret historical documents relating to curricular and instructional theory, policy and practice.
- Analyze and evaluate historical interpretations of curricular or instructional trends in a personally relevant subject matter domain.

Required Textbooks, Technology, and Software

The following text is required:

Major texts:

- Ryan, A., Tocci, C., & Moon, S. (2020). *The curriculum foundations Reader*. Palgrave Macmillan (Click [here](#) for e-copy via LUC library).
- Moon, S. (in press). *The flows of transnationalism: Cultural identities and reimagining curriculum*. Routledge (Selected book chapters will be provided via Sakai. Class-use only and do not circulate outside of class)

Book chapters and articles (all accessible via Sakai)

- Greene, M. (1998). Introduction: Teaching for social justice. In W. Ayers, J. A. Hunt, & T. Quinn (Eds.). *Teaching for social justice: A democracy and education reader* (pp. xxvii-xlv). Teachers College Press (Provided via Sakai).
- Kelly, A., Nelson, J. & Moon, S. (2021). Teaching without organs: The pandemic in bodies and culture. In K. Varner, S. Bickmore, D. Hays, P. Schrader, D. Carlson, & D. Anagnostopoulos (Eds.). *The Corona Chronicles: Processes, commitments, and hope in uncertain times*. New York, NY: Diopress (Provided via Sakai)
- Moon, S. (2021). Transnational curriculum studies. In W. H. Schubert & M. F. He (Eds.), *Oxford Encyclopedia of Curriculum Studies*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1577> (Provided via Sakai)
- Moon, S., Rose, S., Black, A., Black, J. Hwang, Y. Lynn, L., & Memoli, J. (2013). Releasing the social imagination: Art, the aesthetic experience, and citizenship in education. *Creative Education*, 4(3). doi: 10.4236/ce.2013.43033.
- Foucault, M. (1976/1990). *The history of sexuality: Volume 1: An introduction* (R. Hurley, Trans.). Vintage Books. (Selected chapter is accessible via Sakai)
- Butler, J. (2015). *Notes toward a performative theory of assembly*. Harvard University Press. (Selected chapter is accessible via Sakai)

The following text is recommended:

- APA (2020). *Publication Manual of the American Psychological Association, Seventh Edition*. (Click [here](#) for e-copy via LUC library).
<https://apastyle.apa.org/products/publication-manual-7th-edition#TOC> Also:
<https://apastyle.apa.org/products/publication-manual-7th-edition-introduction.pdf>

Since this is an online course and students are required to join the course website provided by

LUC (Sakai: <https://sakai.luc.edu>). The course website provides many documents related to readings and discussions, along with discussion boards to which you will post. The professor will continue to post links and optional materials for the duration of the course; see the announcements page for information regarding recent additions. If you have trouble accessing Sakai or if you do not receive e-mail messages from me, please see Sakai support provided by LUC (<https://www.luc.edu/itrs/sakai/index.shtml>)

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.

Assignments and Grading:

1. 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.

2. Creation of an Online Learning Community

10 points

Required Assignment I

Option 1: On Week 1, introduce yourself via a 3-5 minute video (you can record using [Zoom](#) or [Panopto](#)) and upload your video to the Sakai forum by 11:59pm on Thursday (September 2nd). In the video, introduce 1-2 cultural artifacts that relate to your lived experiences. Reply in written response to at least three classmates with a welcome and find common elements both professionally and personally by midnight on Sept 7th.

Option 2: On Week 1, introduce yourself in writing with about 150 words on the Sakai-Forum by 11:59pm on Thursday (September 2nd). Additionally, upload pictures of 1-2 cultural artifacts that relate to your lived experiences. Reply in written response to at least three classmates with a welcome and find common elements both professionally and personally by midnight on Sept 7th.

Optional:

A special Q &A section is prepared for asking questions about the syllabus. Use the title with the summary of questions. The instructor will respond to the questions. No email communication is recommended regarding syllabus questions except a personal issue.

3. (Asynchronous Weeks Only)

Posting Discussion Questions & Responses to the Discussion Questions **20 points**

As asynchronous class activities, you will be assigned into small groups of 4-5 classmates. You are required to communicate within this assigned group for weekly discussion (Weeks 5, 7, 10, and 12). It is optional to review other groups' posts but you are recommended to take the ownership of learning by participating in other groups' conversation.

Stage 1: Post Discussion Questions

You are responsible for weekly postings of one discussion question regarding the required readings (or a film) for that week. Your question should be designed to spark discussion, and may be directly based on the readings or based on real difficulty you are having in understanding the readings. You should provide a background of the question (at least 80-100 words). Due by 11:59pm on Wednesday

Stage 2: Respond to Questions

During these assigned times (Weeks 5, 7, 10, and 12), you should respond substantially to at least three postings. You decide if you will respond to your classmates' questions directly or respond to your classmates' postings on your question. Try to respond to someone who hasn't yet had a response, and try to vary the classmates you respond to each week. You have two options on how to respond.

Option 1: Written Response

An acceptable written response should be around 100-200 words long.

