

The Ohio State University

College of Education

School of Educational Policy and Leadership

ED 814 - The Historical Basis of Curriculum Development

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Office Hours: By appointment

Course Description: The course is organized around certain key ideas that have influenced curriculum theory and practice in modern times. Insofar as possible, the impact of these ideas on curriculum practices is also examined. Some background course work in curriculum (ED 860 or its equivalent) is assumed.

Required Textbooks:

Gordon, B. (1992). The Historical basis of Curriculum Development: Book of Readings. Professor's packet.

Supplemental One: Catherine Camp Mayhew & Anna Camp Edwards. (1936). The Dewey School. Professor's packet.

Kliebard, Herbert M. The Struggle For the American Curriculum. Boston: Routledge and Kegan Paul, 1986.

Woodson, Carter G. (1933). The miseducation of the Negro. New York: AMS Press.

Course Requirements:

1. Participation in discussion of the assigned readings. All students are expected to complete reading assignments before each meeting of the class. In addition, each week a student will be asked to do

supplementary reading and prepare a presentation which will form the basis of class discussion.

2. A presentation (6 page) of an influential person, issue or debate in the curriculum field. Due: Session 5.

If selecting an issue, debate, etc., you may want to review the excerpts in the reading packet from The Social Frontiers.

If selecting a person, you may wish to choose from the following list. Please note: Any attempt at categorizing individuals is at best a delicate balance. Some historical license may have been taken on certain individuals.

Franklin Bobbitt, G. Stanley Hall, Harold Alberty, George Counts, W.W. Charters, Charles Judd, Boyd Bode, Harold Rugg, Ellwood Cubberley, Edward Thorndike, William Kilpatrick, Ross L. Finney, Hilda Taba, David Snedden, Laura Zirbes

3. An historical research paper (15 pages) dealing with one of the topics of the course **Due: 9th session**. Students will be required to hand in a half page proposal for their research project, which includes, a rationale for the project, a description of the research, and the methodology to be employed. **Proposal due: 3rd session**. (Make a photocopy of this for your records as the proposals will not be returned). Papers submitted must be the original printed/typed copy stapled at the top left (xerox copies will not be accepted). Please include name and title of paper on first page of document.

Evaluation

33% Class participation

33% First paper

34% Research paper

100%

COURSE OUTLINE:

Session 1: Introduction to course, dissemination of syllabus,
and explanation of course requirements.

Session 2: Kliebard, chpts 1 & 2.

Session 3: The Reports Committee of Ten 1893 Report on Secondary
Studies Committee of Fifteen 1895 Report on Elementary Education

Session 4: Kliebard chpt 3, and The Dewey School.

Seminar paper Proposal due

Session 5: Discussion of Curriculum Figures

First paper due

Session 6: Kliebard chpts 4 & 5 and The Cardinal Principles 1918

Session 7: Kliebard chpts 6 & 7 and, The Social Frontiers

Session 8: Kliebard chpt 8 & 9 and, The Social Frontiers continued

Session 9: Woodson, The Miseducation of the Negro.

Seminar paper due

Session 10: Summation

SELECTED READINGS
IN
CURRICULUM HISTORY

Jeremiah Day. The Yale Report (1828)

Nat. Educ Assoc (NEA) Report of the Committee of Ten on Secondary
Education (1893)

Nat. Educ Assoc (NEA) Report of the Committee of Fifteen on Elementary Education (1895)

Nat. Educ Assoc (NEA) Cardinal Principles of Secondary Education (1918)

Franklin Bobbitt. "Scientific Method in Curriculum-Making." The Curriculum. (1918)

Franklin Bobbitt. "The Objectives of Secondary Education," School Review. (1920)

The Social Frontiers: Excerpts

John Dewey. Can Education Share In Social Reconstruction?

Charles Beard Property and Democracy

John Dewey The Teacher and His world

Social Frontiers Indoctrination

Florence c. Hanson "Loyalists" Oaths

Social Frontiers Inquisition in the U.S.A.

John Dewey The Meaning of Liberalism

Social Frontiers Shall Teachers Be Free

John Dewey The Social Significance of Academic Freedom

Carleton Washburne Indoctrination versus Education

John L. Childs Can Teachers stay out of the Class Struggle?

John Dewey Class struggle and the Democratic Way

William H. Kilpatrick A 4-Year Education Program

Harold Rugg Immediate Proposals

H. Gordon Hullfish Why I am Resigning from the Teacher's Union

John Dewey In Reply (to H. Gordon Hullfish)

Goodwin Watson Across Facist Frontiers --I.

Social Frontiers On the Educational Front - March, 1937.