Option 2: Oral Response

Record a voice memo on Sakai using the "Record Audio Clip" which is a microphone icon on Sakai [The second line, right side of the Message box]. The audio clip should be about 2 minutes long.

Both response options should pertain to the readings AND the question. Due by 11:59pm on Sunday. See the rubrics on Sakia-Assignment-Weekly postings.

4. Final project presentation:

10 points

Detailed information will be provided.

5. Core Assessment: Curriculum Research Paper

40 points

(Both the midterm project of proposal and the final paper)

General Evaluation Criteria - In addition to the general criteria, each assignment has a rubric with specific criteria. **These rubrics are available on Sakai under "Assignments"**.

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).

Late Work/Make-Up Policy:

- Assignments submitted after the due date will receive a lower grade. A point will be deducted 10% for each day late.
- Students are expected to use APA style (7th ed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources **must** be cited.
- All work must address overall assignment requirements, including formatting – typed double-spaced, 1” margins, 12 point font, appropriate identifying information, etc.
- Please note: Writing support is available through the university’s writing center: <http://www.luc.edu/writing/>.
- If you miss a synchronous meeting, communicate with the instructor about a make-up assignment.

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

The School of Education’s Conceptual Framework

The SOE’s Conceptual Framework (CF) focuses on *Social Action through Education*. This course on the history and philosophy of curriculum offers multiple ways to examine how individuals and groups have engaged in such action over time in deliberations about and development of curriculum and instruction. Students will be expected to participate in discussions and write reflections that focus on such actions.

This course embraces that diversity and explores it rigorously. In so doing, this course supports educators in service of **social justice** by engaging students in reflective exercises that allow them to bridge theory and practice as it relates to engaging in education in a diverse society.

SOE Conceptual Framework Standards (CFS) are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course assesses CFS1. To address this standard, you will:

- Read, respond to, and discuss major texts in the field of curriculum studies and curriculum history
- Conduct research on a curriculum trend on a topic within the history of curriculum that has particular personal or professional relevance for you.

In order to exceed the expectation, candidates should demonstrate comprehensive, critical understanding of literature in the field and make informed critiques of the text considering diverse perspectives. Candidates evaluate curriculum issues critically drawing from cutting-edge theories and emerging research.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs. Three dispositional areas of *Professionalism, Inquiry, and Social Justice* are assessed in this course. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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. In order to exceed the expectation, consider the following standards:

Professionalism: Candidate embraces personal responsibility and agency by excelling in proactive problem resolution and conflict management. Candidate takes initiative in the development of self and others and actively fosters collaborative relationships that are mutually beneficial. Candidate exemplifies ethical practices, guidelines and professional standards of his/her profession, including but not limited to: arriving to class prepared and on time; submitting assigned work on time; reflecting the expectations of the assignment in submissions.

Inquiry: Candidate demonstrates the ability to generate their own knowledge by carrying out discipline-recognize, systematic approaches to gathering and using multiple forms of data to inform instruction and promote learning for all.

Social Justice: Candidates consistently welcome and affirm diversity at all levels and demonstrate respect and understanding of differences across groups in their academic and/or field-based work. In their written, spoken, and collaborative course contributions, candidates continuously examine and challenge their own beliefs about equity and social justice. Candidates successfully demonstrate importance of social context as they insightfully apply ethically guided analysis to

challenge practices and/or policies that promote or perpetuate injustices and inequities. Candidates clearly and actively model their commitment to taking action to promote multiple perspectives, to seek justice and prevent injustice, and to advocate for the marginalized in schools and society.

**Loyola University Chicago
School of Education
Syllabus Addendum**

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum. The below is four major objectives of this course:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
8. Developing skill in expressing oneself orally or in writing

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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 and Digication (to be updated)

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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Additional ONLINE Course Policies

***Privacy Statement**

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

***Synchronous Meetings**

For synchronous meetings, Zoom will be used. Zoom ID will be provided separately for a security purpose. See the tentative schedule on the final pages for the synchronous meeting dates.

***Student Participation**

This course is a 100% online, synchronous and asynchronous format. No submission for the assigned week of asynchronous format will be regarded as absence. Any portion of absence needs to inform the instructor. If your home internet does not work (or too slow), you should find a public place (including the LUC libraries) for having high-speed internet access. Attendance in the online setting refers to careful reading of assigned readings as well as active and thoughtful participations through Sakai. Each participant's meaningful contribution is crucial to building an online community of critical thinkers, reflexive learners, co-creators of knowledge, and active researchers. Students are required to login Sakai at least twice a week to check in updated announcement.

***Class Conduct**

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

***Student Support**

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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*.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

TENTATIVE SCHEDULE

Week	Topic	Readings (Assignments)
Week 1 September 1	Introduction; Review the syllabus	<i>Creation of Online Learning Community</i> <i>(Post and respond to introductions)</i>

<i>(Synchronous meeting day)</i>	Perspectives & curriculum	
Week 2 Sept 8 <i>(Synchronous meeting day)</i>	Curriculum, Equity, and the Aesthetic Experience	Moon et al. (2013) Greene (1988) - Sakai Other optional resources at Sakai
Week 3 Sept 13-Sept 19 <i>(Asynchronous meeting day)</i>	A library section	A librarian, Tracy Ruppman, explains how to utilize library resources via Panapto <i>(Research Topic Postings)</i>
Week 4 Sept 22 <i>(Synchronous meeting day)</i>	Places of curriculum	CFR Chapter 1 & 2 Kelly, Nelson, & Moon (2021) - Sakai Recommended event: <i>CFR authors' talk</i> <i>Sept 23 12:00-1:30 (Book Study via Zoom)</i>
Week 5 Sept 27-Oct 3 <i>(Asynchronous meeting day)</i>	Perspectives, power-knowledge, and realities	Watch "Rashomon" click here for LUC library streaming video (Disclaimer: A sexual violence scene is included and discretion is needed) <i>(Discussion postings)</i>
Week 6 Oct 6 <i>(Synchronous meeting day)</i>	Power-knowledge, frame of recognition, and resistance in curriculum	CFR Chapter 3 Moon (in press) - access via Sakai Foucault (1976/1990) access via Sakai Butler (2015) access via Sakai
Week 7 Oct 12- Oct 17 <i>(Asynchronous meeting day)</i>	Language, funds of knowledge, and curriculum	CFR Chapter 6 Watch Minari <i>(Discussion postings)</i>
Week 8 Oct 18 - Oct 24 <i>(Asynchronous meeting day)</i>	Independent Research Week	<u>Submit a progress report</u>
Week 9 Oct 27 <i>(Synchronous meeting day)</i>	Culture, curriculum, and choice	CFR Chapters 4 & 5
Week 10 Nov 1- Nov 7 <i>(Asynchronous meeting day)</i>	Grades and historical curricular awareness in schools, communities, and organizations	CFR Chapter 7 & 8 <i>(Discussion postings)</i>
Week 11 Nov 10 <i>(Synchronous meeting day)</i>	Open topics (e.g., University-community-school partnership)	TBD
Week 12 Nov 15 - Nov 21	Transnational curriculum issues	Moon (2021) - Sakai Moon (in press) - Sakai

<i>(Asynchronous meeting day)</i>		<i>(Discussion postings)</i>
Week 13 Nov 22 - Nov 28	Thanksgiving week	no class activity
Week 14 Dec 1 <i>(Synchronous meeting day)</i>	Non-violence & curriculum	Tocci & Moon (in press) - Sakai
Week 15 Dec 8 <i>(Synchronous meeting day)</i>	Preparing for the final project--Research Week	Final project Presentation
Week 16 Dec 15	Final Project	Final project submission (Due by Wed midnight Dec. 15th)

Schedules are Subject to change

Final Project (CFI) – (Rubrics will be provided separately)

The final project is either an individual project or a small group project with 2-3 people. A higher expectation is applied to a group project.

Option 1: History of Curriculum Research Paper

A main objective of this course is to explicate the history and philosophy of curriculum and instruction in the context of various meanings for PK-20 education past and present. This is accomplished by exploring the assumptions undergirding curricular and instructional theory and practice through readings, in-class discussions and activities, and assignments. In order to explore more in depth curriculum trends and their influences, you have an opportunity to conduct a literature review that details the curriculum trends in a personally relevant curricular topic.

Assignment guidelines:

You are responsible for researching the history of curriculum (since 1900) on a particular topic of your choice. Your research findings will be written in a 10-12 page paper and the following two questions will guide your research:

1. What are the notable historical curricular happenings in your curricular topic and when did they occur?
2. How did these historical moments shape the pedagogy in your curricular topic?

The goal of the research is to: (a) expand our understanding of the topic by identifying and synthesizing key research of notable historical curriculum trends in your chosen curricular topic; (b) describe the effects of curriculum trends on pedagogy, and; (c) devise questions for further research in this area. You are expected to incorporate reviews of at least 10-15 closely related sources.

Option 2: Research on a Curriculum Issue

Take a stance on one curriculum issue and write a paper to connect with our readings and discussions. You should write 10-12 pages (excluding the cover page and reference) paper with 10-15 references for this project. Possible topics are: a cutting-edge issue in your subject matter; curriculum studies in another country, community-school-university partnership, curriculum issues in the professions (e.g., legal, medical, or social work field), curriculum and the aesthetic experience, special education in the midst of STEAM movement, diversity and equity issues in curriculum, etc. The curriculum issues research paper should be written according to APA guidelines, 7th edition.

Option 3: Curriculum Foundations Project

Refer to the methodology that *Curriculum Foundations Reader* applied. Decide one curriculum topic of your interest. Collect 3 archival, primary sources related to this topic. Write a historical introduction essay (4-6 pages) along with three archival resources. Write a brief introduction about each source (150 words). The key point is to have a historical analysis about the issue drawing from educators' voice. You are expected to incorporate reviews of at least 10-15 studies in conducting historical analysis.